

## Prevention of Bullying Cases by Teachers by Strengthening the Implementation of Public Service Values

Adam Haydar <sup>1</sup>, Muhammad Irfan Adib <sup>2</sup>

adamhaydar111222333@gmail.com<sup>1</sup> , irfanadib919@gmail.com<sup>2</sup>

Telkom University Purwokerto

**Abstract:** *This study aims to examine the role of educators in preventing and addressing bullying incidents within the school setting. Employing a qualitative methodology, this research utilizes normative legal approaches and emphasizes secondary data sources for analysis. Key references include legal documents, such as Law No. 35 of 2014, which amends Law No. 23 of 2002 on Child Protection. Additionally, the study also considers Law No. 14 of 2005 on Teachers and Lecturers, as well as Minister of Education and Culture Regulation No. 82 of 2015 regarding the Prevention and Management of Violence in Educational Environments. Research The findings reveal that educators have a crucial role to play as a driver of change in shaping student character and morals. However, the continued problem of bullying shows that there are major challenges in the educational environment, especially when teachers choose not to act or even support bullying behavior. The alarming rise in reported bullying incidents underscores the immediate need for more holistic and effective intervention strategies. While the Teacher Empowerment Program (TEP) offers some promise in tackling these issues, its current implementation appears limited and inadequate. This situation calls for enhanced support and resources from the government. Additionally, concerns about teachers being implicated in bullying incidents spotlight the urgent need for better supervision and comprehensive performance evaluations of educators. Although legal protections exist to safeguard students from harm, their inconsistent application reveals a gap that requires active collaboration among teachers, parents, and educational institutions to ensure a safe and encouraging educational setting for all students.*

**Keywords:** *Bullying, Teachers, Improvement, Protection.*

**Abstrak:** Penelitian ini bertujuan untuk meneliti peran pendidik dalam menghindari serta menangani intimidasi di sekolah. Penelaahan ini menerapkan metode pendekatan kualitatif. Penelitian ini menggunakan metode hukum normatif, terutama berfokus pada sumber data sekunder untuk mengumpulkan wawasan. Sumber-sumber tersebut antara lain adalah dokumen hukum penting, seperti yang tertera pada undang-undang 1945. Selain itu, peraturan ini merujuk pada Undang-Undang, dan Ketentuan Menteri Pendidikan dan Kebudayaan terkait dengan Pencegahan serta Penanggulangan Kekerasan di Sektor Pendidikan. Temuannya mengungkapkan bahwa guru adalah agen perubahan yang sangat penting dalam membina karakter dan perkembangan moral siswanya. Namun, isu penindasan yang terus terjadi menunjukkan adanya tantangan besar dalam lingkungan pendidikan, khususnya dalam kasus di mana guru tetap tidak aktif atau secara aktif mendukung perilaku penindasan. Peningkatan laporan insiden intimidasi yang mengkhawatirkan menggarisbawahi kebutuhan mendesak akan strategi intervensi yang lebih holistik dan efektif. Meskipun Program Pemberdayaan Guru (TEP) cukup

menjanjikan dalam mengatasi permasalahan ini, pelaksanaannya saat ini tampaknya masih terbatas dan tidak memadai. Situasi ini memerlukan peningkatan dukungan dan sumber daya dari pemerintah. Selain itu, kekhawatiran mengenai keterlibatan guru dalam insiden penindasan menyoroti kebutuhan mendesak akan pengawasan yang lebih baik dan evaluasi kinerja pendidik yang komprehensif. Meskipun terdapat undang undang yang mengatur hal itu, yang dirancang guna melindungi siswa dari potensi bahaya, tidak konsisten dalam implementasinya menunjukkan adanya kekurangan yang membutuhkan keterlibatan aktif antara pendidik, wali murid, dan institusi pendidikan untuk membangun lingkungan yang aman dan kondusif. Suasana belajar yang mendukung bagi semua siswa

