The School Strategies in Implementing Anti-Bullying Education and Student Protection
(A Case Study at SD 001 Rantau Rokan Hilir)

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ABSTRACT

Purpose – This research explores the role of schools in implementing anti-bullying education and student protection at SDN 001 Rantau, Rokan Hilir. The phenomenon of bullying in the school environment, both verbal and non-verbal, often hurts students' mental health, sense of security, and learning motivation.

Methods – This study employed a descriptive qualitative approach, using in-depth interviews with the principal and teachers, direct observation, and students as the main informants, with documentation serving as supporting data. The results showed that the school had implemented various strategies, including the formation of a special team to prevent bullying.

Findings – The results showed that the school had implemented various strategies, including the formation of a special team to prevent bullying. The implementation of anti-bullying programs through learning activities, and cooperation with external parties such as the health department and the police. In addition, the programs such as anti-bullying chants and claps, as well as the implementation of the Pancasila Student Profile Strengthening Project (P5), have proven effective in instilling positive values and creating an inclusive school culture.

Limitations – This research is limited to literature studies and field data obtained from a single school context.

Value – This study recommends strengthening anti-bullying policies through deeper curriculum integration, enhanced teacher training, and increased parental involvement to foster a safer and more supportive educational environment for students.

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Introduction

Bullying is a pervasive issue in educational settings worldwide, leading to significant psychological and emotional harm among students (Muslih et al., 2021). Victims often endure anxiety, depression, diminished self-esteem, and, in severe cases, suicidal thoughts. These adverse effects can persist into adulthood, impacting overall well-being. According to data from the Progress in International Reading Literacy Study (PIRLS) across 50 countries, 29% of students aged 9–10 experience bullying monthly, while 14% experience it weekly throughout the year (Unesco, 2019).

Bullying cases in school environments are caused by several factors, including differences in opinion and belief. A 2021 survey in Europe showed that 54% of lesbian, gay, bisexual, and intersex young people had experienced bullying at school. Furthermore, 83% of them reported witnessing negative comments based on sexual orientation, gender identity, gender expression, or variations in sex characteristics (Schinas, 2023).

A thematic survey titled *Assessment of Risky Behavior of Students in Primary and Secondary Schools with a Focus on Cyber-Bullying*, conducted in 2022/2023, revealed that the most frequent reasons for bullying in primary schools included: personal characteristics (72%), physical differences (30%), social disadvantage (30%), being a new student (7%), disability (4%), nationality/ethnicity (7%), homophobia or transphobia (3%), gender (2%), and other reasons (15%) (Spitzerová et al., 2023).

In Indonesia, according to data from the Violence Prevention and Handling Team (TPPK) in educational units, there were 127 reported bullying cases from 2021 to 2023. At the elementary school level, 11 cases of bullying were recorded (Anugrahmawaty, 2023). This phenomenon indicates that the school environment remains vulnerable to behaviors that can harm students' mental health, sense of security, and learning process. According to the Indonesian Child Protection Commission (KPAI), bullying in elementary schools often occurs in verbal, physical, or social forms (Noer et al., 2024). Bullying in schools has become a major issue that negatively impacts students' mental and emotional well-being. Children who are victims of bullying often experience reduced motivation to learn, mental health disorders, and even long-term trauma. Unfortunately, in some schools, preventive and responsive measures remain suboptimal. Anti-bullying education programs have not been fully integrated into the curriculum, and existing measures are often limited to formal sanctions that fail to address the root causes of bullying behavior (van Verseveld et al., 2021).

According to (Ningrum & Wardhani, 2021), there are two main reasons why the issue of bullying is crucial. First, it concerns self-awareness and the understanding of human rights, including the rejection of discrimination based on physical, racial, religious, or gender differences. Julia R. Badger emphasized in her research that children with special needs are more vulnerable to bullying and thus require more inclusive intervention strategies. An effective school-based approach includes educator training, firm anti-bullying policies, and peer involvement. Furthermore, evidence-based methods are essential to enhance the effectiveness of anti-bullying programs (Badger et al., 2024). Second, both victims and perpetrators of bullying are disproportionately affected. The impact on bullied students may manifest as fear and social withdrawal, with most choosing to remain silent. According to UNESCO, data combining quantitative and qualitative findings from various global and regional surveys across 144 countries and

territories show that one in three students has been bullied by peers at least once in the past month, and a similar proportion has experienced physical violence (Giannini, 2019).

