# THE TEACHER'S ROLE IN HANDLING BULLYING BEHAVIOR IN FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

**Frida Wahyu Rahmawati[1*], Almuntaqo Zainuddin[2]**

[1,2]Universitas Muhammadiyah Surakarta
[1]rahmafridawahyu@gmail.com

**Abstract**

*Bullying behavior is carried out consciously to hurt others mentally and physically. Bullying behavior is also often done by students at school, including fourth grade students at SDN Tunggulsari 1. Therefore, the teacher's role is needed in overcoming and reducing bullying. This research was conducted to find out the forms of bullying behavior, the teacher's role in dealing with bullying behavior, and the obstacles experienced by the teacher during the process. The research conducted is included in the type of descriptive qualitative research with a case study approach model. The informants in this study were school principals, fourth grade teachers, bullies and victims of bullying. This study uses the data analysis technique of the Miles & Huberman model which is carried out in three stages including data reduction, analysis and presentation of data, drawing conclusions. Data collection techniques with direct field observations, in-depth interviews, and documentation. Teachers and schools have handled student bullying behavior quite well. The results of the study show that teachers play a significant role in dealing with bullying in the classroom. Several ways are carried out to overcome and reduce bullying behavior. The role of the teacher in preventing bullying is carried out in several ways including socializing bullying to students, being assertive about deviant actions, instilling harmony and respect for others, forming study groups, instilling religious values, and establishing harmonious relations with students. Then the teacher's role in overcoming bullying was found as gathering information, reconciling students, providing counseling, providing emotional support, and taking follow-up actions. The results of this study can be used as a reference for the development of appropriate and effective bullying prevention efforts by various parties, especially teachers in schools.*

*Keywords: bullying; elementary school; teacher's role*

**Abstrak**

Perilaku bullying merupakan suatu tindakan yang dilakukan secara sadar untuk menyakiti orang lain secara mental maupun fisik. Perilaku bullying juga masih sering dilakukan para siswa di sekolah, termasuk siswa kelas 4 di SDN Tunggulsari 1. Oleh karenanya, peran guru sangatlah diperlukan dalam mengatasi dan mengurangi adanya tindakan bullying. Penelitian ini dilakukan untuk mengetahui bentuk-bentuk perilaku bullying, peran guru dalam menangani perilaku bullying, dan hambatan yang dialami guru selama prosesnya. Penelitian yang dilakukan termasuk ke dalam jenis penelitian kualitatif deskriptif dengan model pendekatan studi kasus. Narasumber dalam penelitian ini adalah kepala sekolah, guru kelas empat, pelaku bullying dan korban bullying. Penelitian ini menggunakan teknik analisis data model Miles & Huberman yang dilakukan dalam tiga tahap meliputi reduksi data, analisis dan penyajian data, penarikan kesimpulan. Teknik pengumpulan data dengan observasi lapangan secara langsung, wawancara secara mendalam, dan dokumentasi. Guru dan sekolah telah melakukan penanganan terhadap perilaku bullying siswa dengan cukup baik. Hasil penelitian menunjukkan bahwa guru berperan besar dalam menangani adanya tindakan bullying di kelas. Berbagai cara dilakukan untuk dapat mengatasi dan mengurangi perilaku bullying yang terjadi. Peran guru dalam pencegahan bullying dilakukan dengan berbagai cara meliputi sosialisasi bullying kepada para siswa, bersikap tegas terhadap tindakan menyimpang, menanamkan sikap rukun dan menghargai sesama, membentuk kelompok belajar, menenamkan nilai religious, serta menjalin hubungan harmonis dengan siswa. Kemudian peran guru dalam mengatasi bullying yang ditemukan seperti mengumpulkan informasi, mendamaikan siswa, memberikan konseling, memberikan dukungan emosional, dan melakukan tindakan lanjutan. Hasil penelitian ini dapat dijadikan acuan pengembangan upaya pencegahan bullying yang tepat dan efektif oleh berbagai pihak khususnya guru di sekolah.

**Kata Kunci:** Peran guru; bullying; sekolah dasar

## Introduction

The term Bullying is familiar term to people around the world. This is because bullying has become a bad culture that is still often carried out by the community. Bullying itself is an act of violence committed by individuals/groups against other individuals who are felt to be weak or easy to bully. Wijayanti & Uswatun (2019) defined that Bullying is an act or behavior that is not commendable that can hurt other people. Bullying can directly take away the rights of others. Soedjatmiko et al (2016) explained that "Bullying is an act of abuse of power that is carried out intentionally and continuously by one or more children against other children with the aim of hurting". So it can be concluded that bullying is a deviant act that is often carried out by students and is considered trivial so that it becomes a bad habit. Bullying behavior needs to be anticipated and handled appropriately and effectively. To suppress bullying behavior, the teacher has the biggest role. This is because the teacher is the person who interacts the most with students in class. The urgency of this research raises a problem in schools and how to overcome these problems. This research is important so that it can be used as a reference in developing appropriate and effective bullying prevention efforts by various parties, especially teachers in schools. The research conducted can also provide information to teachers about forms of bullying behavior that are often carried out by students at school

