Teachers' Efforts to Overcome Bullying Cases in the School Environment: Effective Steps to Curb Bullying Behavior

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Abstract

The role of teachers is very important in stemming bullying cases in the school environment. This study aims to investigate the efforts made by teachers in overcoming bullying cases in the school environment. Through a descriptive qualitative approach and in-depth interviews via WhatsApp, this research was conducted at Fathona Pakjo Integrated Islamic School Palembang. The research findings show that teachers who successfully address bullying cases have taken effective steps, such as identification of bullying cases using clear indicators, implementation of anti-bullying programs involving students and school staff, and collaboration with other parties such as parents and authorities. The results of this study have important implications in fostering an understanding of teachers' efforts in addressing bullying cases in the school environment, and can serve as a reference for schools and teachers in developing effective strategies to prevent and address bullying, with the aim of creating a safe and supportive learning environment for all students. Important implications include more targeted teacher training and the development of student education programs on empathy and inclusiveness for more effective anti-bullying policies. This conclusion is expected to encourage further research and assist schools in formulating more comprehensive strategies in addressing bullying issues.

Keyword: Teachers, Bullying Cases, Effective Measures, School Environment, Curbing Bullying Behavior

INTRODUCTION

Bullying in the school environment is one of the problems that often occurs and affects many students. Bullying behavior can cause significant negative impacts, both for the victim and the school environment as a whole. Therefore, it is important for teachers to take effective measures to address and stem bullying behavior in schools (N. Ahmad et al., 2022). One of the problems that arise related to bullying cases is the lack of awareness and understanding of students about the negative impact of such behavior. Many students do not realize that their actions can hurt others physically, verbally, or emotionally (Karim et al., 2023). In addition, there is also the problem of a lack of communication and understanding between students, teachers, and parents regarding the importance of preventing and overcoming bullying (Jihad et al., 2024). In addition, the development of technology and social media has also provided a new space for bullying, known as cyberbullying (Ahmed, 2023). In this digital age, students can become victims of bullying through
text messages, social media, or other online platforms. This adds to the complexity of addressing bullying cases in the school environment (Candrawati & Setyawan, 2023).

Not only that, another problem that arises is the lack of coordination and cooperation between teachers, school staff, and authorities in handling bullying cases. Sometimes, a lack of understanding of the procedures for handling and assisting bullying cases leads to ineffective handling (Zahro et al., 2024). In dealing with this problem, teachers need to take effective steps to overcome bullying cases in the school environment. In this article, we will explain concrete steps that can be taken by teachers, such as recognizing the signs of bullying, building good relationships with students, conducting socialization about bullying, teaching social skills to students, implementing anti-bullying programs, involving parents, and maintaining security and order in schools (Ula, 2024).

By taking these steps, teachers can help create a safe, inclusive and bullying-free school environment (Kim et al., 2024). In addition, these steps can also help students to understand the negative impact of bullying behavior and encourage them to behave well and respect each other (E. H. Ahmad, 2019). A case of bullying is an aggressive act perpetrated repeatedly by a group on a particular individual (Rohimin et al., 2024). Bullying is usually directed at individuals who are considered weaker or different among most other individuals. Bullying can take many forms, whether physical, verbal or non-verbal (Ramadhanti & Hidayat, 2022).

In the context of the school environment, cases of bullying are common and can have serious repercussions. Many students experience bullying at school, either directly or through social media (cyberbullying) Bullying cases at school can harm victims physically, emotionally, and psychologically (Tooley, 2023). In addition, bullying cases can also create an unsafe school environment that is not conducive to learning, because we must be able to prevent bullying from both parents and teachers at school (E. F. Pratiwi et al., 2021). Thus, teaching good manners to children from an early age is an important investment in the formation of good character, effective social skills, avoidance of undesirable behavior, and reinforcement of family and cultural values (Hulkin & Prastowo, 2023).