Children who are perceived as different in any way are more likely to be bullied, and physical appearance is the most common cause of bullying. The second most frequent reason reported by students is related to race, nationality, or skin color. Bullying has a significant negative impact on children's mental health, quality of life, and academic achievement (Goldberg et al., 2023). Bullying has decreased in almost half of the 71 countries and territories studied and the same proportion of countries have also seen a decrease in physical fights or physical assaults. The report, Behind the Numbers: Ending school violence and bullying is one of UNESCO's contributions to the "End Violence Against Children" campaign, a new initiative dedicated to ending violence in schools so that children are free to learn, develop, and pursue their dreams. The campaign was originally conceived by members of the Global Partnership to End Violence Against Children: UNESCO, UNICEF, the UK Department for International Development (DFID), and the United Nations Girls Initiative (Lake, 2016).

Effective anti-bullying education relies not only on the provision of a formal curriculum but also on fostering a supportive school culture. This includes training teachers to identify and address bullying, as well as implementing policies that actively engage both students and parents. In several countries, such programs have been shown to reduce the incidence of bullying and improve student well-being (Fauzan & Sulaeman, 2024). For example, a study by Gaffney (2019) found that bullying prevention programs reduced student involvement in bullying behavior by 31% and decreased the likelihood of victims reporting incidents by 24%.

In Indonesia, bullying prevention efforts have been increasingly integrated through the "Child-Friendly School" program initiated by the Ministry of Women's Empowerment and Child Protection. This program aims to create a safe, clean, and inclusive learning environment for all students. Schools that adopted this policy reported a significant decrease in bullying incidents (Rohimin et al., 2024). However, the success of such initiatives requires strong support from schools, parents, and the wider community. Victims of bullying often suffer from mental health disorders such as anxiety and depression, along with decreased academic performance (Francis et al., 2022). Conversely, perpetrators of bullying are at high risk of engaging in long-term aggressive behavior that may negatively impact their future (George, 2024).

The role of schools in implementing anti-bullying education and protecting students must be emphasized to break the cycle of bullying and foster a more tolerant generation. Schools should take a proactive role, not only by sanctioning bullies but also by cultivating a school culture that actively prevents bullying. Anti-bullying education must be fully integrated into school curricula. According to Hikmat et al. (2024) a collaborative approach involving teachers, principals, and parents is essential to creating a truly safe environment for every student. This research is expected to provide practical recommendations for schools in Rokan Hilir on how to enhance their anti-bullying programs and protection systems, thereby creating a healthier and safer educational climate.

This study aims to explore the role of primary schools in implementing anti-bullying education at SD 001 Rantau Primary School, Rokan Hilir. Utilizing a descriptive qualitative approach, the study seeks to identify the challenges in implementing anti-

bullying programs, assess the effectiveness of the strategies employed, and offer policy recommendations applicable to other primary schools. Therefore, the findings of this research are expected to contribute to the development of national strategies for fostering a safer and more inclusive educational environment.

Bullying remains a significant concern in educational settings, with profound implications for students' mental health and overall well-being. A study conducted at SMA Negeri 16 Banda Aceh examined the effects of bullying on students' psychological health (Wahyuni et al., 2024). The findings highlighted that bullying negatively impacts students' mental well-being, often resulting in anxiety, depression, and reduced academic performance.

Another study by Nurhayaty and Mulyani (2020) examined the impact of bullying on adolescents' developmental tasks. This aligns with the findings of Girón and Doty (2023). who noted that victims of bullying often face difficulties in various developmental areas, including social interaction and self-esteem—both of which are critical during adolescence. These studies highlight the pervasive nature of bullying and its harmful effects on students' mental and emotional health. Addressing this issue is essential for creating a safe and supportive educational environment.

The three previous research studies mentioned above primarily focused on examining the impact of bullying on individuals and communities. These studies provided valuable insights into the psychological, emotional, and social consequences of bullying behavior, highlighting the various ways it affects victims, perpetrators, and bystanders alike. In contrast, my research takes a different approach by exploring the realm of anti-bullying education. This area of study aims to investigate the effectiveness of educational programs and interventions designed to prevent bullying and promote a culture of respect and inclusivity within schools and other social settings. By shifting the focus from the effects of bullying to the strategies and methodologies employed in anti-bullying education, my research seeks to contribute to a deeper understanding of how proactive measures can be implemented to combat bullying and foster a safer environment for all individuals.