Bullying can occur in a school setting from all staff members, including teachers, students, and the principal. Bullying is more prevalent among students. Bullying is random acts done to hurt the victim. The forms of bullying behavior are truly diverse, not only in the form of violence, but also delinquent behavior which usually tends to be underestimated because it is considered normal for children to do it. The presence of adult neglect can make bullying at school worse (Dewi, 2020). The International Center for research on Women (ICRW) found that around 84% of children in Indonesia have experienced acts of violence at school Rahayu & Permana (2019). This explains that acts of violence have become a tradition in the world of education in Indonesia. This action has tarnished the reputation of education in Indonesia. Even in the last few years, cases of bullying in Indonesia are reported to still be happening. For example, in 2018 there were 161 cases related to bullying and violence. Then in the following year, 2019, as many as 153 cases related to physical and psychological violence were reported. In 2020, it was found that there were 119 cases related to bullying. Then in 2021 bullying cases increased to 221 with 168 cases classified as cyberbullying. In 2022, the Child Protection Commission (KPAI) noted that there were around 226 cases of violence which included types of bullying with 18 cases classified as cyberbullying.

Bullying can be done by anyone without discrimination, for example, like the latest bullying case that occurred at SDN 159 OKU South Sumatra where victims received physical and verbal violence from their classmates (Tvonenews, 2022). Then a bullying case that occurred at a Baiturrahman Plus Middle School in Bandung caused a victim to faint due to physical violence from a classmate (Detikjabar, 2022). Then there was the bullying case at SMAN 1 Semarang which caused a student to die because he was bullied by an older classmate who asked the victim to jump out of the swimming pool (Detiknews, 2018). Some of these cases prove that bullying can occur at various levels of school, both at the level of elementary school, middle school, senior high school, to college. Even so, there are still many

people who think that bullying is only found at the junior or senior high school level. Even though cases of bullying also often occur in elementary school-age children. This ultimately causes a lack of attention to cases of bullying committed by elementary school students because they tend to be underestimated (Rahayu & Permana, 2019)

The causes of bullying can vary and can come from the side of the victim or perpetrator. Aswat et al (2022) found that bullying behavior can also be caused by the surrounding environment, the way parents educate, association and the mass media. At elementary school age, bullying behavior by students tends to be considered normal during the growth period (Dewi, 2020). This should not be normalized because students must be told from an early age which things should be right and what should not be conducted. Even Arif & Novrianda (2019), revealed that 27.5% of teachers considered it normal for bullying behavior to occur around them. Bullying is often also done by adults so that children unconsciously adopt this bad behavior. This lack of awareness of bullying behavior has resulted in many cases of bullying occurring and continuing into adult students.

Bullying should not be taken lightly because it may have a detrimental effect on the generation who will lead the country. Bullying has an effect Patras & Sidiq (2020) that bullying can cause decreased self-esteem, mental disorders, depression, school phobia, and physical pain. According to other studies, the impact of bullying behavior is extremely broad for the mental and physical victims. Problems experienced by victims of bullying include depression, mild to severe trauma, low self-esteem, decreased grades or academic achievement, severe anxiety, loss of motivation and student achievement (Firmansyah, 2022). The findings of a Duke University study indicate that bullying's effects on the youth stage will persist long enough to affect an adult or a lifetime (Sukawati et al., 2021). The most severe impact occurs on victims of bullying which can affect their lives. The impact of bullying that appears can vary for each victim depending on how sensitive and severe the bullying is.

The teacher is one of the people that can assist in preventing bullying so that it does not spread further. This is true because teachers frequently contact directly with students and have the capacity to provide close supervision. Beyond that, Junindra et al (2022) explained that the teacher is someone who has a significant role in the implementation of educational programs, the teacher is also someone who not only teaches theory but educates students. Therefore, teachers must not tolerate bullying behavior and must act decisively to minimize it. The non-assertive attitude of the teacher will make the bully more flexible anxd ignore the rules that apply. Teachers as mentors have an important task in directing and guiding students to become more mature, adult, and independent individuals. Teachers should have good handling management in dealing with bullying. With respect to this statement, Ahmad & , Abd. Aziz Muslimin (2022) stated that the teacher is the main component that has a significant role in reducing bullying rates in schools. This can be done by developing appropriate approaches to help prevent and overcome bullying behavior. According to him, the approach that can be taken is to carry out preventive, curative, preservative, and reversal movements. It is these various forms of teacher efforts that will have a significant role in overcoming and minimizing cases of bullying in schools.

