

TEACHERS EFFORTS TO REDUCE THE NUMBER OF BULLYING IN THE WORLD OF EDUCATION, AND CREATE A QUALITY EDUCATION ENVIRONMENT

Besthian Guido Rafael Simbolon¹, Maleachi Ranu Edison², Syahdan Awal Ramadhan³, Alvinsa Hafizh Arkaan⁴

*besthianbolon@gmail.com¹, ranuedison3186@gmail.com²,
syahdanramadhan389@gmail.com³, alvinarkaan5555@gmail.com⁴*

Universitas Telkom Purwokerto

Abstract: This research aims to analyze the efforts made by teachers to reduce bullying in the educational environment and to create a higher-quality learning atmosphere. The study employs a reference-based research method. Bullying is any intentional form of oppression meant to cause harm, whether physical or verbal. Among students, bullying remains widespread and poses a significant obstacle to their development and potential. Therefore, the role of teachers is crucial in reducing bullying cases. Teachers can take various actions, such as conducting outreach to prevent bullying, implementing the 5S approach (Salam, Senyum, Sapa, Santun, Sopan - Greetings, Smiling, Welcoming, Politeness, and Respect), and using teaching methods that discourage and address bullying. Most importantly, open communication between students, teachers, and parents is essential. The research results indicate that teachers play a key role in reducing bullying and contribute significantly to improving the quality of the educational environment. With a safer and more supportive environment, students are more comfortable and motivated to engage in learning activities. Therefore, collaboration among teachers, students, and parents is essential to create an educational setting that is free from bullying and promotes a higher quality educational experience.

Keywords: Bullying, Teacher, Public Service, School Environment, Educational, School.

Abstrak: Penelitian ini bertujuan untuk menganalisis upaya yang dilakukan guru untuk mengurangi bullying di lingkungan pendidikan dan menciptakan suasana belajar yang lebih berkualitas. Penelitian ini menggunakan metode penelitian berbasis referensi. Bullying adalah segala bentuk penindasan yang disengaja yang dimaksudkan untuk menyakiti, baik secara fisik maupun verbal. Di kalangan siswa, bullying masih tersebar luas dan menimbulkan hambatan yang signifikan terhadap perkembangan dan potensi mereka. Oleh karena itu, peran guru sangat penting dalam mengurangi kasus bullying. Guru dapat melakukan berbagai tindakan, seperti melakukan sosialisasi untuk mencegah bullying, menerapkan pendekatan 5S (Salam, Senyum, Sapa, Santun, Sopan), dan menggunakan metode pengajaran yang mencegah dan mengatasi bullying. Yang terpenting, komunikasi yang terbuka antara siswa, guru, dan orang tua sangat penting. Hasil penelitian menunjukkan bahwa guru memainkan peran kunci dalam mengurangi bullying dan berkontribusi secara signifikan terhadap peningkatan kualitas lingkungan pendidikan.

Dengan lingkungan yang lebih aman dan lebih mendukung, siswa lebih nyaman dan termotivasi untuk terlibat dalam kegiatan belajar. Oleh karena itu, kolaborasi antara guru, siswa, dan orang tua sangat penting untuk menciptakan lingkungan pendidikan yang bebas dari perundungan dan meningkatkan pengalaman pendidikan yang lebih berkualitas.

Kata kunci: Perundungan, Guru, Layanan Publik, Lingkungan Sekolah, Pendidikan, Sekolah.

Introduction

The widespread incidence of bullying within the educational sector deserves heightened attention, as bullying in academic settings should not be taken lightly. Many students have ended their lives or refused to attend school due to bullying from their peers. This is where the role of teachers and educators becomes crucial. Teachers are not only responsible for imparting knowledge but also for setting a positive example, as illustrated by the Indonesian National Education motto, “Ing Ngarsa Sung Tulada, Ing Madya Mangun Karsa, Tut Wuri Handayani,” coined by the father of Indonesian National Education, Ki Hajar Dewantara. This motto means "setting a good example in front, encouraging in the middle, and offering support from behind." Furthermore, teachers must guide their students in treating each other with respect and discourage bullying within schools. The efforts of teachers to reduce bullying in education must be intensified in light of the persistent bullying cases in schools.

According to an article published by Kumparan.com titled "Kemendikbud Survey: There is a 24.4% Potential for Bullying in Schools," released in 2022, there is a 24.4% chance of bullying occurring in schools. This number is significant and warrants teachers' focus and vigilance. To reduce bullying incidents, teachers can instill attitudes aligned with social norms and teach the importance of unity and togetherness from an early age. This way, students can better appreciate diversity within society, as reflected in Indonesia's motto "Bhinneka Tunggal Ika," which means "Unity in Diversity." Hence, differences should not be a reason to bully someone; instead, they should strengthen the bonds of fellowship.

