

The Role of Teachers in Handling Students' Bullying Behavior at Sokong 2 State Elementary School

Yodi Aprianto¹, Raden Sumiadi², Nunung Mardianti³
STKIP Hamzar

Article Info

Article history:

Received: 23 June 2024

Publish: 1 July 2024

Keywords:

The Role Of The Teacher Is To Deal With The Bullying Behavior Of Students

Abstract

The role of teachers in dealing with bullying behavior of students in SDN 2 Sokong. The purpose of the study was to describe the role of teachers' efforts in dealing with bullying behavior of students. This study is a type of qualitative research with a case study approach to review further related to the handling of teachers in forming positive behavior in students. This study was conducted in Sokong village with the consideration that Sokong village as a reference implementation in the handling of negative behavior of students. In this study the main instrument is the researcher himself and is supported by interviews, documentation and observation instruments. The results showed that the teachers in SDN 2 Sokong are very enthusiastic in dealing with bullying behavior in students, and ahlak ethics and manners have a positive impact on the cultivation of the values of the character of the students themselves so that there is never a behavior that reflects bullying behavior that can interfere with the child's psychomotor development. The form of bullying is verbal and non verbal where the impact of bullying that occurs is psychological and physical then the bullying behavior factors are from family, peers, mass media and individuals from themselves.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Yodi Aprianto

STKIP Hamzar

Email: yodiaprianto107@gmail.com

1. INTRODUCTION

Teaching is a job that requires special skills. This work cannot be done by people who do not have the skills to do the job as a teacher. The teaching profession requires special conditions, especially professional teachers, who must master the ins and outs of education and learning with various sciences. This profession also needs guidance and development through a certain period of education or pre-service education (Suprihatiningrum, 2016: 23).

The learning process carried out by teachers in transferring knowledge of course involves behavior carried out by students during activities in class and outside of class. It can be seen that during the last period of time, various behaviors and actions often occur in the environment education. Among the incidents that often spread in the media are cases of violence between students that occur within the school environment, known as bullying (Wardani & Fajriansyah, 2017). To reduce the occurrence of cases of bullying behavior among students, of course educational institutions/schools must be able to anticipate this with various efforts so that bullying behavior can be reduced and the teaching and learning process can proceed in an orderly and safe/comfortable manner.

Case bullying often occurs in the school environment. Factors that cause bullying behavior in children are due to the influence of gender, character, the surrounding environment, whether outside or inside school, as well as the role of peer group and age (Handalan, Herlina, & Hasanah, 2020). One of the reasons why bullying behavior occurs is seeing parents who often fight, unhealthy parenting patterns (too liberated, too harsh, or lack of love and attention) towards children.

The problem of bullying behavior between students is highly prioritized in handling it. Therefore, in order to make it easier to determine the next steps to overcome bullying behavior, of course, follow-up action will be carried out so that cases do not increase which can disturb students' mental health. It is necessary to have a teacher's role for students through various methods, especially according to each teacher's abilities to students regarding handling bullying behavior.

2. METHOD

As an effort to describe the role of teachers in dealing with bullying behavior in students, this research was conducted. This type of research is qualitative research with an exploratory case study approach. This research was carried out at SDN 2 Sokong with the consideration that it serves as a reference for implementing local traditions. Researchers act as the main instrument in conducting observations, interviews and accessing documents to informant at the research location.

3. RESULTS AND DISCUSSION

Teachers' Efforts in Handling Student Bullying Behavior

Based on the results of observations and interviews with researchers, teachers' efforts to handle behavior bullying students at SDN 2 Sokong are:

Teachers provide good role models and examples to students. Teachers respond quickly when student carrying out bullying behavior in the classroom and outside the classroom, the teacher creates a safe and comfortable learning atmosphere in the classroom so that student behavior can be controlled well by providing various ice breakers and involving all students in an activity during the start of the lesson and using appropriate media. interesting so that the learning process runs safely and comfortably. With interesting media, students will focus on learning without wanting to do other things.