In his research, Nurussama (2019) proved that teachers have a particularly key role in reducing the amount of bullying in a school. The research states that teachers have several roles while dealing with bullying, namely by becoming mediators, mentors, and advisers. Then on to research of Adiyono et al (2022) it was also found that teachers have a significant role in reducing bullying rates in a school. It was explained that in overcoming bullying behavior in schools, teachers must be alert and sensitive to the environment around them. The

teacher has a role in being a mediator and mentor to follow up bullying behavior that occurs among students. The role of the teacher is needed to keep students away from all bad actions including bullying and other unhealthy activities. With proper handling by the teacher, bullying behavior can be reduced to create a harmonious and safe atmosphere in the school environment. Based on the explanation above, the researcher seeks to examine the teacher's role in dealing with bullying behavior at SDN Tunggulsari 1. This study aims to find out (1) the forms of bullying in fourth graders at SDN Tunggulsari 1; (2) The teacher's role in preventing bullying behavior in fourth grade students at SDN Tunggulsari 1; (3) The teacher's role in overcoming bullying behavior in fourth grade students at SDN Tunggulsari 1; (4) Obstacles experienced by teachers in overcoming bullying behavior at SDN Tunggulsari 1. Contrast to previous research which discussed more about bullying behavior, what is new in this study is that researchers explain in depth how teachers deal with bullying behavior both in prevention and follow-up. The teacher's role in overcoming bullying behavior will be explained in detail according to the results of the study.

**Research Methods**

The research was carried out using a descriptive qualitative research design. Based on its type, the qualitative research carried out is included in the qualitative research with a case study approach model. Research is carried out by focusing on a problem or event that occurs in social life. There are three data collection techniques used in this study, namely interview techniques, observation techniques and documentation techniques. In this study, the data validity technique used is the triangulation technique. Triangulation technique is a data checking technique that uses several sources to compare and confirm related data. There are three types of triangulations that are often used, namely technical triangulation, source triangulation, and time triangulation (Abdussaman, 2021).

The research was conducted at SDN Tunggulsari 1 Surakarta. The elementary school is located at Jalan Sere 1 No 72, Pajang, Laweyan District, Surakarta City. The research was focused on being conducted in the upper grades, namely grade 4 (four). The research object in this qualitative research is an issue or target topic discussed in the study. In determining the object of research, researchers can look for problems that arise and occur. The object of this study is the teacher's efforts to prevent and overcome bullying behavior at SDN 1 Tunggulsari. Then the research subjects according to (Purwanto, 2019) is the person being asked for information or the person being researched. The subjects of this study were teachers and fourth grade students at SDN Tunggulsari 1.

Sources of research data are things that researchers must examine and observe in detail to then obtain the essence and meaning of an object or subject related to research. In line with this opinion, research data sources come from: a) documentation, in research journals, books, scientific articles, and literature related to bullying used as reference material and references, b) humans or informants, namely people who have information related to research. In this study, the sources included fourth grade teachers, students who were involved in bullying, and school principals, c) events, is a source of data that is directly observed to know events with certainty. The events in this study are the existence of bullying behavior that occurs at SDN Tunggulsari 1 and the teacher's role in overcoming it, d) location, one of the data sources related to information on the place and environment of the event. In this study, the place is the school and classroom area.

**Result and Discussion**

Bullying behavior that students do at school has been a habit for a long time. Students often do bully under the pretext of joking. Students who commit acts of bullying often feel that they are stronger than other students. This is what then becomes the reason for the perpetrators to bully the victim on a regular basis. Victims of bullying might suffer physical and mental injury because of the act. The perpetrator's methods for inflicting harm on the victim can differ. Usually, actions taken to harm the victim are verbal, physical, or psychological.

At SDN Tunggulsari 1, bullying behavior was found to still occur frequently. Students in elementary schools are sometimes not aware of the actions they are doing, including acts of bullying. This bullying behavior is most often carried out by upper grade students, especially students in fourth grade. Cases related to bullying behavior are often found in fourth grade students because fourth grade is a transitional period experienced by children. At this time students began to move from the imaginary world to the real world.