It is important for teachers to address bullying cases in the school environment with effective measures. Teachers need to recognize the signs of bullying, build good relationships with students, conduct socialization about bullying, teach social skills to students, implement anti-bullying programs, involve parents, and maintain security and order in schools (Junindra et al., 2022). By taking these steps, teachers can help create a safe, inclusive and bullying-free school environment (Yuliani, 2019). However, it is important to remember that these measures should be tailored to the context and needs of each school. Each school may have different challenges and issues in addressing bullying cases (Kamila et al., 2023). Therefore, it is important for teachers and related parties to work together to address bullying cases and create a safe and supportive school environment for all students (Tambunan & Mulkiyan, 2021). In an effort to overcome bullying cases in the school environment, some of the problems that can be identified as less effective include the lack of student awareness about the negative impact of bullying (Setiawan & Indrawati, 2022). Students may not yet be fully aware of the consequences of such behavior on the mental and emotional well-being of fellow students (Widyastuti & Soesanto, 2023). In addition, the bullying prevention education system may not be optimal, with schools lacking adequate programs or activities to prevent bullying and raise awareness among students (Sofyan et al., 2022). Not only that, the lack of parental involvement in prevention efforts is also a serious problem. Active support from the family environment is considered essential, and a lack of parental participation can reduce the effectiveness of prevention efforts at school (Wintoko & Nugroho, 2024). Inadequate counseling resources are also an issue, hampering the school's ability to provide emotional support to students involved in bullying cases (Febriany, 2023). Along with that, the lack of teacher involvement in identifying signs of bullying and reporting such cases is an obstacle (Wahdanah et al., 2022). Teachers may not have sufficient skills or knowledge, and this can affect the effectiveness of prevention at the classroom level. Poor transparency and communication between teachers, students and school authorities can also make it difficult to implement prevention programs (Sari & Muslihah, 2020). Equally important, a sanctioning system that may not be effective enough is also a problem. Bullying perpetrators may not experience adequate consequences, thus not creating the deterrent effect needed to change their behavior (Khoir, 2018). Finally, the lack of training for teachers in handling bullying cases can be a barrier, so efforts are needed to improve their skills and knowledge in handling such situations (Hakim et al., 2024). By identifying and addressing these issues, it is hoped that effective measures can be implemented to stem bullying behavior in the school environment (Maemunah et al., 2023).
In previous studies related to this research, both studies have similarities in focusing on teachers' efforts in overcoming bullying cases in the school environment and recognition of the importance of the role of teachers in preventing and dealing with bullying behavior. However, there are differences in the scope and implications of the research. The first study focuses more on identifying the factors that cause bullying behavior and its implications for counseling guidance teachers, while the second study emphasizes effective steps that can be taken by teachers to overcome bullying cases (Pratama, 2023).

In previous studies that discussed the Role of Teachers in Preventing and Overcoming Bullying in the School Environment, and Teacher Efforts to Overcome Bullying Cases in the School Environment: Effective Steps to Curb Bullying Behavior have similarities in their research focus, namely the role of teachers in preventing and overcoming cases of bullying in the school environment. Both studies also emphasize the importance of effective steps that can be taken by teachers to overcome bullying problems. However, the difference lies in the approaches and methods used in overcoming bullying cases. The first study focuses more on the role of teachers in general in preventing and overcoming bullying, while the second study emphasizes effective steps that can be taken by teachers in overcoming specific cases of bullying (Andryawan et al., 2023).

Furthermore, in previous related research, Teacher Efforts in Handling School Bullying Students in Elementary Schools, and Teacher Efforts to Overcome Bullying Cases in the School Environment: Effective Steps to Curb Bullying Behavior have similarities in their research focus, namely the teacher's efforts in overcoming bullying cases in the school environment. Both studies also emphasize the importance of the role of teachers in preventing and dealing with bullying behavior. However, the difference lies in the approach and scope of the research. The first study is more general in overcoming school bullying of students in elementary schools, while the second study is more specific in identifying effective steps that can be taken by teachers to stem bullying behavior (Nurhaedah et al., 2020).

Overall, the three studies show that the role of teachers in addressing bullying cases in the school environment is very important. With a better understanding of the causal factors and effective measures, teachers can play an active role in preventing and addressing bullying behavior in schools. The purpose of this study is to analyze and understand the efforts made by teachers in overcoming bullying cases in the school environment. This study aims to identify effective measures that can be used by teachers to stem bullying behavior. Thus, this research is expected to contribute to improving the safety and well-being of students in the school environment.