Methods

This study employs a descriptive qualitative method to examine the role of teachers in promoting both verbal and non-verbal anti-bullying education through creative activities aimed at preventing and addressing violence in the school environment at SDN 001 Kubu Babusalam, Rokan Hilir, Riau. It analyzes how teachers handle bullying cases while fostering anti-bullying attitudes during the learning process. The first data collection method used in this study is non-participatory observation conducted over the course of one month. The second data source consists of documents related to teachers who are members of the Team for the Prevention and Handling of Violence in Educational Units (TPPKSP). The third method involves in-depth interviews with key informants knowledgeable about bullying in schools. These informants include the principal (BN), certified teachers from the violence prevention team (TY and BT), and students (MA, AH, and MD). Informants were selected using a purposive sampling method based on criteria relevant to the research. The selection was guided by the participants' experience in developing or implementing anti-bullying programs at school. Students who had experienced or witnessed bullying were chosen to provide first-hand perspectives. The school was deemed appropriate for this study due to its

implementation of an anti-bullying program, availability of relevant data and participants, and institutional support for data collection.

Data were collected through in-depth interviews with informants, following established guidelines. The interview results were analyzed through the stages of data reduction, data display, and conclusion drawing. The findings are presented descriptively, highlighting the essential components.

Table 1. Table 1. Description of Themes and Respondents

No.	Theme	Respond
1	Bullying cases	BN, TB, TY, MA, AH, MD
2	Impact of Bullying cases	MA, AH, MD
3	School policy in handling bullying cases	BN
4	Steps to handle bullying cases	BN, TB, MA, AH, MD
5	Anti-bullying programs in schools	BN and MA, AH, MD
6	How to integrate anti-bullying education in daily teaching and learning activities	TY
7	Socialization or training on bullying for students	BN
8	The school's role is to ensure that all students feel safe and secure in the school environment.	BN
9	The effectiveness of the anti-bullying program implemented by the school according to	TY
10	Cooperation with external parties	BN

Result and Discussion

1. Bullying Cases

Bullying cases at SD 001 are a particular concern for the principal. He stated that bullying does occur among students, although most incidents are verbal in nature. TY expressed a similar view, stating:

"At SD 001, non-verbal (physical) bullying does occur, but it is manageable. Verbal bullying is more common, and often leads to physical bullying." (Interview with TY, November 12, 2024)

The researcher also received similar information from TB, who noted that most bullying at the school was verbal, with only a few incidents escalating to physical violence. This suggests that the school environment maintains relatively good control over student behavior. However, verbal bullying should not be underestimated, as it can lead to more serious issues such as physical bullying. If not addressed properly, verbal bullying can trigger frustration, low self-esteem, or anger in victims, potentially resulting in physical confrontation as a reaction or form of retaliation. Therefore, addressing verbal bullying should be a top priority in the overall bullying prevention efforts in the school environment. The students' perspectives also reflect similar experiences to those described by teachers. MA stated:

"Yes, I have been teased about my parents' names during arguments. What started as a joke turned into a real fight. I was mocked, and I got angry after the fight." (Interview with MA, December 10, 2024)

AH shared a similar experience. Meanwhile, MD described a slightly different case:

"There are friends who ask me for money. If I don't give it to them, they call me stingy." (Interview with MD, December 10, 2024)

MD's response indicates that bullying at school includes not only verbal and non-verbal forms, but also coercive behavior among peers. MA also shared an interesting point—he admitted that when he was bullied, he retaliated by bullying others. This suggests the possibility that victims of bullying may become perpetrators in the future. In addition to identifying cases of bullying among students, the researchers also explored how students react when witnessing bullying directed at their peers. MA stated:

"I have seen my friend being bullied. I got angry because I didn't accept seeing my friend treated that way". (Interview with MA, December 10, 2024)

Similarly, AH said:

"I was angry because my friend was being bullied, so I reported it to the teacher." (Interview with AH, December 10, 2024)

MD also supported this view, explaining that he had seen a friend being verbally bullied and had tried to separate his friend from the bully.

The interviews revealed that when students witness bullying, they often respond by intervening—such as separating the victim from the bully, reporting the incident to a teacher, or standing up for the victim. These findings suggest a growing awareness among students in addressing bullying incidents.