Bullying behavior found in fourth grade students was quite diverse, ranging from mild bullying to severe bullying. According to the type and form of bullying behavior found includes verbal bullying behavior, physical bullying, psychological bullying, sexual bullying, and cyberbullying with the involvement of parents. Among the various forms of bullying, students in grade four most frequently engage in verbal and physical bullying. As explained by AS as the principal at SDN Tunggulsari 1:

*"The most common form of bullying behavior is verbal and physical bullying. Verbal bullying that students often do is talk dirty, then change the names of friends and make fun of parents' names. Then the physical bullying most often done by students is hitting, pushing, and pinching friends. Mild psychological bullying that students do is just look cynical. In addition to these three forms of bullying, sexual bullying was also found, namely children urinating and touching their friends' genitals. Then the child also writes dirty words that have a sexual or obscene word. Then another form of bullying that I found was cyberbullying with the involvement of parents." (AS/20/03/2023)*

This bullying behavior was carried out by students while at school when the teacher was not supervising them. Students bully their friends for reasons of annoyance, anger, or hatred. This triggers aggressive behavior which then harms other students. In line with these findings, (Jan Afroz & Shafqat Husain, 2015) revealed that students who are bullied will have feelings of insecurity and distrust of other people. An opinion from Muntasiroh (2019) mentioned that bullying often occurs on thefield. In accordance with this opinion, most bullying behavior by grade 4 students occurs outside the classroom during recess. This is because the most interactions occur during breaks.

Students have been caught shouting at and supporting friends as well as speaking angrily, lying, giving friends nicknames, and making fun of parents' names. Verbal bullying occurs when the victim has the bully's ire and irritation. Another explanation was that the offender despised the victim and used ridicule to communicate his feelings. The perpetrator also used the excuse of joking and playing as a defense. The jokes expressed make the perpetrator feel cool, Van der Ploeg et al (2020) also explained that verbal bullying behavior increases the perpetrator's self-confidence because it makes him look cool and arrogant. Verbal bullying by students is still relatively mild if they only mock or change a friend's name, on the other hand if they say dirty, obscene, or obscene words then it is already at a serious level.

Physical bullying is carried out openly by fourth graders. Examples of physical bullying found were students hitting friends on the head or back, students kicking friends' legs during recess, students pushing friends while walking, students stealing friends' things, and finally students clawing friends. This was done more than once. Students who become victims are

usually silent or cry. In fact, research shows that physical bullying behavior is the most widely practiced and underestimated type of bullying behaviour (Özlem et al., 2022). The other students around just watched because they didn't want to interfere or be afraid. Regarding physical bullying, if what is done is pushing or nudging it is still in the mild category, but if it goes to the point of hitting it causing scars, kicking, slapping, then it is categorized as a severe level

Then psychological bullying is quite rare, some examples of forms of psychological bullying that occur only look at friends cynically and stay away and ignore them. Psychological bullying is not easy for teachers to know because it is usually done secretly and outside the teacher's supervision. Sexual bullying was also found in fourth grade, the behavior of students included in sexual bullying was urinating on friends, touching genitals to friends, and writing obscene words. Sexual bullying is categorized as severe bullying because it can cause trauma to the perpetrator. In addition to sexual bullying, cyberbullying with parental involvement also occurs in fourth grade. This happened in class groups by cornering one student. In addition, parents of students also make statuses on WhatsApp with harsh words and sarcastic words.

The form of bullying found is in accordance with opinion Ifroh et al (2019) that bullying that can occur in schools can take the form of physical and verbal violence, intimidation, spreading rumours, theft, destruction of other people's property, sexual harassment, hazing, racial or ethnic orientation. Bullying that is often underestimated is verbal bullying. Students carry out verbal bullying under the guise of joking that can hurt other students. Verbal bullying is done by ridiculing students' weaknesses or giving nicknames based on other people's shortcomings. While physical bullying is also quite often carried out by students using physical violence when the perpetrator is annoyed or angry at the victim's reaction which according to the perpetrator is excessive. Physical violence was carried out by students by pushing friends to the ground or hitting them on the head and back. Both forms of bullying behavior.

Therefore, it is necessary to do prevention to be able to reduce bullying behavior. In carrying out prevention, teachers establish harmonious relationships with students so that they can help teachers understand and guide students appropriately. Students are also routinely given motivation before learning begins. Teachers always instill life values such as religious values, social values and human values:

*"In carrying out prevention, the first thing to do is to provide routine motivation with the aim of increasing enthusiasm for learning so that children focus on learning and are not concerned with things that are less useful. Then carry out socialization related to bullying, I explain to children what forms of bullying behavior are so they know that these actions should not be imitated and carried out. Then I also instill religious values in students. In addition, I also take a firm stand against deviant things that children do, including bullying." (AR/20/03/2023)*

This preventive action has been carried out for approximately one semester and shows quite satisfactory results. Bullying behavior is followed up quickly to prevent terrible things from happening and causing an uncomfortable atmosphere. Bullying behavior that often occurs is quite troublesome for teachers in managing students. Therefore, the teacher takes preventive action with the aim that bullying behavior can be reduced. Various methods have been used by teachers to reduce bullying that occurs in the classroom. Teacher's role in preventing bullying is very influential. The actions that the teacher takes are a form of caring for the students whom he considers as his own children. The teacher's actions are supported by research by Murphy et al (2018) which found that teacher empathy is an important factor in bullying prevention activities to create a safe and comfortable climate at school. This

harmonious relation helps teachers understand students better and guides them patiently to become better individuals. The various preventive actions the teacher takes in class on the sidelines of learning activities.