METHODS

This research uses a descriptive qualitative approach. Qualitative methods are methods that focus on in-depth and detailed observations. By using qualitative methods in research, analysis of a phenomenon can be done thoroughly. This qualitative research emphasizes aspects of humanism and human behavior as a response to the understanding that individual internal factors influence all consequences of human actions (Abdussamad, 2022).

The techniques used in collecting data are in-depth interviews and data analysis. The purpose of using this technique is to explore the views and experiences of respondents regarding teachers' efforts to overcome bullying cases in the school environment. The data collected will be analyzed using a descriptive approach, by identifying patterns and themes that emerge from the results of interviews via WhatsApp. This research was conducted at Fathona Pakjo Integrated Islamic Elementary School Palembang, by collecting data from the resource persons, namely teachers.

In the data analysis technique, there are three stages which include data collection, data reduction, and data presentation. In the data collection stage, researchers recorded data obtained through interviews. Furthermore, at the data reduction stage, researchers summarized and selected important things related to this research. The last stage is data presentation, where researchers make conclusions in the form of descriptions related to the research results that have been obtained.

RESULT AND DISCUSSION

Overview of bullying behavior in the school environment

Bullying in the school environment is an act of bullying or violence committed intentionally by one or a group of people who are stronger or more powerful against others, with the aim of hurting and being carried out continuously. This bullying behavior can take the form of taunts, insults, threats, blackmail,
beatings, and social isolation. Bullying in schools has serious impacts on victims, such as mental health problems and reduced academic performance. To overcome bullying, prevention and protection measures are needed that involve children, families, schools, and communities, all of this is in accordance with what was conveyed by Mrs. IA:

"There are many characteristics of bullying behavior in schools, one of which is ridicule, this can make the child down in learning. In paying attention to the movements of students at school, if you have seen behavior that is beyond reasonable limits, then immediately take action and find the location of the problem and its solution. In this case, you can involve the student council, homeroom teacher and also the teacher who teaches."

Bullying in the school environment has a serious impact on victims. Victims of bullying have a higher risk of developing mental health problems such as anxiety disorders, mood disorders, and eating disorders such as anorexia or bulimia (Kristika & Lestari, 2021). In addition, victims of bullying also often experience difficulties in focusing, learning, and participating in an academic environment, which can lead to decreased academic performance, high absenteeism, and decreased interest in education (I. Pratiwi et al., 2021).

Bullying behavior in schools can take many forms, including verbal, physical, and psychological. Common forms of bullying include teasing, humiliation, threats, blackmail, beatings, and social isolation. Bullying can also occur through social media and cyberspace (Octavia et al., 2020).

Factors causing bullying in the school environment

The factors that cause bullying in the school environment can vary. One of the contributing factors is the influence of mass media. Violent content that appears in the mass media can influence the behavior of children at school and encourage them to imitate and do the same. All of this is as explained by Mrs. IA during the interview:

"There are several factors that can cause bullying in the school environment. First, unsafe and unsupportive environmental factors, such as lack of supervision from the school. Second, there is social inequality among students, which can create conditions that trigger bullying behavior. In addition, family problems can also be a factor, such as traumatic experiences or lack of attention from parents."

Bullying in the school environment is a complex phenomenon that can be influenced by various factors. One significant factor is inequality and discrimination, where differences in race, religion, gender, or sexual orientation can be a trigger for bullying behavior. Students who experience an inability to handle conflict may also resort to violence as a way to express their dissatisfaction (Isnaeni Rahmat et al., 2023). Lack of supervision and handling from the school can also create an environment that allows bullying behavior to flourish unhindered (Rahayu & Permata, 2019). High academic pressure and competition between students can create a situation where dominance or power is perceived as a way to cope with such pressure (Utami, 2019). The influence of the family environment is also a factor, where students who experience bullying at home or are exposed to aggressive behavior in their family may be more likely to mimic such behavior in the school environment (Herawati & Deharnita, 2019).