Research Methods

This research uses the Reference Study method to analyze relevant literature on the role of teachers in reducing bullying rates in education and their contribution to creating a high-quality educational environment.

Results And Discussion

Definition Of Bullying and The Scope of Quality Education

Before discussing in more detail the efforts of teachers to reduce bullying in education, it is important to first understand what bullying means. According to doktersehat.com, bullying is repeated intimidating behavior aimed at causing physical or mental harm to the victim. From this definition, we can conclude that bullying is an intentional action by one person toward another to dominate the victim. Quality education is education that can and should produce an intelligent generation, possesses strong character, and can face the future (Dicky Tri Januar, 2023). According to kompasiana.com, quality education is accessible to all students from various backgrounds, regardless of status or background, and it encourages critical thinking, problem-solving, creativity, as well as social and emotional skills. By understanding the meaning of bullying and the scope of quality education, we can further explore how teachers address bullying behavior within schools and create a quality educational environment.

A. Instilling Pancasila Values in Students

Pancasila, as the ideology of Indonesia, should be instilled in our lives, as it helps us understand what is good and what is not appropriate in our daily lives. The role of teachers in instilling Pancasila values in students is considered very important, as it can help reduce bullying in schools. At the elementary school level, instilling these values becomes more effective, as students at this stage can better understand what is taught to them by observing their teachers as role models (Rofiatu Surul, Shaleh, 2024). Applying Pancasila values in daily life can reduce bullying, as reflected in the third principle, "Indonesian Unity," which calls on Indonesians to foster harmony and strengthen unity among the nation's citizens. Bullying behavior does not reflect attitudes that promote harmony and unity among Indonesians. Rather than fostering unity, bullying creates division, and in the educational context, bullying can lead to divisions among students. Thus, instilling Pancasila values by teachers is crucial for reducing bullying in academic settings. Furthermore, instilling Pancasila values in students helps develop good character and provides a strong foundation for behaving and socializing in daily life.

B. Being Sensitive to the Environment

The role of a teacher in handling bullying cases and its effects on students' mental well-being is considered crucial and involves many factors. A teacher needs to create a safe learning environment by enforcing rules that encourage positive interactions among students through group activities (Bella Kartika Br Lubis, Febrina Dafit, 2024). Additionally, one-way teachers can reduce bullying,

according to Kompas.com, is by being sensitive to the environment, as many things happen around students, and often there are subtle incidents that require teachers' attentiveness. In cases of bullying, the actions are often not very visible, so special attention is required. Being attentive to students' behavior is one way for teachers to identify unusual behavior that may indicate a need for help, allowing the student to receive further support. By being sensitive to student's behavior, teachers can anticipate bullying behaviors among students and take immediate action on any bullying incidents that have already occurred, thus preventing the situation from worsening and avoiding undesirable incidents. Sensitivity to student behavior also demonstrates the teacher's care for students, helping them feel more valued. Teachers must also understand the situations students face without judging them too quickly. As it is often said, "school is a second home," students should feel safe and comfortable at school without experiencing pressure from anyone, whether it be friends or others.

C. Forming an Anti-Bullying Team

The school Anti-Bullying Team is a group established to reduce bullying and guide students regarding bullying behavior, particularly within the school environment (Yuli Siswati, Meidi Saputra, 2023). According to Bener. Desa. Id, forming an anti-bullying group in schools provides a safe space for students to express their feelings without fear of judgment. As a supportive platform, the anti-bullying team must listen to the grievances of bullying victims without judgment. Thus, the formation of an anti-bullying team at school is a proactive step in bullying prevention. With the presence of this team, it is hoped that bullying incidents can be significantly reduced. The anti-bullying team is expected to serve as the front line if bullying occurs in the school environment, providing victims with a safe refuge and helping make the school a comfortable, bully-free place. Additionally, the anti-bullying team should actively promote the "Stop Bullying" movement. The team must also take firm action against those who intentionally and openly engage in bullying so that perpetrators are deterred and think twice before repeating such behavior.

D. Setting a Good Example

According to slbkiranahatibunda.sch.id, bullying cases among students often occur due to imitating behaviors observed in their surroundings. A good teacher must be careful in actions and words, as frequent use of verbal or non-verbal punishment can unintentionally fall into the category of bullying, which students may mimic. Therefore, teachers play a vital role in setting a positive example, as their behavior significantly influences how students treat each other. By

demonstrating respectful and considerate behavior, teachers can encourage students to do the same, contributing to a healthier, more supportive school environment.