The teacher's goal is to promote pupils' excitement for studying so that they concentrate on their studies and do not place importance on less important topics. This is the teacher's role in reducing bullying behavior. The teacher then engages in bullying-related socialization by outlining the many types of bullying behavior to the pupils so that they are aware that these behaviors shouldnot be emulated and carried out. Then the teacher also instills religious values in students, the teacher always reminds students about religion to always pray so that this can help them become good individuals and shape children's morals to be better according to their religion and beliefs. In addition, the teacher is strict about deviant things that students do, including bullying. If the teacher already knows that bullying is happening, the teacher will immediately intervene and deal with it so that it doesnot get worse.In addition, the teacher forms study groups during learning activities by positioning chairs close to one another so that students can forge stronger bonds with one another. The teacher also constantly reminds students to respect one another. In connection with the existence of study groups, these activities are quite similar to the activities carried out by teachers in dealing with bullying in Greece, namely by making drama in class so that students can participate in it. Mavroudis & Bournelli (2016) found that education-based drama can combat bullying because it has the potential to improve the school environment and develop students' social and emotional skills.

With respect to these findings, Firmansyah (2022) explained that the role of the teacher is quite important in providing examples of good behavior to students in suppressing bullying behavior. Therefore, the actions taken by the teacher in preventing bullying behavior in grade 4 are quite appropriate. The teacher always sets an example and instills in students a good behavior and respect between humans.The teacher instills character education in students so that students can grow into good and virtuous individuals. Teachers also establish harmonious relationships with students and treat students like their own children so that students feel safer. It can also reduce the aggressive nature of students when reprimanded or advised. With a sufficiently strong relationship students will believe in the teacher and respect him and obey the teacher. What the teacher did was the same as the findings of Rawlings & Stoddard (2019) that in preventing bullying behavior there was a program called Gentle Warior which aims to build better and more responsible student character and then socialization was also carried out for students so that they have an awareness of bullying behavior.

In addition to taking preventive measures, teachers also directly address acts of bullying that occur in class. The first way teachers deal with bullying is to find out the real facts. The teacher does not immediately judge the perpetrator but first finds out what happened before taking further action. If the teacher is overwhelmed with cases, the principal intervenes to help the teacher. AS in his interview said that:

*"If a youngster continues to engage in verbal bullying, I counsel and consult with parents after first determining the cause of the issue. Then for the physical teacher will first trace the facts that happened, ask students to apologize, then take an emotional approach to the perpetrators and victims so that the problem does not drag on. Then for bullying will be observed first to find out what happened then start to make an emotional approach to the victim and help him increase his self-confidence after that being firm and giving advice to the perpetrators to stay away from and isolate the victim" (AS/20/03/2023)*

In this activity to combat bullying, socialization is carried out for teachers once a month to develop information and awareness regarding bullying. Socialization was carried out on the

sidelines of the meeting to add information on how to prevent and deal with bullying and to hold discussions between teachers. In these activities the teachers also share information and ask each other for advice regarding the problems faced when dealing with bullying cases. In this regard, (Oldenburg et al (2016) explained that teachers' knowledge of bullying is very important to have in dealing with bullying behavior in schools, teachers must at least know the meaning of bullying so they can recognize bullying behavior and collect information.

Cases of bullying have a negative impact on the reputation of the school. Therefore, cases related to bullying are followed up immediately by the class teacher. This is because classroom teachers are adults who are often directly involved with students. In addition, class teachers know more about the various characteristics of their students. The way teachers deal with bullying behavior varies depending on its form.

Verbal bullying behavior is handled by the teacher by reprimanding and advising students directly if they are caught speaking dirty/rough, discrediting parents' names or giving nicknames. The teacher advises students gently and emphasizes that this should not be done even if it is just a joke. Students are asked not to repeat it again in the future. This is what the teacher does to overcome verbal bullying behavior so it does not get worse. Dealing with is accomplished directly by not making light of verbal bullying. This is done as a way for teachers to help students learn how to become better people. Ismail (2019) explained that teachers have a role in educating students to make the behavior and character of students to be better not only teaching science. Therefore, the teacher rebukes students firmly so that students realize their mistakes and can change towards a positive direction.

Then to overcome the physical bullying behavior carried out by the teacher are a) Following up on reports, b) Collecting information to find out what happened, c) Providing advice and counseling and calm the victim, d) Reconciling students, e) Calling student parents, f) Asking for help expert g) Monitoring student behavior. The actions taken by the teacher are in accordance with the teacher's handling of bullying by (Coloroso, 2007; Ismail 2019) namely as follows: a) handled quickly and disciplined, b) creating opportunities to do good, c) fostering a sense of empathy, d) teaching social skills, e) monitoring shows, f) inviting students into constructive activities, g) teaching students to do good.