"Signs that a student may be a victim of bullying include appearing moody, crying frequently, or being reported by peers to the teacher." (interview with TB, November 12, 2024).

Such signs should not be ignored, as they may indicate that a student is experiencing psychological distress due to negative interactions with peers.

Teachers and school authorities must be attentive to these signs, especially when they occur consistently or coincide with noticeable changes in student behavior or academic performance. An empathetic approach and open communication are essential to making students feel safe enough to share their experiences. Moreover, teachers should respond promptly to reports from students by conducting non-judgmental investigations, offering emotional support to victims, and educating the school community about the impacts of bullying. Through such measures, the school environment can become safer and more supportive of students' holistic development.

The findings above are in line with the research of (Maalikih & Rakhmawati, 2025) which found that there were indeed cases of bullying, especially in the form of verbal bullying. This is also conveyed by (I. Pratiwi et al., 2021) that verbal bullying is the most common form of bullying in elementary schools. TB teachers also confirmed that bullying in schools is more often in the form of words than physical violence. This shows that the school environment still has good control over student behavior, although verbal bullying remains a major concern. Other findings found by H. Pratiwi et al. (2024) also

show that there are indeed signs of students experiencing bullying such as children looking moody, often crying, silent, and submissive, in this case, teachers need to recognize the characteristics of these students.

2. Impact of the bullying cases

When bullying occurs at school, it inevitably has an impact on the victims. While such experiences can lead to discouragement, in some cases they may also motivate students. However, according to the interview results, the students did not report a loss of motivation or enthusiasm for learning after experiencing bullying. MA, AH, and MD stated:

"Bullying cases do not affect feelings or confidence.". (Interview with MA, AH and AD, December 10, 2024).

According to Mawload et al. (2024) the impact of bullying on students varies and may affect individuals differently. Generally, bullying can lead to negative outcomes such as low self-esteem, social difficulties, and decreased academic performance. However, the interview results indicate that not all victims experience these effects. Some students were able to maintain their enthusiasm for learning. MA, AH, and MD stated during the interviews that bullying did not affect their feelings or confidence. This suggests that individuals' responses to bullying are strongly influenced by personal resilience and the support of their environment.

3. School policy in handling cases

Schools must establish clear policies for addressing bullying in order to minimize undesirable incidents. This includes forming a specialized team composed of teachers and school policymakers.

"At SD 001, a dedicated team of three teachers was appointed through an official decree (SK) to handle bullying cases in a focused and structured manner. Every Thursday, the school conducts socialization workshops designed to educate both students and teachers about the dangers of bullying and strategies for prevention. As a designated "driving school," SD 001 implements guided learning programs that emphasize character development and foster a safe and inclusive school environment." (Interview with BN, November 13, 2024).

According to the researchers, policies such as appointing a special team of teachers through a formal decree (SK) and holding weekly workshops represent strategic efforts in addressing bullying cases. This approach focuses not only on handling incidents after they occur but also on preventing bullying through education and awareness-building among students. As a designated driving school, SD 001 demonstrates its commitment to fostering a guided, safe, and inclusive learning environment that supports the positive and sustainable development of student character.

These findings align with Widyaningtyas & Mustofa (2023) assertion that anti-bullying school policies are a collective responsibility, particularly involving teachers, school staff, and students in fostering a positive school environment. This effort requires active engagement in education, supervision, and collaboration across the school

community. Measures such as forming a dedicated team of teachers and conducting awareness-raising activities for both students and teachers are essential for creating a safe and inclusive environment (Drescher et al., 2023).

4. Steps to handle cases

In response to bullying, the school strives to create a safe and inclusive environment by monitoring its students to prevent bullying from occurring. This was also conveyed by students MH, AH, and MD. They stated that the school tries to create an environment where students feel safe and comfortable, as problems are addressed directly at school.

> *"The first step taken by the teacher is to call in both students involved—the victim and the perpetrator. Next, the teacher will ask about the cause of the bullying. If the perpetrator does not know the reason directly, the teacher will ask his/her close friends to find out more. The cause of bullying often stems from trivial issues, such as accidental bumping or scribbling. In dealing with this problem, the teacher will immediately intervene to solve the problem quickly. On the other hand, principals emphasize the importance of taking care of the feelings of students involved in bullying incidents. When there is a case of bullying, the principal reminds the children involved to be called privately to the office to discuss, not in front of their friends. This is done to create a safe and supportive atmosphere, allowing the child to feel respected and unpressured, as if speaking to a friend."* (Interview with BN, November 13, 2024).