In line with this, based on the role of the teacher in the discussion below, there is a connection with the research results, including the role of the teacher as an educator is a role related to the tasks of providing assistance and encouragement (supporter), supervisory and coaching tasks (supervisor).) as well as related tasks with disciplining children so that they comply with school rules and living norms in the family and society. In the journal (Juhji, Vol. 10 No. 1, : 51, 2016).

The principal often holds evaluation meetings related to student behavior and achievement. The principal formed an anti-violence committee program at SDN 2 Sokong known as name (TPPK) which is responsible for dealing with behavior and violence committed by students and other parties while in the school environment by working together to overcome violent behavior towards students with the police so that bullying behavior among SDN 2 Sokong students can be minimized with the existence of the program This is expected to prevent cases of student bullying at SDN 2 Sokong.

School principals and the police sometimes hold outreach regarding the importance of handling and understanding bullying behavior to students and teachers. School principals and teachers often discuss how to behave properly during attempts. flag Monday with a briefing and presentation explained at each flag ceremony by the school principal and teacher so that students still remember what was said and directed by the teacher and principal regarding how dangerous bullying behavior is for the next generation of the nation who will replace someone to advance the country in the future. Teachers are more vulnerable to paying attention to children who are often exposed to bullying behavior, with good respect by teachers towards handling bullying behavior, bullying behavior among students at SDN 2 Sokong can be minimized, namely teachers will approach and provide encouragement to children who are bullied by pay attention to its progress every day during

school hours and when students fight, the teacher will take them to the office to give advice and clarify what the problem is.

Then the teacher acts as an intermediary in resolving the root of the student's problem. In order not to interfere with other students' learning process activities, the teacher chooses an alternative way to resolve the student's problem by bringing him to the office to be given special treatment by the teachers or school staff. This handling is carried out in a closed manner so that the problem can be resolved quickly and of course a teacher will provide advice and the impact resulting from what the student does by speaking good language on students as well.

When students make insulting and cynical exclusion towards their friends, the teacher will give them advice and teaching in the form of motivation and encouragement as well as gentle and good advice so that students can easily accept what is directed by the teacher. When students often say dirty words, the teacher will give advice that is based on religious knowledge that the person who says rude or dirty things is people who are not liked by Allah SWT and explain what the impact of this behavior is because basically students will be affected by the bad behavior of their environment, so it is not uncommon for students to say rude/dirty things to their friends. Teachers and school principals will work together with the family / parents of students regarding student behavior in the school environment to equally pay more attention to forming good character in children.

Teachers and students collaborate to handle negative behavior in other students. When there is a problem that can disturb and hurt the feelings and physical feelings of their friends, the student immediately reports it to the teacher concerned, where from each class representative several students will be taken as agents for Observing the behavior of his friends can be said to be the class leader who becomes a friend to deal with the negative behavior of his students when problems occur, then the class leader is the one who will report it to the teacher concerned and be the spearhead in handling it when the teacher happens to not be at that location.

When a student is found to be doing harm to his classmates or classmates, the teacher will call him to the office to interrogate the root of the problem, why the perpetrator did this and how to interrogate the problem in a separate way, which is an effective method in resolving the problem. Teachers apply environmental friendliness and discipline in accordance with school rules where every teacher is required to apply these rules so that negative student behavior can be minimized so that changes in terms of achievement can develop quickly and students at SDN 2 Sokong become quality children when they have finished studying at the school. Teachers often mention what bullying behavior is like and what impact it has during the learning process in the classroom. The teacher continues to provide explanations regarding bullying behavior, even though it is only a small amount, but it is routinely carried out between the learning process and to strengthen students' knowledge related to it. Bullying behavior is very dangerous for a person's life. Collaborate with parents/families of students on how to use cellphones properly according to their needs and limit children's use of social media, where the role of parents is very important in handling students' activities in using cellphones at home.

In line with the research results above based on what was put forward by Al-Ghazali, the main task of a teacher is 1) Helping students develop good behavior and preventing bad behavior from developing. 2) Finding the character that exists in students through observation, interviews, approaches or interactions, and so on. 3) Improve expertise both in the field taught and in the way it is taught. 4) Provide guidance and counseling to students who experience difficulties in developing their potential. 5) Show students their duties as adults by introducing various existing areas of expertise and skills, then students choose

them according to their interests and talents. 6) Conduct evaluations to determine the development of their students (Rahmat Hidayat, 59: 2016).