Meanwhile, the teacher's role in overcoming psychological bullying behavior is to observe student behavior and then be reprimanded properly and ask for an explanation from the victim and the perpetrator. In connection with this action, Adiyono et al 2022) explained that punishments, sanctions, and reprimands are handling actions or strategies carried out by teachers to overcome bullying problems. However, schools and teachers do not give corporal punishment to students, they only give reprimands and counseling to students. Corporal punishment was not carried out because it was considered irrelevant. The teacher never gives physical or written punishment to students on the grounds that this will not immediately change and make students realize their mistakes. Corporal punishment can no longer be applied to today's children because students will tend to rebel. Instead of having them write an apology letter, an emotional approach and counseling to students is more effective in helping solve bullying problems. Students will understand more and be lenient when gently advised. This is similar to the findings of Kupchik & Farina (2016) that excessive punishment can cause big problems at school, namely an uncomfortable school atmosphere, alienation of students, and an increase in student bad behavior.

Often the bullying behavior gets worse when it is not handled properly by the teacher. Research findings show that students who are not handled well often behave violently regardless of the status of the person they are dealing with. In fact, one of the perpetrators

needs the help of a medical expert, namely a psychiatrist to help in overcoming the deviant behavior he is doing. The teacher explained that medical expertise is needed when the school feels unable to handle it alone. Teachers will connect students, parents, and also psychiatrists who have worked with schools. In the process the teacher also consults with the psychiatrist who treats the student to see the progress and condition of the student.

After handling and guiding, the teacher also still takes further action to overcome the bullying behavior that has occurred. Follow-up actions are carried out by the teacher to see the progress of students after handling. Teachers are also open to reports of acts of bullying committed by students so that they can be dealt with at once. The report received by the teacher is then recorded in the attitude assessment. This attitude assessment record has a significant role in observing the student's phase of change. In contrast to the findings in the study of Borualogo et al (2020) where students at school prefer to report bullying by their friends to their parents rather than the teacher because there is no good relationship between students and teachers. This proves that students at school have a harmonious relationship with teachers at school so that they feel safe and trust teachers.

Follow-up action taken is to monitor students. This monitoring activity is carried out while students are in the school area. For example, during breaks, rest time is reduced by a few minutes to minimize unwanted actions. Some students usually report acts of bullying or other mischief so that they can be at once dealt with and appeased. In line with these findings, Cliplef (2021) states that monitoring activities are carried out to monitor continued bullying behavior by perpetrators against victims and to ensure that bad situations have passed or been resolved. Attitude assessment notes can be used to see how the child is developing. It is also used to measure how the attitude of students during class.

In dealing with bullying behavior in schools, teachers experience several difficulties and obstacles during the process. The results of research conducted by researchers showed that these obstacles included: a) students made mistakes repeatedly, where there are still students who still do mild verbal and physical bullying, b) parents of students were selfish and stubborn, and too imposing their opinion so it is difficult to communicate, c) parents of students were not cooperative. In another study, the obstacles experienced by teachers were almost the same, namely problems originating from students and parents. Study from Alawiyah & Busyairi (2018) explained that the difficulties experienced by teachers in dealing with bullying were the lack of parental roles, students' behavior that had not changed, the students' mistakes being repeated easily, and the number of parents who raised children in an inappropriate manner. Broadly speaking, the problems experienced are quite similar. This causes the teacher to be constrained in the process, especially if the parents are not cooperative. Problems can be large and complex because their reach is quite broad. Apart from making it difficult for the teacher in the mediation process, the harsh parental attitude also affects the child's mentality where the mother's psychological pressure can cause the child's mental health to be disrupted (Husky et al., 2020).

**Conclusion**

Bullying behavior is still often carried out by grade 4 students at SDN Tunggulsari 1. The forms of bullying behavior carried out by class students are also quite diverse. Forms of bullying behavior found include verbal bullying, physical bullying, psychological bullying, cyberbullying with parental involvement, and sexual bullying. Verbal bullying that is done is mocking parents' names, changing friends' names, saying dirty or rude *(Asu, Tai, Jancok, Picek)*, lying by making up stories. Then the physical bullying that was found was pushing,