The researcher also received similar information from teacher TB on November 10, 2024. The researcher saw that the steps taken by teachers and principals in dealing with bullying cases at SD 001 showed a thoughtful approach and focused on educationally solving the problem. Calling in both students and asking them directly about the cause of the bullying is an effective initial step in understanding the case. Not only does this help uncover the root of the problem, but it also gives both the victim and the perpetrator a chance to express their point of view.

The principal's approach, which emphasizes the importance of taking care of students' feelings, is also commendable. By calling the students personally and creating a comfortable atmosphere like talking to a friend, the principal showed sensitivity to the students' emotional needs. This step is crucial to prevent embarrassment or distress that could escalate the situation for the children involved. The above conclusion is in line with (Manalu et al., 2024) that handling cases of bullying in schools requires a comprehensive and sensitive approach. The first step taken by the teacher is usually to call both students involved, both victims and perpetrators, to understand the root of the problem. If the perpetrator cannot explain the reason for his actions, the teacher can gather additional information from his close friends. Many times, bullying is triggered by trivial things such as a bump or a small misunderstanding. In situations like this, teachers must take immediate action to resolve the conflict quickly and effectively (Putri & Suyanto, 2016).

In addition, teachers act as facilitators and mediators in resolving conflicts between students. This includes giving advice, implementing positive habituation, and, if needed, providing educational punishment. For example, teachers may require the perpetrator to publicly apologize to the victim and their classmates. (Siswanto & Anggi Septia Nugroho, 2024).

5. Anti-bullying program

The implementation of anti-bullying programs in schools aims to create a safe, comfortable, and violence-free learning environment. These programs are designed to help students recognize bullying behavior, understand its impact, and learn how to prevent and respond to such situations. By integrating anti-bullying values into teaching and learning activities, the school seeks to build students' character, fostering greater empathy and respect for differences. Support from teachers, students, and parents is a crucial element in the success of this program.

"Every day before the learning program begins, students are invited to sing an anti-bullying song. This activity aims to instill positive values from the start of the school day. The implementation of P5 (Projek Penguatan Profil Pelajar Pancasila) is carried out through appreciative learning, in which students are taught to understand and appreciate differences and to be tolerant of others. As part of the P5 program, the school also groups students strategically to prevent situations that might trigger bullying behavior. This strategy helps foster harmonious relationships among students." (BN Teacher Interview, November 10, 2024).

According to the researcher, the anti-bullying education programs implemented—such as anti-bullying chants before class and the implementation of the P5 (Pancasila Student Profile Strengthening Project)—are innovative steps to instill positive values in students' daily lives. Appreciative learning helps students understand and respect differences, thereby preventing conflict or bullying behavior. Additionally, strategically grouping students is an effective way to encourage harmonious interactions, reduce the potential for discrimination, and foster a strong sense of community. These initiatives reflect the school's commitment to building a sustainable anti-bullying culture.

This finding is also supported by the statements of students MA and AD, who said:

"There are anti-bullying songs, anti-bullying claps, check-ins to ask how students are doing, and during the ceremony, there is information about bullying." (Interview with MA and AD, December 10, 2024).

AH added that external parties were also involved in addressing bullying cases at the school. This indicates that the program implemented by the school has a positive impact on students.

"The school runs an anti-bullying program managed by the TPPKSP Prevention Team (Tim Pencegahan Perilaku Kekerasan dan Siswa Sehat Pancasila), which aims to prevent and manage bullying cases through a structured and organized approach. The program involves various stakeholders—including teachers, students, and parents—to collaboratively create a safe and supportive environment for all students." (Interview with BN, November 10, 2024).

According to the researchers, the establishment of the TPPKSP Prevention Team (*Team for the Prevention of Violent Behavior and Pancasila Healthy Students*) at this school represents a crucial step in preventing and addressing bullying cases. This team plays an

important role not only in responding to incidents but also in prevention, using an approach that involves all stakeholders—teachers, students, and parents. The program reflects the school's commitment to creating a safe environment and supporting students' development in accordance with Pancasila values. The success of this initiative depends on effective coordination among team members and active participation from the entire school community.