Bullying behavior of SDN 2 Sokong students

Based on the results of the researcher's observations and interviews, it can be said that the teachers at SDN 2 Sokong already know about bullying behavior. Regarding student bullying behavior, it often occurs among students at SDN 2 Sokong both in class and outside of class, such as when lessons start and at break time. Verbal and non-verbal bullying behavior that is often carried out is: mocking friends until they cry, hitting friends, isolating friends, disturbing friends during class, bullying younger siblings, class, confronting friends to be hostile to their friends, fighting, talking dirty, being cynical, accusing and sending messages via WhatsApp with bad words to friends when using a cellphone at home.

Aligned with The results of this research are that according to Coloroso (2007), bullying is divided into several forms, namely: Physical bullying is hitting, choking, elbowing, kicking, biting, scratching, as well as damaging and destroying the clothes and belongings of the bullied child. The stronger and more mature the bully is, the more dangerous this type of attack is, even if it is not intended to cause serious harm. And verbal bullying can include name calling, insults, slander, cruel criticism, insults, and statements containing sexual advances or sexual harassment. In addition, verbal bullying can take the form of confiscation of pocket money or goods, rude telephone calls, intimidating e-mails, anonymous letters containing threats of violence, false accusations, and gossip and then Rational Bullying. This behavior can include attitudes hidden such as aggressive looks, glances, shuddering shoulders, sneers, mocking laughter, and rude body language and there is also the name cyber bullying. So this form of bullying is giving impressions and messages through electronic/social media that can hurt other people's feelings, for example spreading people who are being bullied through videos and removing people from WhatsApp groups and leaving cruel messages and other things. (Alqis, B and Basir, 23-25: 2023).

Then, from the behavioral cases described above, something can be found The impact of bullying on students at SDN 2 Sokong. In relation to the impact of bullying, students who are involved in physical bullying, namely experiencing scratches, bruises, abrasions, on several parts of the body. Meanwhile, the psychological impact includes students experiencing, namely: students become less confident, always worried about the environment. surroundings, uncomfortable with random people around him, shy, quickly angry and traumatized/scared, often experiences high levels of stress and anxiety, often feels anxious, has difficulty concentrating when studying, has difficulty socializing with the environment, does not want to go to school, reduced sense of trust in other people assumes that he no longer has any self-worth.

Covering the results of this research can be aligned with what was stated by (Ohsako, 1997) in (Lutfi Arya.27: 2018), the impact of bullying behavior in schools can be categorized into three impacts, namely: impact on victims, impact on perpetrators, and impact For schools, this bullying behavior can have an impact on victims, such as creating fear and discomfort at school. Bullying behavior has impacts on the perpetrator, such as being punished by teachers or being expelled from school. Even more broadly, bullying behavior can hinder the education and teaching process at school. Therefore, teachers need to know the symptoms of the impact of bullying at school. Then the results of the research above can be found factors that influence students in carrying out bullying behavior, namely students are influenced by the family environment, peers, mass media, and the child's individual self.

The results of the research above are in harmony and are related to several explanations

below, namely: Several internal factors and external factors cause behavior. bullying including the following: Internal Factors: Internal factors are factors that cause bullying behavior that originate from within a person's individual self, among these internal factors include Aggressive and Revengeful Characteristics in a person, where when a person becomes a victim of bullying, that person will take revenge when at any time there is an opportunity, and someone feels that they want to be more powerful and stronger in the place where they are, so they are vulnerable to carrying out bullying behavior and want to show their existence/be popular in front of people around them. Then the next factor is through external factors, where this factor has several aspects, namely Families, families that are destroyed from an economic perspective, are not a good example and lack of parental love and affection causes children to engage in negative behavior. and then the peer/surrounding environment factor where children will do positive or negative things based on what their peers do to balance their good playing activities with their friends.