grabbing, kicking, nudging, and stealing things. Then the psychological bullying that was found was looking at friends cynically, avoiding or silent. Sexual bullying in the form of urinating on friends, touching genitals to friends, and writing obscene words. Finally, the cyberbullying that was found was cornering someone in the class group and parents of students who made sarcastic and rude statuses. The teacher's role in dealing with bullying behavior was carried out quite well by the school and fourth grade teachers at SDN Tunggulsari 1. The result was that bullying behavior had decreased considerably after being addressed and preventive measures taken for approximately one semester. The preventive actions taken by the teacher are quite varied, namely: the teacher is always firm towards any deviant behavior of students, the teacher always instills an attitude of harmony and love for each other, the teacher regularly reminds students to respect others, then the teacher also establishes harmonious relationships with students, then the teacher forms study groups. In overcoming bullying behaviour, the teacher takes different actions depending on the type or form of bullying that occurs. In dealing with physical bullying, the things that teachers do include: a) following up on reports, after receiving reports the teacher immediately intervenes and reprimands students; b) collecting information, the teacher then calls students to find out why the incident occurred; c) giving advice, the teacher gives advice and counseling to the perpetrator and calms the victim; d) reconciling students, the teacher then asks the perpetrator to apologize to the victim and promise not to repeat it; e) calling the parents of the students, and if the bullying is severe, inviting both parents to talk about the situation; f) requesting professional assistance; if the student's behavior persists and shows no signs of changing, the teacher consults with an expert, in this case a psychiatrist;g) monitoring student behavior, which is done daily in conjunction with parents of the pupils. Parents of students who are uncooperative, selfish, or stubborn frequently obstruct the mediation process. This is like the challenges faced by teachers, which is that there are still students who repeatedly engage in minor bullying.

**Bibliography**

Abdussaman, Z. (2021). Metode Penelitian Kualitatif. In *Metode Penelitian Kualitatif.* Syakir Media Press.

Adiyono, A., Adiyono, A., Irvan, I., & Rusanti, R. (2022). Peran Guru Dalam Mengatasi Perilaku Bullying. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *6*(3), 649. https://doi.org/10.35931/am.v6i3.1050

Ahmad, N., & , Abd. Aziz Muslimin, S. C. S. (2022). Analisis Perilaku Bullying Antar Siswa Terhadap Pembentukan Karakter Siswa di Sekolah Dasar Negeri Sangir Kecamatan Wajo Kota Makassar Sulawesi Selatan Nurdiana Ahmad * , Abd. Aziz Muslimin, Syarifuddin Cn. Sida. *Naturalistic: Jurnal Kajian Penelitian Dan Pendidikan Dan Pembelajaran*, *7*(1), 1318–1333.

Alawiyah, M., & Busyairi, A. (2018). Peran Guru Dan Lingkungan Sosial Terhadap Tindakan Bullying Siswa Sekolah Dasar. *Joyful Learning Journal*, *7*(2), 78–86.

Arif, Y., & Novrianda, D. (2019). Perilaku Bullying Fisik Dan Lokasi Kejadian Pada Siswa Sekolah Dasar. *Jurnal Kesehatan Medika Saintika*, *10*(1), 135. https://doi.org/10.30633/jkms.v10i1.317

Aswat, H., Kasih, M., Ode, L., Ayda, B., & Buton, U. M. (2022). Eksistensi Peranan

Penguatan Pendidikan Karakter terhadap Bentuk Perilaku Bullying di Lingkungan Sekolah Dasar. *Jurnal BASICEDU*, *6*(5), 9105–9117.

Borualogo, I. S., Wahyudi, H., & Kusdiyati, S. (2020). *Bullying Victimisation in Elementary School Students in Bandung City*. *409*(SoRes 2019), 112–116. https://doi.org/10.2991/assehr.k.200225.024

Cliplef, J. (2021). Overcoming Barriers to Anti-Bullying Interventions. *BU Journal of Graduate Studies in Education*, *13*(2), 2021. https://files.eric.ed.gov/fulltext/EJ1304402.pdf

Dewi, P. Y. A. (2020). Perilaku School Bullying Pada Siswa Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, *1*(1), 39. https://doi.org/10.55115/edukasi.v1i1.526

Firmansyah, F. A. (2022). Peran Guru Dalam Penanganan Dan Pencegahan Bullying di Tingkat Sekolah Dasar. *Jurnal Al-Husna*, *2*(3), 205. https://doi.org/10.18592/jah.v2i3.5590

Husky, M. M., Delbasty, E., Bitfoi, A., Carta, M. G., Goelitz, D., Koç, C., Lesinskiene, S., Mihova, Z., Otten, R., & Kovess-Masfety, V. (2020). Bullying involvement and self-reported mental health in elementary school children across Europe. *Child Abuse and Neglect*, *107*(June), 104601. https://doi.org/10.1016/j.chiabu.2020.104601

Ifroh, R. H., Riski Suci Rahmadani, A. D., Habibburahman, M., & Fajariani, W. (2019). Pemberdayaan Siswa Sekolah Dasar Di Wilayah Kampung Kb Pelita Kencana Kelurahan Pelita Mengenai Bullying Usia Sekolah. *Kumawula: Jurnal Pengabdian Kepada Masyarakat*, *1*(3), 183. https://doi.org/10.24198/kumawula.v1i3.21742

Ismail, T. (2019). Pentingnya Peran Guru Kelas Dalam Mengatasi Perilaku Bullying Siswa Di Sekolah. *Prosiding Seminar Nasional PGSD*, *1*(1), 283–289.