These findings are in line with (Junindra et al., 2022) who emphasize the role of homeroom teachers in addressing bullying, including the implementation of habituation practices such as singing the song *"Stop Bullying"* before lessons begin. This activity is intended to instill positive values in students from the start of the school day. According to Susanto et al. (2024), the implementation of the P5 program can reduce bullying cases in the school environment. Through learning that emphasizes respect for differences and tolerance, students are taught to understand and appreciate others, thereby fostering harmonious relationships among peers.

The P5 project has proven effective in increasing students' understanding of bullying and encouraging positive behavioral changes. This helps minimize bullying in the school environment and supports the development of well-rounded individuals (Hartatik, 2023) (Hartatik, 2023). The study explores the effectiveness of anti-bullying programs in shaping the Pancasila Student Profile character in elementary schools. The program engages teachers, students, and parents in a structured effort to prevent and manage bullying (Strohmeier et al., 2023).

6. How to integrate anti-bullying education in teaching and learning activities

Integrating anti-bullying education into daily teaching and learning activities is a vital step toward creating a safe and inclusive school environment. This can be achieved by embedding anti-bullying values into every subject, providing real-life examples of respectful behavior, and conducting habituation activities such as group discussions, simulations, or singing anti-bullying-themed songs. Furthermore, teachers serve as role models who guide and motivate students to foster empathy and respect for others.

> *"Upon entering the classroom, students are greeted with handshakes, aiming to foster positive interactions between teachers and students. Teachers also take a personal approach by asking how students are feeling before the lesson begins, helping to create a supportive emotional atmosphere. Before the new school year starts, the school holds orientation sessions with parents and new students to build a shared understanding of anti-bullying values. Additionally, the school provides training for teachers to enhance their ability to manage student behavior and professionally handle bullying cases."* (Interview with TY, November 10, 2024).

Integrating anti-bullying education into teaching and learning activities—such as singing anti-bullying chants, greeting students with handshakes, and asking about their well-being—are effective steps toward creating a positive and inclusive learning environment. Orientation for parents and new students also serves as an important preventive effort to harmonize the understanding of anti-bullying values. Furthermore, teacher training enhances their ability to identify and address potential cases of bullying. This program reflects the school's holistic approach to fostering a strong anti-bullying culture among students, teachers, and parents.

These findings are in line with Haslip et al. (2019), who state that various forms of greeting—such as handshakes and hugs—can enhance children's social and emotional development. Such interactions help children respect others' rights, share, and develop empathy. The effectiveness of bullying prevention efforts depends on collaboration among schools, teachers, and parents. This approach helps create a safer and more supportive school environment (Sadjadi et al., 2022). Anti-bullying socialization involving parents and new students is also essential. A shared understanding of anti-bullying values contributes to a more conducive learning environment and helps reduce bullying incidents (Iskandar et al., 2024).

7. Socialization or training on bullying for students

Socialization and training on bullying for students and school authorities are strategic steps toward creating a learning environment free from violence. These activities aim to increase understanding of the definition of bullying, its types, and its impact on both victims and perpetrators. In addition, the training provides practical skills for students and school personnel in recognizing, preventing, and effectively handling bullying cases. Through regular socialization efforts, it is expected that all elements of the school can collaborate to build a culture that promotes respect, empathy, and tolerance.

> *"The school conducts weekly bullying-related training sessions, specifically every Thursday, through a learning community in the form of workshops. As a driving school, SDN 001 implements a guided learning process focused on improving educational quality and addressing issues such as bullying. Additionally, every month, two teachers and one principal are sent to the district for training and discussion on school-related problems, including those concerning bullying."* (Interview with BN, November 13, 2024).

The frequency of socialization and training conducted by SDN 001 for both students and staff greatly supports the effective prevention and management of bullying. The researcher believes that the weekly workshops and monthly district training for teachers and principals represent a consistent and structured strategy. Participation in district-level training also enables teachers and staff to continually update their knowledge and skills in addressing bullying at school. Therefore, this approach reflects the school's seriousness and commitment to creating a bullying-free environment through continuous capacity building.

These findings align with Marhan et al (2022) who highlight the importance of increasing knowledge and awareness regarding the definition of bullying, its types, and its impact on children. Such training also equips teachers with the necessary skills to handle bullying cases in the school environment. Similarly, Desianti and Rahayuningsih (2022) emphasize that increasing knowledge and insight into bullying contributes to more effective case handling by teachers.

