

The Role of Classroom Teachers in Preventing Bullying Behavior at the Elementary School Level

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Abstract. *One of the most important components of education is teachers, considering that teachers are the spearhead of the national education system. One of the problems that teachers often experience is bullying behavior carried out by students, especially in science learning. Bullying is an act of violence carried out by groups or individuals that can hurt other people verbally, physically or psychologically. Bullying behavior is a form of abuse behavior that usually occurs in the school environment. This research is motivated by a phenomenon that schools or educational institutions are considered to be a boomerang for some students. because in the world of education, students experience a lot of violent behavior and this is considered normal or trivial. The role of teachers is very much needed, apart from educating and teaching teachers must also take preventive action against problems caused by bullying. The aim of this research is to find out the role of teachers in preventing bullying behavior at the elementary school level. This research method is literature study research with data collection using reading journals, reviewing relevant literature, reading and taking notes and managing previous research materials. Based on previous research that has been reviewed from 3 journals and 10 relevant theses, it is stated that the role of teachers in dealing with bullying varies between each teacher. The results of the analysis show that teachers play a very important role in anticipating cases of bullying in elementary schools, namely by guiding, advising, directing, developing and providing examples of good attitudes at school.*

Keywords: The role of the teacher, Bullying, Science Learning, Elementary School

Introduction

Law Number 20 of 2003 article I paragraph (I) states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and state. Elementary school (SD) education is the basic level for students in pursuing education. According to the 1945 Constitution, education in elementary schools is a way to educate and develop a nation that is devout, loves and proud of the nation and state of Indonesia, is capable, creative, has noble character, and is able to solve problems in its environment. The function of basic education is stated in the Minister of National Education Regulation no. 23 of 2006 which states that "basic education has the aim of laying the foundations of intelligence, knowledge, personality, noble morals and skills for living independently and pursuing further education".

Elementary school is an educational institution that is a forum for nurturing the nation's next generation to learn new knowledge and experiences that are useful in everyday life. During elementary school, children are expected to acquire basic knowledge and skills that are considered important for successful further studies and adjustment to future life. According to Pratisto & et al, (2014), there are three main elements of staff in the education system in elementary schools, namely teaching staff, supervisors and administrative staff. However, in general elementary schools do not have officers as supervisors, so class teachers must take on this role and equip themselves with knowledge about guiding students.

One of the most important components of education is teachers, considering that teachers are the spearhead of the national education system. Teachers are responsible for developing students' potential. These potentials include cognitive, affective and psychomotor. Ideally, this potential must be developed in a balanced way to achieve national education goals. The role of class teachers in elementary schools is to help students achieve academic, personal and social readiness to help students go through school, interact with peers and study well and correctly. However, in reality many problems arise in the educational process. One of these issues is violence between peers, or what could be called "bullying".

The Indonesian Child Protection Commission (KPAI) recorded that there were 2,355 violations of child protection submitted to KPAI until August 2023. From this data, as many as 861 violence against children occurred in educational units. Data held by the Organization for Economic Cooperation and Development (OECD) concludes that bullying that occurs in Indonesia is 41.1% and Indonesia is ranked 5th highest out of 78 countries that experience the most bullying (Hartika Sari Butar Butar, 2022). According to research (Ramadhanti and Muhamad Taufik Hidayat, 2022) states that apart from experiencing bullying, students in Indonesia admitted that as many as 22% of students were insulted and had their items stolen. Furthermore, 18% were pushed by their friends, 15% experienced intimidation, 19% were ostracized, 14% of students in Indonesia admitted to being threatened, and 20% of students had bad news spread by bullies. Bullying behavior is a form of abusive behavior that usually occurs in the school environment (WHO, 2010). According to Faeni (2016) explains that bullying is deliberate aggressive behavior that uses an imbalance of power or strength. Bullying is an act of violence carried out by groups or individuals that can hurt other people verbally, physically or psychologically. Perpetrators of bullying think that solving with violence is the best way to solve the problems they face.

According to (Dhani, 2013) the role of an ideal teacher is to be aware and responsive to changing times, always upgrading knowledge continuously. In simple terms, the role of teachers in the 4.0 era is as a guide, as a teacher, as a coach. Elementary school children or children entering their early teens still really like to imitate the behavior models of the people around them, either directly or indirectly. In this case, teachers have an important role to prevent bullying behavior in students because bullying behavior is very dangerous for students. The role of teachers is very much needed, apart from educating and teaching

teachers must also take preventive action against problems caused by bullying. Teachers as educators in the school environment must have techniques and strategies to prevent bullying behavior in schools.