Jan MPhil Scholar, Msa., & Husain Assistant Professor, S. (2015). *Bullying in Elementary Schools: Its Causes and Effects on Students*. *6*(19), 43–57.

Junindra, A., Fitri, H., Murni, I., Ilmu Pendidikan, F., & Negeri Padang, U. (2022). Peran Guru terhadap Perilaku Bullying di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *6*(2), 11133–11138. https://jptam.org/index.php/jptam/article/view/4204

Kupchik, A., & Farina, K. A. (2016). Imitating Authority: Students' Perceptions of School Punishment and Security, and Bullying Victimization. *Youth Violence and Juvenile Justice*, *14*(2), 147–163. https://doi.org/10.1177/1541204014557648

Mavroudis, N., & Bournelli, P. (2016). The role of drama in education in counteracting bullying in schools. *Cogent Education*, *3*(1), 1–12. https://doi.org/10.1080/2331186X.2016.1233843

Muntasiroh, L. (2019). Jenis-Jenis Bullying Dan Penanganannya Di Sd N Mangonharjo Kota Semarang. *Jurnal Sinektik*, *2*(1), 106. https://doi.org/10.33061/js.v2i1.2983

Murphy, H., Tubritt, J., & Norman, J. O. H. (2018). The role of empathy in preparing teachers to tackle bullying. *Journal of New Approaches in Educational Research*, *7*(1), 17–23. https://doi.org/10.7821/naer.2018.1.261

Nurussama, A. (2019). Peran Guru Kelas Dalam Menangani Perilaku Bullying Pada. *Jurnal Pendidikan Guru Sekolah Dasar*, *5*(8), 510–520.

Oldenburg, B., Bosman, R., & Veenstra, R. (2016). Are elementary school teachers prepared to tackle bullying? A pilot study. *School Psychology International*, *37*(1), 64–72. https://doi.org/10.1177/0143034315623324

Özlem, A., Özbek, Y., Pervin, A., & Taneri, O. (2022). Bullying Behaviors and School Climate Through the Perspective of Primary-School Students. *EJER Congress 2022*, *Figure 1*, 264–279. https://files.eric.ed.gov/fulltext/ED624144.pdf

Patras, Y. E., & Sidiq, F. (2020). Dampak Bullying Bagi Kalangan Siswa Sekolah Dasar. *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*, *5*(1), 12–24. https://doi.org/10.30598/pedagogikavol5issue1page12-24

Purwanto, N. (2019). Variabel Dalam Penelitian Pendidikan. *Jurnal Teknodik*, *6115*, 196–215. https://doi.org/10.32550/teknodik.v0i0.554

Rahayu, B. A., & Permana, I. (2019). Bullying di Sekolah : Kurangnya Empati Pelaku Bullying dan Pencegahan. *Jurnal Keperawatan Jiwa*, *7*(3), 237. https://doi.org/10.26714/jkj.7.3.2019.237-246

Rawlings, J. R., & Stoddard, S. A. (2019). A Critical Review of Anti-Bullying Programs in North American Elementary Schools. *Journal of School Health*, *89*(9), 759–780. https://doi.org/10.1111/josh.12814

Soedjatmiko, S., Nurhamzah, W., Maureen, A., & Wiguna, T. (2016). Gambaran Bullying dan Hubungannya dengan Masalah Emosi dan Perilaku pada Anak Sekolah Dasar. *Sari Pediatri*, *15*(3), 174. https://doi.org/10.14238/sp15.3.2013.174-80

Sukawati, A., Abdul Muiz, D. L., & Ganda, N. (2021). Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar Fenomena Bullying Berkelompok di Sekolah Dasar. *All Rights Reserved*, *8*(2), 354–363. http://ejournal.upi.edu/index.php/pedadidaktika/index

van der Ploeg, R., Steglich, C., & Veenstra, R. (2020). The way bullying works: How new ties facilitate the mutual reinforcement of status and bullying in elementary schools. *Social Networks*, *60*(xxxx), 71–82. https://doi.org/10.1016/j.socnet.2018.12.006

Wijayanti, C. P., & Uswatun, A. T. (2019). Perangi Tindak Perundungan (Bullying) dengan Penanaman Pendidikan Karakter Sejak Dini Pada Peserta Didik Sekolah Dasar. *Prosiding Seminar Nasional Pagelaran Pendidikan Dasar Nasional (Ppdn) 2019*, *1*(1), 16–26.