**Kata kunci:** Pembulian, Guru, Meningkatkan, Perlindungan

## Introduction

Every person who is born certainly has rights that must be respected and protected. The rules regarding human rights are related to the 1948 Universal Declaration of Human Rights, which has been ratified by Indonesia and regulated in the Law. One of the human rights stipulated is the right to obtain education. Currently, the right to education has become a basic need that must be met, because education is an important basis in shaping a person's personality so that they are intellectually and emotionally ready to face the challenges of community life. Recently, cases of bullying by a number of individuals have often occurred, with the perpetrators and victims mostly being children. The physical and mental conditions of children vary greatly in this society. Children who have relatively weak physical conditions or who have physical limitations have the potential to become victims of bullying, because they have difficulty defending themselves when bullied, so that bullying can continue. In addition, the family's financial situation also affects children's vulnerability to bullying (Supriyatno Tafiati et al., 2021). Bullying conditions can have negative impacts, where the accused can experience serious trauma due to the bad treatment they experience, which can cause learning difficulties, social problems, lack of openness, and even ending their lives.

According to KBBI, education is a series of changes in behavior and also human community actions in an effort to perfect human character through instruction and guidance. Education can be understood as an approach, a series of processes, and activities in guiding someone. One of the institutions that implements the education process is school. As an institution that organizes learning, schools facilitate interaction between teachers and students, which has a vital role in developing students' intellectual, moral, and emotional intelligence. In addition, schools play an important role in instilling ethical values in students. The concept of Moral values, in Michele Borba's view, is the ability to recognize what is right and what is wrong, have strong ethical principles, and act in accordance with these values, so that a person acts correctly and honorably (Irfandi, 2011).

The development of ethical values in the school area has not achieved the desired achievement. For example, students still often participate in ridicule or even intimidation of friends who have different origins, positions, or SARA. The diversity that exists in the Indonesian community is not yet fully understood, including by students. This situation shows the potential for interpersonal relationships with different backgrounds, which can then trigger disputes over existing rules due to differences in ethical perspectives that are often not in line.

Although moral values have begun to be implemented in schools, in reality cases of bullying still often occur in educational environments. Teaching about morals, which includes attitudes such as respecting differences, empathy, and self-control, is not enough to suppress intolerant behavior among students. This often refers to a demeaning attitude them and think that they are stronger. This action, carried out by individuals who feel superior or powerful, can cause negative impacts in the form of emotional pain, discomfort, or even trauma to the victim. This phenomenon is known as intimidation or bullying.

### **Research methods**

**Approach** The approach used in this research is descriptive qualitative with the method study literature as base main in compilation article. This information was obtained through literature review, reading journals, and reviewing relevant literature. This study aims to instill character education values in students as an effort to reduce bullying, by involving collaboration between students, parents and teachers. This research focuses on increasing awareness about the importance of preventing bullying and protecting children, and inviting parents and teachers to work together. Apart from that, it is hoped that companions can work together to resolve bullying cases by understanding the character of each child and carrying out their roles correctly.

### **Results and Discussion**

As a central figure, the teacher holds a very big responsibility in developing someone who was initially not yet directed, to make them a better person than before. This process includes understanding the values of life, compliance with social norms, and the formation of high morality, so that they can play a positive role in the community with a higher standard of living (Junaidi, 2019). One important aspect that must be taught by teachers is the value of tolerance and respect for diversity, which serves as a step to reduce bullying behavior in schools. Educators have a crucial role in dealing with bullies with a patient and non-pressuring approach. In addition, it is important for teachers to respect students' self-esteem, provide understanding, and find out the reasons behind the negative actions or treatment carried out by the perpetrator towards the victim, as part of a more constructive approach (Adiyono, 2022).

As responsible educators, teachers are expected to encourage bullies to feel and imagine what it would be like if they were victims of the same action. This step aims to foster empathy and mutual respect in students. In addition, teachers also need to recognize the potential and positive talents possessed by bullies and direct them to more constructive activities, in order to develop their abilities in more useful ways. The approach that teachers can use in interacting with students is a psychology-based approach. In this approach, teachers must be sensitive to the psychological conditions and emotional needs of students during the learning process. With the psychological abilities they have, teachers can create a supportive and effective learning atmosphere to achieve educational goals. Understanding the psychological condition of each student is very important in strengthening the relationship between teachers and students, making it easier to choose the right method. This psychological approach also plays a role in strengthening the bond between teachers and students, which ultimately creates a school atmosphere free from bullying.