8. The school's role is to ensure that all students feel safe and secure in the environment.

Schools have a major responsibility in creating a safe and secure environment for all students. This role includes implementing strict anti-bullying policies, establishing prevention programs, and providing emotional support for students in need. Through

effective supervision, open communication among students, teachers, and parents, and the integration of positive values into daily activities, schools can become environments that support students' optimal academic and social development.

> *"The school ensures that students feel safe and secure by monitoring their emotional well-being, such as whether they feel happy or anxious during the learning process. Teachers and educational staff actively observe behavioral changes as potential indicators of discomfort or insecurity in the school environment. This approach enables the school to respond promptly and provide the necessary support to students who may feel threatened or uneasy."* (Interview with BN, November 13, 2024).

According to the researcher, the school's approach to monitoring students' emotional well-being—such as assessing whether they feel happy or anxious during learning—is an effective method for ensuring student safety. By observing behavioral changes, teachers and staff can quickly identify signs of discomfort or distress, allowing them to promptly provide appropriate support. This approach reflects the school's commitment to fostering a safe environment, supporting students' emotional health, and preventing potential incidents of bullying or violence.

The findings also indicate that teachers play a significant role in shaping students' social attitudes. They foster positive behavior through a personal approach and consistent supervision, thereby creating a supportive and safe learning environment (Kahveci, 2023). Teachers serve as role models, motivators, and supervisors in addressing problematic student behavior (Faridzki et al., 2020). They provide guidance, warnings, and disciplinary measures that deter violations and help correct negative behaviors during the learning process.

9. *The effectiveness of the anti-bullying program implemented by the*

The anti-bullying program implemented by the school is a concrete effort to establish a safe and inclusive learning environment for all students. The program's effectiveness is evident in the reduction of bullying cases, increased student awareness of the importance of mutual respect, and the development of a school culture that promotes empathy and tolerance. Moreover, the success of the program depends on consistent implementation, active participation from teachers, students, and parents, and support from external parties such as social institutions and the government.

> *"The anti-bullying program implemented at this school is considered effective, with a success rate of approximately 80% since its introduction. This increase in effectiveness is reflected in the decline in bullying cases and noticeable positive changes in student behavior."* (Interview with TY, November 10, 2024).

In the researcher's view, the anti-bullying program's 80% success rate demonstrates that the measures taken have had a significant positive impact. The program's implementation, which involves the entire school community—including teachers, students, and parents—has contributed to a safer and more inclusive environment. The decline in bullying cases and the improvement in student behavior indicate that the program has been effective in reducing negative behavior while increasing awareness and empathy among students. Nonetheless, there remains room

for improvement through more intensive monitoring and the refinement of intervention strategies.

These findings are consistent with Hasan et al. (2013) who found that training was effective in increasing teachers' knowledge in handling bullying cases, contributing to a reduction in bullying incidents at school. Similarly, Tsany (2024). reported that training programs helped reduce bullying behavior and promoted more positive student conduct. The program also motivated students and assessed the impact of school policies on bullying prevention efforts. Furthermore, Rohimin et al. (2024) emphasized that the school's active involvement is a crucial factor in the successful implementation of anti-bullying programs.

10.Cooperation with parties

In addressing the problem of bullying, cooperation with external parties is a crucial element that enhances the effectiveness of school programs.

"To address bullying, SD 001 collaborates with external parties such as the health department, health centers, the police, and community leaders, who participate in school ceremonies every three months." (Interview with BN, November 13, 2024).

According to the researcher, the collaboration between the school and external parties—such as the health office, community health centers, police, and community leaders—demonstrates a holistic effort to address bullying. Their regular involvement, including participation in school ceremonies every three months, reflects a planned initiative to raise students' awareness about the importance of a bullying-free environment. This approach offers multiple benefits, including enhanced education about bullying's impact, improved emotional support for students, and the promotion of discipline and responsibility.

Involving external parties also allows schools to expand their perspectives and access additional resources when dealing with bullying cases that require special attention, such as psychological counseling or professional mediation. To improve the effectiveness of such collaboration, periodic evaluations are necessary. Furthermore, the program can be enhanced by integrating anti-bullying socialization activities or workshops directly into classroom settings, making the messages more personalized and relevant to students. This strategy is expected to strengthen the synergy between schools, external parties, and the broader education community in fostering a safe and inclusive learning environment.

