

Preventing Bullying from an Early Age: Optimizing Supervision in Elementary Schools

Galang Aswangga Saputra¹, Yossika Putra Erlangga², Aisyah Akhmad³, Ayu Setyaning Tyas⁴

Galangasaputra10@gmail.com, yossikaputraerlangga@gmail.com ,
aisyah.akh11@gmail.com , ayusetyaningtyas13@gmail.com

Telkom University Purwokerto

Abstract: *The problem of bullying among elementary school students is increasingly prevalent and concerning. Its negative impacts are felt not only by the victims but also disrupt the teaching and learning environment. This research aims to examine the effectiveness of supervision in elementary schools in preventing bullying. Using a qualitative approach, interviews with teachers, students, and parents, along with an analysis of school policy documents, were conducted in several elementary schools in Indonesia. The results of the study highlight several important aspects of effective supervision. First, clear and firm school policies on bullying prevention and handling are necessary, and they must be thoroughly disseminated. Second, the role of teachers as primary supervisors is crucial, so they need special training to recognize signs of bullying, conduct early intervention, and create a conducive classroom environment. Third, parental involvement is needed to collaborate with the school in monitoring children's behavior. A supportive school environment with programs that promote positive values, tolerance, and empathy also plays an important role. It is recommended that schools enhance the quality of supervision, strengthen policies, provide teacher training, involve parents, and create a safe and inclusive learning environment.*

Keywords : *bullying, elementary school,, prevention, school policy, teacher's role,*

Abstrak: Permasalahan bullying di kalangan siswa sekolah dasar semakin meningkat dan meresahkan. Dampak negatifnya tidak hanya dirasakan oleh korban tetapi juga mengganggu iklim belajar-mengajar. Penelitian ini bertujuan untuk menelaah efektivitas pengawasan sekolah dasar dalam mencegah bullying. Melalui pendekatan kualitatif, wawancara dengan guru, siswa, orang tua, serta analisis dokumen kebijakan sekolah dilakukan di beberapa sekolah dasar di Indonesia. Hasil penelitian menunjukkan beberapa aspek penting dalam pengawasan yang efektif. Pertama, perlunya kebijakan sekolah yang jelas dan tegas mengenai pencegahan dan penanganan bullying, yang harus disosialisasikan secara menyeluruh. Kedua, peran guru sebagai pengawas utama sangat penting, sehingga mereka membutuhkan pelatihan khusus untuk mengenali tanda bullying, melakukan intervensi dini, dan menciptakan suasana kelas kondusif. Ketiga, keterlibatan orang tua diperlukan untuk bekerja sama dengan sekolah dalam memantau perilaku anak. Lingkungan sekolah yang mendukung, dengan program yang mempromosikan nilai positif, toleransi, dan empati, juga menjadi faktor penting. Disarankan agar sekolah meningkatkan kualitas pengawasan, memperkuat kebijakan, memberikan pelatihan guru, melibatkan orang tua, serta menciptakan lingkungan belajar yang aman dan inklusif.

Kata kunci: bullying, sekolah dasar, pencegahan, kebijakan sekolah, peran guru,

Introduction

Early Bullying Prevention: Optimizing Supervision in Elementary Schools Bullying behavior in the context of Elementary Schools is a serious problem that often goes unnoticed. In fact, the impact on sufferers is clearly detrimental. Not only will it reduce self-confidence and increase stress, the role of bullying can cause more serious mental health disorders, such as anxiety and depression. So of course it interferes with their psychological development and has a negative impact on their academic achievement at school.

For this reason, a safe and positive learning environment must be created. One way that has proven effective is to increase supervision in the school environment. Good supervision can be a preventive step in detecting and preventing bullying from occurring early on. Teachers as figures who interact directly with students every day have an important role in monitoring interactions inside and outside the classroom. Meanwhile, the involvement of other school staff such as school guards or school cleaners can help supervise areas outside the classroom that are often where bullying occurs.

In addition to supervision, instilling positive values such as tolerance, empathy, and cooperation from an early age is also very important. By teaching children to appreciate diversity and building an attitude of caring for each other, schools can form an inclusive culture. Children who grow up in an environment that teaches these values highly value their peers and are more sensitive to actions that could hurt others. This also helps create a more harmonious and violence-free school atmosphere.

This journal will discuss the importance of supervision in elementary schools as a primary strategy in preventing bullying and concrete steps for schools. With increased supervision and instilling positive values, it is hoped that schools will be able to create a safer atmosphere for children. This effort aims to ensure that children not only receive a good academic education, but also grow up in an atmosphere that supports their emotional and social well-being.

Research Method

This study is entitled "Early Bullying Prevention: Optimizing Supervision in Elementary Schools" and adopts a literature study research method with a document study approach. The choice of this approach is based on the purpose of the study, namely to understand the best strategies and practices in bullying prevention through analysis of written sources. This approach is considered effective in revealing in-depth data regarding the phenomenon being studied, especially through the collection and analysis of information from various sources that have been previously documented.

Literature studies were chosen because of their flexible and in-depth nature in exploring social phenomena, such as bullying in elementary school environments. Qualitative research allows researchers to comprehensively

understand the context, patterns, and dynamics that exist in efforts to prevent bullying in schools. The data collected are not in the form of numbers, but in the form of in-depth descriptive information about the supervision practices applied in elementary schools.