Based on the description above, the author is interested in knowing the role of teachers in preventing behavior. The aim of the literature study used in this research is to find out the role of class teachers in preventing bullying behavior in schools. Bullying occurs at various levels of education, but in this research it focuses on the elementary school level. The focus of the problem in this research will discuss the role of class teachers in preventing bullying behavior at school, bullying at school.

Methods

The research method used in this research is a qualitative descriptive research method. Data collected through literature study by reading journals, theses, theses, reviewing relevant literature, reading and taking notes and managing previous research materials. Data collection was also taken from previous research that had been reviewed in relevant accredited journals.

The data collection process carried out by researchers starts from reading articles, accredited journals, theses and theses carefully, then carrying out detailed analysis, then the results of the analysis are concluded to produce new, more explicit ideas and ideas. This is intended so that the problems that occur in the discussion of this article can be resolved with the best possible solution.

Systematic writing of a literature review is based on the step diagram below, which is as follows:

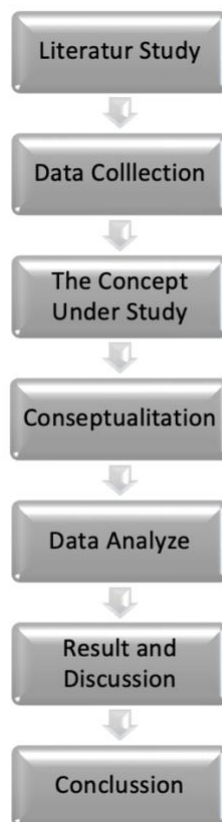


Figure 1. Flowchart Research

The data used comes from journals, theses and theses which contain the concepts studied. The data collection process was filtered so that 13 pieces of literature were obtained based on the criteria determined by the author. The criteria in question include the year of the literature source taken from 2016 to 2023, the suitability of the writing keywords and the relevance of the results of the writing and discussion. The data analysis process means that the author will identify it in the form of a brief summary in the form of a table containing the author's name, year of writing, sample, instrument. After the results of writing from several literature have been collected, the author will analyze the role of teachers in preventing bullying behavior in schools in the form of a discussion.

Results and Discussion

The author conducted an analysis of 13 literates consisting of 3 journals and 10 theses. The results of the analysis show that there is 1 journal and 8 theses which clearly explain preventive measures against bullying carried out by class teachers, while 2 theses and 1 other journal are not clear in explaining preventive measures for bullying.

The results of the analysis carried out by the author found that forms of bullying behavior occur in various forms both during and outside of learning. It can be concluded based on the results of the analysis that the forms of bullying that occur at school include calling friends while studying, calling them by nicknames or titles, borrowing things without permission, calling parents names, teasing friends by throwing paper in the form of toy airplanes, while physically hitting them, among other things. , holding the shoulders and body, stepping on the feet.

Based on the analysis of 13 studies, it shows that the research results explain that teachers have a very important role in preventing bullying in schools. The results of the analysis show 6 research theses concluding that teacher behavior and attitudes have an important role in preventing bullying behavior, 2 journals concluding that a teacher's response and seriousness in dealing with bullying behavior influences student bullying behavior, 1 thesis concluding that learning methods influence behavior bullying, 2 theses conclude that the school environment plays an important role in preventing bullying, 2 theses conclude that good relationships between students, staff and teachers can prevent bullying.

Based on the explanation and analysis of several literatures, it can be concluded that there are various roles for teachers in preventing bullying in schools, one of which is that teachers must be able to create a comfortable and safe environment for students by creating positive relationships with students, so that it will have a positive effect on students. students to prevent bullying behavior. In preventing bullying behavior, teachers explain to students to always do good to each other, always motivate them to behave well and give educational punishments to perpetrators of bullying and give them motivation not to bully again.

The many roles and responsibilities carried out by teachers cause the need for a method that can be used to prevent students' social problems in the form of bullying. Based on the results of the analysis, it can be concluded that the efforts that class teachers can make to prevent bullying behavior are:

1. The class teacher as a mediator should build effective communication with both parents and students

2. Class teachers as facilitators should increase the intensity of activities with parents and guardians of students such as parenting and increasing the intensity of literacy regarding bullying with students
3. Class teachers as supervisors should clarify the meaning of bullying and its impacts and be able to provide stricter sanctions to students who bully repeatedly.
4. The class teacher motivates students to have a strong mentality and be realistic,
5. Teachers apply regulations/agreements. If they bully, they can be fined or punished
6. Teachers must also be able to shape students' personalities and build positive relationships with students, and teachers need to be aware of acts of violence committed by their students.