The next factor is through the school education environment system where in this aspect bullying can occur in schools if supervision and ethical guidance of teachers is low, schools have very low discipline, lack of guidance to students, and inconsistent regulations. The mass media factor also influences the personality of negative behavior in children, where every time they watch or are seen in the mass media, children will imitate either positive or negative behavior depending on direction from the people around them. And bullying is also caused by cultural factors and the social environment. Cultural criminal factors are one of the causes of bullying behavior. Problems such as chaotic political conditions, uncertain economic conditions, prejudice, behavior that causes discrimination, and conflict in society. So that these problems are a form of factor that drives children and teenagers to become depressed, stressed, arrogant and rude. (Ponny Retno, A 50: 2008).

4. CONCLUSION

Teaching is a profession that cannot be owned by just anyone, whose main task is to educate, assess and evaluate the students themselves, and has an important role in the world of education, such as teachers as advisors, teachers as motivators, teachers as mediators, teachers as models and role models, teacher as coach, teacher as organizer, teacher as facilitator, teacher as corrector, teacher as guide, teacher as art in education and character formation in children.

Efforts and actions of teachers in dealing with bullying behavior: teachers advise, provide motivation, and mention bullying during lessons, the principal forms an anti-violence committee program at school, collaborates with the police and parents of students in dealing with students' negative behavior, provides examples and role models who is good to students, mediates when there are problems between students, teachers, school principals and the police have held outreach regarding negative student behavior and how to handle it and its impact, interrogates students separately to solve problems and responds quickly when there are students who engage in bullying behavior.

The results of this research are: verbal and non-verbal bullying behavior that is often carried out, namely: making fun of their friends until they cry, hitting their friends, isolating their friends, disturbing their friends during class, bullying their classmates, encouraging their friends to be hostile to their friends, fighting, talking dirty behave cynical, accusing and sending messages via WhatsApp with bad words to his friends while using his cellphone at home.

The impact of bullying behavior on students at SDN 2 Sokong is: physical and psychological impact child namely: students become less self-confident, always worried about their surroundings, uncomfortable with random people around them, shy, and quickly get angry and traumatized/scared, often experience levels of stress and anxiety, high

alertness, difficulty concentrating when studying , difficult to socialize with the environment, does not want to go to school, reduced sense of trust in other people thinks that he has no self-worth anymore. The factors for bullying behavior among students at SDN 2 Sokong are: family factors, individual factors, peer factors and mass media factors.

5. BIBLIOGRAPHY

- Alghazali, M. I. (2019). Pengaruh Media Cerita Bergambar Dan Literasi Membaca Terhadap Hasil Belajar Siswa Sekolah Dasar. *JTP-Jurnal Teknologi Pendidikan*, 21(3), 269- 282.
- Arya, Lutfi. (2018). *Melawan Bullying Menggagas Kurikulum Anti Bullying di Sekolah*. Mojokerto: Sepilar.
- American Association of School Administration. (2009). *Bullying at School and Online*
- Basir Bahnan A.(2023) “*Aku Adalah Agen Perubahan*”, jawa timur: CV AE MEDIA GRAFIKA, ISBN 978-6235516981
- Rahmat Hidayat, Ilmu Pendidikan Islam “*Menuntun Arah Pendidikan Islam Indonesia*” (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPI), 2016), 59.
- Handalan , M. A., Herlina, & Hasanah, O. (2020). *Hubungan Pengetahuan Dan Mekanisme Koping Terhadap Tindakan Bullying Pada Anak Usia Sekolah*. Riau: Jurnal Ners Indonesia.
- Jamil Suprihatiningrum, *Guru Profesional*, (Jogjakarta: Ar-Ruzz Media, 2016), h. 23
- Juhji, 2016, Peran urgen guru dalam pendidikan, *studia didaktika*, Vol 10 No 1, hlm 51
- Ponny Retno Astuti. (2008). *Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan pada Anak*. Jakarta: Grasindo Christophonus.
- Wardani, LK & Fajriansyah. 2017. Perilaku *Bullying* Mahasiswa Kesehatan. Kediri, *Journal Of Nursing Practice 1(1)*. Hal. 17-23. STIKes Surya Mitra Husada