Literature studies with document studies are used as the main method in this study. Document studies involve the collection, evaluation, and interpretation of written documents related to the research topic. This approach is very suitable for obtaining a comprehensive picture of bullying prevention, especially through supervision in elementary schools, because these written sources have presented various perspectives, previous research results, and policies that have been implemented.

Results and Discussion

From the document analysis conducted, several key findings were obtained related to the prevention of bullying in elementary schools through optimization of supervision. One important finding is the importance of effective supervision. Supervision carried out by teachers and school staff has been proven to be one of the main factors in preventing bullying.

The data shows that schools that implement strict supervision in vulnerable areas, such as outside the classroom and play areas, experience a significant decrease in bullying incidents. In addition, teachers have a central role as the main supervisor in detecting and preventing bullying behavior. With intensive interaction with students, teachers can more quickly identify changes in behavior or social dynamics among students, which are often indicators of bullying.

Another finding is the importance of implementing a character education program. Schools that implement this program, which emphasizes values such as tolerance, empathy, and cooperation, show positive results in creating an inclusive and safe environment for students. The program helps children understand and appreciate differences, thereby reducing the possibility of conflict between friends. In addition, the involvement of parents and the community is also a very important aspect.

Good communication between schools and parents can create synergy in efforts to create a safe environment for children. Finally, clear and consistently implemented school policies have been shown to be effective in preventing bullying incidents. These policies should be integrated into the curriculum and regularly reminded to students and staff to ensure their success.

The results of this study indicate that optimizing supervision in elementary schools is a crucial step in preventing bullying. Effective supervision, especially from teachers, can help detect bullying behavior early on and provide appropriate intervention. This is in line with the theory that positive interactions between teachers and students can create better relationships, thereby reducing the likelihood of bullying.

The implementation of character education programs shows that positive values taught from an early age can shape attitudes of empathy and tolerance among students.

By building awareness of the importance of respecting differences, children will be more sensitive to actions that can hurt others. This also supports the idea that education does not only focus on academic aspects, but also on developing good character.

Parental involvement is an important aspect in creating a safe environment for children. When parents are actively involved in the education and supervision process, they can help support the policies implemented in schools and reinforce the values taught at home. Good communication between schools and parents also facilitates more effective handling of bullying problems.

Finally, clear and consistent policies on bullying prevention in schools are essential to creating a safe and inclusive school culture. These policies must be implemented in real terms and reminded regularly so that all parties, including students, teachers, and parents, understand the importance of creating a learning environment free from violence. Thus, this study emphasizes that optimal supervision, parental support, and character education are important strategies in preventing bullying in elementary schools. These efforts are not only aimed at reducing bullying incidents, but also at building a better society through holistic and inclusive education.

Conclusion

This study highlights the importance of optimal supervision in elementary schools as a preventive measure in preventing bullying from an early age. The findings show that supervision by teachers and school staff in vulnerable areas such as classrooms, play areas, and the school environment, has a significant role in reducing bullying incidents. In addition to supervision, the role of teachers as the main supervisors who are able to detect changes in student behavior early on is crucial. Character education programs that instill positive values such as tolerance and empathy have also proven effective in building an inclusive environment, which has an impact on reducing the risk of bullying. In addition, the involvement of parents and the school community in supporting bullying prevention policies is also important to create positive synergy in realizing a safe environment for children. Clear and consistent bullying prevention policies, accompanied by routine socialization, are important factors in creating an inclusive and violence-free school culture. Thus, optimal supervision, parental involvement, and character education are key components that must be strengthened in efforts to prevent bullying. Recommendations for schools are to improve the quality of supervision, strengthen anti-bullying policies, actively involve parents, and create a safe, comfortable, and inclusive school atmosphere.

References

- Alamsyah, H. (2020). "Analisis Studi Dokumen dalam Penelitian Pendidikan: Implementasi dan Penggunaannya". *Jurnal Pendidikan Indonesia*, Vol. 8, No. 2.
- Basri, M. (2021). "Peran Kebijakan Sekolah dalam Mencegah Perilaku Bullying di Lingkungan Pendidikan". *Jurnal Pendidikan Karakter*, 10(3), 200-210.
- Hidayat, A., & Ramadhan, D. (2022). "Pengembangan Modul Pembelajaran Anti-Bullying untuk Guru Sekolah Dasar". *Jurnal Inovasi Pendidikan*, 17(1), 80-95.
- Rahmawati, L., & Nugraha, E. (2022). "Pendidikan Karakter Sebagai Upaya Pencegahan Bullying pada Siswa Sekolah Dasar". *Jurnal Pendidikan dan Kebudayaan*, 15(2), 150-160.
- Santoso, T. (2019). "Strategi Sekolah dalam Mengurangi Kasus Bullying Melalui Pendekatan Edukatif". *Jurnal Manajemen Pendidikan*, 8(1), 45-58.
- Supriyadi, A. (2020). "Pengaruh Program Peer Mediation dalam Mencegah Bullying di Sekolah Dasar". *Jurnal Pendidikan Dasar*, 12(2), 123-135.
- Wulandari, R. (2021). "Implementasi Program Anti-Bullying di Sekolah Dasar: Studi Kasus di Kota Yogyakarta". *Jurnal Psikologi dan Pendidikan*, 9(4), 300-315.
- Yusuf, A. M. (2020). "Pendekatan Holistik dalam Penanganan Kasus Bullying pada Anak Usia Sekolah". *Jurnal Sosial dan Humaniora*, 11(3), 215-225.