Prevention of bullying itself must be carried out by all school members, especially the role of class teachers who directly interact with students. Optimizing the role of teachers in carrying out their duties and functions, namely as a teacher of learning and conducting guidance programs, it is hoped that bullying can be prevented. Various preventions are part of preventive efforts, because these efforts are carried out to train, mature attitudes, and shape students' attitudes and character. According to Cixin et. al. (2011) in their research stated that teachers have an important role in providing examples of positive attitudes to prevent bullying behavior. The following are the results of the analysis of journals, theses and theses carried out by the author:

Table 1. Literature Study Results

No	Author (Year)	Study Design	Sampel	Instrument	Result	Action	Conflict Of Theory
1	Munjidah & Muh. Hanif (2022)	qualitative	n = 7 teacher	observations and interviews	Teachers play an important role in preventing and overcoming bullying behavior, because they are not only educators but also have a role in monitoring the increase in bullying behavior and daily student behavior in school environments.	Teachers try to prevent and handle school bullying through motivational videos, encouraging students to behave politely, punishing students in an educational way, informing students' parents about the development of their students' personalities, values and behavior and providing education about the dangers of bullying.	Teachers' lack of ability to shape the character of their students and build good relationships with them, lack of awareness of acts of violence committed by their students
2	Taufik Ismail (2019)	qualitative	n = 7 teacher and 2 studnet	observations and interviews	Class teachers try to overcome students' bullying behavior, namely by providing classical and individual guidance.	The actions taken by the class teacher are; (1) Coordinating with parents and guardians (2) Teachers distribute students fairly and evenly (3) Classical and personal guidance (4) Advise and motivate	There is no deterrent effect applied by teachers to students who bully, and there is a lack of ability and knowledge of class teachers as counselors

students who are victims of bullying (5) Teachers coordinate with students who the teacher views as influential in the class.

3	Devi Damayanti (2023)	qualitative		observations and interviews	The teacher's role in overcoming bullying is that the teacher acts as an advisor through a persuasive approach and the teacher acts as a classical and individual guide.	Teachers' efforts to prevent bullying include religious learning strategies in the form of inside and outside the classroom, through social care character education through advice and then punishment or sanctions, and through regular communication with students' parents to control students' activities in the classroom. home, reducing gadget use	Students' knowledge regarding bullying behavior is low and the active role of students' parents is still lacking.
4	Wisriani (2023)	qualitative	n = guru 1 & 45 siswa kelas v	observations and interviews	Class teachers have an important role in overcoming or reducing bullying cases. Even though bullying behavior at school always occurs, teachers still make efforts to reduce this behavior	Teachers' efforts to reduce bullying in the classroom include conducting outreach involving the police, giving educational punishments to students and providing a deterrent to carrying out acts of bullying.	There is a lack of teacher monitoring of children's development, especially during hours outside of class or during recess, because at this time bullying often occurs
5	Anggraini Noviana (2021)	qualitative	n = 2 teacher & 6 student	Case study	The role of the homeroom teacher in overcoming bullying is actually very dominant, considering that children are usually more open to the homeroom teacher. A homeroom teacher should have the ability to provide counseling to students who need help, including dealing with those involved in bullying.	Teachers can overcome bullying behavior starting by cultivating a practice called peer support, providing counseling to students who need help, including dealing with those involved in bullying,	

6	Adiyono, Irvan, Rusanti (2022)	qualitative	Teacher	Case study	Teachers have an important role in understanding, preventing and dealing with bullying behavior. So the role of a teacher is very necessary so that the teacher is able to recognize, identify and handle bullying, act as a mediator and guide.	Ways to prevent bullying include providing advice to students both individually and classically to all students, building awareness and understanding about bullying and its impact on all students, collaborate with parents, instill character education in students, fill free time with positive things, increase supervision of students, advise students who bully, pay attention to students, provide guidance to children who bully	Difficulties experienced by teachers in overcoming This case of bullying includes the fact that it is easy for students to repeat bullying behavior because after being advised a few moments later the students do the bullying again so that there is a fight between the perpetrator and the victim of the bullying.
7	Mafidatul Alawiyah, A. Busyairi (2018)	qualitative	Teacher and students	observations and interviews	The role of teachers is highly anticipated so that students can grow well and positively and avoid negative things that destroy their future. Teachers are an important factor that has a big influence on the success or failure of students in developing their personality as a whole. Apart from that, the role of teachers in overcoming bullying varies greatly.	The teacher's role in overcoming bullying is to provide guidance to students in preventing bullying, supervising students both during learning hours and during breaks, and providing guidance to perpetrators of bullying.	There is a lack of socialization by teachers regarding bullying actions and their impacts, so that students still do not understand bullying
8	Alfiana Nurussama (2019)	qualitative	Teacher and student	observations and interviews	The role of the class teacher in dealing with bullying, namely; (1) as a mediator and facilitator, namely by cultivating positive relationships, encouraging good social behavior, and seeking learning resources; (2) as a guide by providing explanations and	Holding outings, placing students involved in bullying in one study group, class teachers using PPK books as learning resources, and inserting explanations of bullying through literacy.	Lack of facilities for teachers such as attending workshops on bullying, and needing to increase the number of books related to bullying, as well as lack of communication and cooperation between class