In addition, a lack of awareness and education regarding the negative impact of bullying can lead to a lack of understanding among students and school staff. Students who experience high levels of stress or depression may also be more susceptible to bullying behavior, either as victims or perpetrators. Unsupportive school culture, lack of parental involvement, and the influence of social media and technology are also factors that contribute to the phenomenon of bullying in the school environment (Abdullah & Ilham, 2023). A thorough understanding of these factors is therefore key to developing effective prevention and intervention strategies. Only by addressing these contributing factors can the school environment become a place that is safe, supportive and provides a positive foundation for the growth and development of all students.

Effective steps that can be taken by teachers in dealing with bullying

In the face of this challenge, teachers have a very important role in creating a safe and supportive atmosphere for all students. Therefore, an emphasis on effective measures that teachers can take to address bullying is a must.

"In an interview with a teacher regarding effective steps that teachers can take in addressing bullying, he stated several steps that can be taken. First, make bullying a topic of discussion in class by teaching students about the definition, negative impact, and how to fight bullying. This theme needs to be at the
In the forefront of the school curriculum so that students have a clear understanding of the importance of dealing with bullying.

Furthermore, teachers need to encourage cooperation and mutual respect among students by teaching the values of empathy and tolerance. By building an inclusive environment, students will feel safer and more comfortable in interacting with each other, so the possibility of bullying can be reduced (Manafe et al., 2023). It is important for teachers to confront the bully directly by confronting them and questioning their actions. Teachers should provide an understanding to the perpetrator that the behavior is unacceptable and must be stopped. This step is important to build awareness and responsibility for actions that harm others (N. Ahmad et al., 2022). Finally, involving parents is also an important step in addressing bullying. Teachers need to collaborate with parents to identify possible cases of bullying and provide a consistent approach in dealing with these issues both at school and at home. By involving parents, we can establish a strong and consistent support in dealing with bullying (Kurniawan & Pranowo, 2018). By implementing these measures, teachers can provide protection and ensure students feel safe and comfortable in the school environment. It will also help create a school culture that prioritizes safety, respect and diversity.

An overview of bullying behavior in a school setting may include acts of intimidation, verbal or physical abuse, humiliation, threats, and bullying perpetrated by one individual or a group of individuals against others who are weaker or more vulnerable (Bili & Sugito, 2020). These behaviors often aim to dominate, hurt, or degrade the victim with the goal of gaining power or personal gratification (Candrawati & Setyawan, 2023). The occurrence of bullying in the school environment can be caused by several factors. One of them is the lack of understanding and awareness of the negative impact of bullying on victims. In addition, an unsupportive environment, such as lack of supervision and intervention from teachers and school staff, can also exacerbate the situation. Other factors include power inequality, social pressure, inability to manage conflict, and the presence of prejudice or discrimination.

To address bullying, there are several effective steps that teachers can take. First, teachers need to create awareness about bullying by holding classroom discussions and activities that introduce the concept of bullying, its impact, and the importance of stopping such behavior. Next, teachers can encourage cooperation and friendship among students by teaching values such as mutual respect, empathy, and tolerance. By creating an inclusive environment, students will feel safer and avoid bullying.

In addition, teachers should take direct action in dealing with bullies by confronting them and sanctioning them accordingly. Teachers also need to work together with school staff, parents and the community to create policies and programs that support the prevention and handling of bullying. With these steps, it is hoped that teachers can help address bullying in the school environment and create a safe, comfortable and inclusive learning environment for all students.

CONCLUSION

Teachers' efforts can overcome bullying cases in the school environment with effective measures, such as involving students in role-playing to overcome bullying, providing assurance and protection to students who are victims, responding immediately if they witness bullying, showing firm but not aggressive behavior, raising awareness among children about bullying, teaching good behavior, empathy, and cooperation, and using storytelling methods as a prevention effort. It is also important for schools to immediately address bullying cases and provide optimal Guidance and Counseling services. By implementing these measures, it is hoped that a safe and inclusive learning environment can be created in schools.

ACKNOWLEDGMENTS

On this precious occasion, we would like to express our deepest gratitude for the support and cooperation that has been given. Without the help and contributions of various parties, our achievements would not have been realized. May this kindness and cooperation continue to achieve greater goals.

REFERENCE


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