11. The Strategies of Schools in Preventing and Handling Bullying Cases

Bullying can take several forms, including verbal and nonverbal. Verbal bullying includes mocking the names of students' parents, while nonverbal bullying can involve physical fighting. At SD 001, other types of bullying such as extortion have also been identified. Bullying may include physical acts such as hitting or kicking, and verbal acts such as shouting or insulting others (Borgen et al., 2022). It can also manifest as face-to-face bullying, covert bullying, or cyberbullying. Face-to-face bullying, also known as direct bullying, is overt and easier for adults to detect (Syachrany & Purwanti, 2024). Other behaviors associated with bullying include spreading rumors, exclusion, threats, blackmail, whispering, and stealing from peers (Siddique et al., 2023).

According to Nasution and Adi (Nasution & Adi, 2023), schools play a key role in addressing bullying in the school environment. This role may take the form of socialization programs, the implementation of regulations and sanctions, and communication between teachers, parents, and students. At SD 001, the school actively addresses bullying through teacher and student socialization, the formation of the Pancasila Healthy Students and Violent Behavior Prevention Team, and collaboration with external parties such as the police and community health centers to promote the importance of anti-bullying education.

Education serves as the foundation for shaping the character and behavior of the younger generation. In elementary school, children begin to learn social norms that guide them throughout lif (Marwa & Wahyuni, 2024). Education is a key activity supported by families, communities, and governments through formal instruction, training, and extracurricular programs—both inside and outside of school—to prepare students to become responsible individuals in various future environments (Kloo et al., 2024).

An essential component of education is the inclusion of anti-bullying instruction. Globally, schools are considered ideal environments for implementing learning programs that promote safe and inclusive spaces. Anti-bullying education is fundamental to cultivating a school culture that fosters respect, unity, and empathy. As the first formal setting where children interact with peers, primary schools bear a significant responsibility to protect students from bullying and provide a safe and supportive learning environment (Sainz & Martín-Moya, 2023).

Schools become aware of bullying incidents through various forms of monitoring conducted by teachers and educational staff. This monitoring begins with the direct observation of student behavior in classrooms and other school settings. Teachers actively watch for signs that may indicate bullying, such as moodiness, frequent crying, or emotional distress. Additional indicators include sudden drops in academic performance, withdrawal from school activities, or unexplained physical injuries. This is supported by van Verseveld et al. (2021), who found that regular teacher observation is highly effective in the early detection of bullying cases.

In addition to direct observation, peer reporting is another way schools become aware of bullying. Peers are often the first to witness such incidents, and schools provide safe spaces for them to report through direct communication with teachers or formal reporting systems. According to Ningrum and Wardhani (2021), involving students in early detection programs through peer reporting has been shown to improve the identification of otherwise hidden bullying cases.

Another effective approach is personal dialogue between teachers and students. Teachers often ask students directly about their emotional state during the learning process. This approach not only provides insight into students' well-being but also builds trust, making students more willing to share their experiences, including negative ones such as bullying. Kitanovska-Kimovska et al. (2023) found that personal dialogue with distressed students helps teachers understand the root causes of their problems. This is supported by Mesa-Rave et al. (2023), who highlight the importance of personal communication in fostering supportive relationships between students and teachers.

Conclusion

This study highlights the pivotal role of schools in preventing and addressing bullying through structured, collaborative, and sustainable strategies. At SDN 001 Rantau

Panjangkiri, anti-bullying efforts—including team formation, regular socialization, and integration into the Pancasila Student Profile Project (P5)—have proven effective in reducing cases, raising awareness, and promoting inclusivity.

The findings offer both theoretical reinforcement and practical value, proposing a culturally rooted, curriculum-integrated framework supported by teacher training, parental involvement, and external collaboration (e.g., with health services and law enforcement). Verbal bullying emerged as the most common form, underscoring the need for early, targeted intervention.

To ensure long-term impact, schools must embed anti-bullying values into daily culture through habit formation, routine programs, and ongoing evaluation. Active stakeholder engagement—teachers as role models, students as peer influencers, and parents as home educators—strengthens implementation.

Ultimately, this study contributes to the development of a national model for anti-bullying education in elementary schools, combining psychological insight, educational policy, and community-based practice to create safe, empathetic, and supportive learning environments.

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