					taking action when bullying occurs; (3) as an advisor by providing advice; (4) the results of the class teacher's handling of bullying behavior show positive results.	teachers and parents.
9	Fitriawan Arif Firmansyah (2021)	qualitative	n = 6 teachers	observations and interviews	From the research results, it was concluded that teachers have a role in preventing and handling bullying behavior, teachers are part of students' activities at school, not only being educators but also observing their daily behavior at school.	The teacher's role in preventing bullying is carried out by forming students' attitudes, character and personality, group or classical direction, individual guidance, carrying out coaching activities at the end of the semester and the beginning of the semester, collaborating with parents in advising students, providing input to parents. about the dangers of bullying behavior so that parents can always monitor their children's behavior.
10	Chayatul Firdaningsih (2022)	qualitative	Teacher and student	Case study	A teacher has a very important role in the world of education and student development, setting a good example and providing supervision and guidance to students when they do things that are inappropriate.	Preventive efforts to prevent bullying occur are by implementing character education during the learning process. Apart from implementing character education, the class teacher also makes a learning contract. Namely, so that students comply with the rules and agreements that have been made by students and teachers.
						There is still minimal knowledge of class teachers/homeroom teachers in preventing and handling student bullying at school
11	Ika Indawati (2016)	qualitative	Principal, homeroom teacher, teachers, students	Case study	In overcoming bullying behavior, teachers must be able to control problems that occur in the classroom. As a	The homeroom teacher's efforts to overcome bullying behavior include calling problematic students, resolving
						There is a lack of socialization regarding bullying and there has not been effective school

			and parents		homeroom teacher, you also have a dual role as a guidance and counseling teacher, so the homeroom teacher has an important role in overcoming bullying behavior at school.	problems peacefully and making agreements	network communication
12	Mainanda Rahmah (2022)	<i>mixed method</i>	n = 104 people	<i>Field research</i>	Teachers take the position of parents who are full of love for their students, facilitators who are ready to serve students according to their students' interests and talents, friends as a place to complain about students' feelings.	Efforts made to prevent and overcome bullying behavior are to provide motivation to have mental health. strong and realistic attitude, the teacher involves all students in the class, providing understanding (education) regarding bullying.	There is still a lack of role for class teachers in providing advice to students, paying less attention to students' behavior, not explaining how dangerous bullying behavior is for physical health or mental state of oneself and others.
13	Astria Nurdianti (2023)	qualitative	n = 7 teacher and 4 student	<i>Field research</i>	As a teacher who is both a teacher and an educator, we are trying various ways to prevent cases of school bullying, as well as handling existing cases so that cases of school bullying subside and disappear from the school environment.	Prevention efforts carried out by teachers to prevent cases of bullying include: 1) Carrying out socialization to stop bullying on Mondays 2) Moving the victim's seat 3) Placing the victim and perpetrator in one study group 4) Carrying out seating 5) Making a ban and sanctions agreement at the beginning of the semester 6) Monitoring student behavior	Lack of innovation in holding educational activities as a form of prevention bullying at school so that students become more aware of the importance of avoiding bullying.

Conclusion

The results of the analysis of 13 journals, essays and theses carried out by the author explain that teachers have a very important role in schools in preventing bullying behavior, teachers are part of students' activities at school, not only being educators but also observing their daily behavior in school. Teachers must be able to create a comfortable and safe environment for students, teachers must also be examples of good behavior. The role of the class teacher in dealing with bullying behavior is very important, considering that usually children will be more open to the class teacher. A class teacher should have the ability to provide counseling to

students, because the homeroom teacher is in control of everything that happens in the class. Class teachers must have the ability to identify internal and external factors that cause bullying in the classroom, activate all components proportionally according to their role in preventing bullying, develop bullying prevention action programs based on comprehensive analysis and carry out periodic and ongoing evaluation and monitoring."

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