Legal protection measures must be implemented with various actions to prevent bullying. For example, in the Regulation of the Minister of Education and Culture (Permendikbud), there are regulations regarding violence in schools that aim to protect students from the impact of bullying. This regulation requires every educational institution to implement efforts to prevent violence, such as creating a safe environment, reporting incidents of violence to the authorities, implementing standard operating procedures related

to violence, and also collaborating with psychological institutions, religious organizations, and knowledge experts. In addition, schools are also required to form a violence prevention team involving the principal, teachers, students, and parents or guardians. Schools are also required to install information boards for complaints of violence (Sabiila, 2021).

To truly understand this issue, close collaboration between parents and teachers is essential. They must also realize that every child has different needs, characteristics, and learning styles. A teacher carries extensive responsibilities, not only in delivering lessons in the classroom but also in guiding students towards their professional and personal growth. However, parents also have significant responsibilities to provide protection, affection, and support for their children's educational development. This role alignment will ensure that children receive optimal support in the school environment and at home (Widiyanto et al., 2023).

## **Conclusion**

From the results of the study and evaluation, it can be concluded that teachers play a significant role as drivers of change in shaping students' character and morals. However, the problem of bullying in schools is a challenge in itself, including cases related to the role or lack of concern of teachers towards this issue. The increasing number of bullying cases indicates the need for more comprehensive steps.

Preventing bullying cases in the school environment is a shared responsibility, especially by teachers. Strengthening the implementation of public service values, such as integrity, professionalism, and caring, can contribute significantly. With the aim of creating a safe and comfortable learning environment, through training and developing teacher competencies in implementing these values, it is hoped that teachers can be more sensitive to bullying behavior and follow up with appropriate actions to prevent it. In addition, cooperation between schools and parents, and the community is also very important in creating a culture that rejects bullying.

Physical bullying can be in the form of actions such as punching, kicking, slapping, and blackmailing (forcing someone to give something), while verbal bullying includes insults, spreading gossip, and teasing. In addition, there is also psychological bullying, for example in the form of intimidation, degrading dignity, and discrimination. Ironically, many members of society consider this normal in the school environment and do not consider it a serious problem. Bullying is often considered just part of children's play, even though its impact on their mental health is very significant. This is due to the lack of understanding of teachers about the issue of bullying (Adilla, 2009). Olewus (in Wiyani, 2012) divides bullying into two categories, which are inadequate to describe the variety of forms of bullying. In addition, the types of bullying he defines do not cover all forms of bullying experienced by victims (in Wiyani, 2012).

## Reference

- Anggraini, N. (2021). *Peran Guru Dalam Mengatasi Perilaku Bullying Pada Peserta Didik Kelas IV SD Negeri Banding Kecamatan Rajabasa Kabupaten Lampung Selatan* (Doctoral dissertation, UIN Raden Intan Lampung).
- Ariesto, A. (2009). Pelaksanaan Program Antibullying Teacher Empowerment. *Skripsi: Jakarta. UI. Tidak Dipublikasikan.*
- Damayanti, S., Sari, O. N., & Bagaskara, K. (2020). Perlindungan Hukum Terhadap Anak Korban Bullying Di Lingkungan Sekolah. *Jurnal Rechtsens*, 9(2), 153-168.
- Fathurahman, R. R., & Maknun, L. L. (2024). Peran Guru Dan Orang Tua Dalam Menghadapi Kasus Bullying Yang Terjadi Di Sekolah Dasar Di Kecamatan Cempaka Putih Timur. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 4(3), 166-173.
- Firmansyah, F. A. (2021). Peran Guru Dalam Penanganan Dan Pencegahan Bullying di Tingkat Sekolah Dasar. *Jurnal Al-Husna*, 2(3), 205-216.
- Hidayat, R., & Abdillah, A. (2019). Ilmu pendidikan: konsep, teori dan aplikasinya.
- Junaidi, H. (2019). *Sukses menjadi guru humoris dan idola yang dikenang siswa sepanjang masa*. Araska.
- Tumon, M. B. A. (2014). Studi deskriptif perilaku bullying pada remaja. *Calyptra*, 3(1), 1-17.
- Wiyani, N. A. (2012). Save our children from school bullying. *Jogjakarta: Ar-Ruzz Media*, 129.