E. Establishing Strict Rules for Bullying Perpetrators

Referring to the Ministry of Education and Culture Regulation Number 82 of 2015 regarding the prevention and handling of violence in educational settings, this regulation serves as a foundation for teachers and educators to prevent bullying in schools (Rahmaya Sari Harahap, Toni, 2023). In line with this regulation, teachers must take proactive measures to prevent bullying from an early stage. One way teachers can reduce bullying in schools is by establishing strict rules regarding bullying behavior. According to soa-medu.com, taking firm action against bullying perpetrators is essential to stopping bullying behavior. Schools should also implement sanctions for bullying perpetrators to prevent future incidents. With consequences in place for those who engage in bullying, it is hoped that bullying incidents can be reduced or even eliminated.

F. The development of student character through a character education program

Bullying is one example of negative behavior that often occurs in various aspects of life, from social media, the community environment, and even within the educational setting. This behavior can damage a person's character if it becomes a habit, and it needs to be addressed by implementing a character education program (Leli Susilawati, Yan Yan Yoga Permana, Cepi Nugraha, Eva Dianawati Wasliman, Lim Wasliman, 2024). The application of character education is considered highly effective in reducing the incidence of bullying. The goal of character education itself is to shape students' character, which includes knowledge and actions to apply values both toward God and others (Untung Nopriansyah, Rendi Setiawan, Anggita Adelia, Ratna Dwi Anggraini, Putri Maharani, Devi Arinda, 2024). By implementing a character education program, teachers not only reduce bullying in the educational environment but also build resilient students who are ready to socialize with others and develop a caring character toward others.

Conclusion

Bullying behavior is reprehensible and causes harm and division within our society. Therefore, the role of teachers as educators of the nation's future generations is crucial in instilling mutual respect and the importance of not discriminating in friendships from an early age. Teachers must also instill the values of Pancasila, which upholds unity, togetherness, and justice within the framework

of diversity. By applying the values of Pancasila in students, they can develop strong character that aligns with these ideals. To prevent bullying in schools, teachers can take various actions, such as forming anti-bullying teams, being sensitive to unusual student behavior, creating rules that prohibit bullying, and promoting the “Stop Bullying” movement. By implementing these measures, it is hoped that the incidence of bullying in schools will decrease. As bullying decreases, the teaching and learning atmosphere in schools will become more conducive. Furthermore, with a reduction in bullying behavior, students will feel safer and be able to focus better on the lessons provided by their teachers.

References

- DokterSehat.(2020, 20 Januari).Bullying: Penyebab, Dampak, Jenis, Cara Mengatasi, dll
- Kompas.com. (2023, Oktober 18). 5 Hal yang Bisa Dilakukan Guru untuk Cegah "Bullying" di Sekolah
- Tri Juniar, D. (2023). Pengaruh model pembelajaran dan kecerdasan emosi terhadap keterampilan sosial pada pendidikan jasmani, olahraga, dan kesehatan. Universitas Pendidikan Indonesia.
- Lubis, B. K. B., & Dafit, F. (2024, Agustus 16). Peran guru dalam mewujudkan lingkungan sekolah zero bullying terhadap kesehatan mental siswa sekolah dasar. *Jurnal Educatio (Jurnal Pendidikan Indonesia)*, 10(1), 620–629.
- Susilawati, L., Permana, Y. Y., Nugraha, C., Wasliman, E. D., & Wasliman, I. (2024). Pengembangan program pendidikan karakter untuk mengatasi perundungan di lingkungan pendidikan (Studi Kasus di Madrasah Tsanawiyah PPI 165 Arjasari Kabupaten Bandung). *Edusaintek: Jurnal Pendidikan, Sains, dan Teknologi*, 11(2), 831–843.
- Dhermatriarachmadi, R. (2023, Mei 23). Pendidikan berkualitas: Arti, Pentingnya, Karakteristik, Tantangan, dan Strategi.
- Harahap, R. S., & Toni, T. (2023). Peran guru dalam pencegahan bullying di sekolah SMKS (X) Rantauprapat ditinjau dari peraturan Kemendikbud Nomor 82 Tahun 2015.
- Siswati, Y., & Saputra, M. (2023). Peran Satuan Tugas Anti Bullying Sekolah dalam mengatasi fenomena perundungan di sekolah menengah atas.
- Kumparan News. (2022, April 12). Survei Kemendikbud: Ada 24,4% potensi bullying terjadi di sekolah. Kumparan.
- PuskoMedia Indonesia. (2024, Juli 9).Strategi pencegahan bullying yang efektif di lingkungan sekolah. Bener.desa.id.

- Surul, R.& Shaleh. (2024). Studi Fenomenologi Perundungan di Sekolah Dasar dan Upaya Pencegahannya melalui Penanaman Nilai-Nilai Pancasila
- Nopriansyah, U., Setiawan, R., Adelia, A., Anggraini, R. D., Maharani, P., & Arinda, D. (2024, April 30). Upaya mengatasi bullying melalui edukasi pendidikan karakter. *Journal of Social Empowerment*, 9(1), 40–44.