

EDUCATORS' STRATEGIES IN IMPLEMENTING TOLERANCE VALUES TO ANTICIPATE NEGATIVE BEHAVIOR AT THE ELEMENTARY SCHOOL LEVEL

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ABSTRACT

This research aims to analyze the phenomenon of bullying in elementary school (SD) students, including prevalence, causal factors, impacts, and prevention efforts that can be carried out by schools. Bullying in elementary school age children often occurs in physical, verbal and social forms, with a significant impact on the victim's psychology and academic achievement. Factors that encourage bullying include lack of supervision from parents and teachers, a family environment that is not conducive, and negative influences from peers. The impact of bullying on victims is very diverse, ranging from decreased self-confidence, anxiety, to long-term mental disorders. This research emphasizes the important role of schools in implementing comprehensive anti-bullying programs, educating children about the importance of empathy, and involving parents in preventing and handling bullying. In conclusion, collaboration between schools, families and communities is very necessary to create a safe environment and support the overall development of students.

Keywords: *bullying, elementary school students, impact of bullying, bullying prevention, elementary school.*

A. INTRODUCTION

Negative behavior can be defined as an action or attitude that fundamentally contradicts the established social norms, moral principles, or rules that are generally accepted and upheld within a specific community or society at large. In a world that is becoming increasingly intricate and multifaceted, the manifestations of negative behavior can be incredibly diverse and may include troubling actions such as violence, various forms of discrimination, instances of bullying, and a pervasive intolerance towards differences among individuals. This troubling phenomenon poses significant harm not only to the individuals who perpetrate such negative behaviors but also to the victims who suffer as a result, and it subsequently has detrimental effects on the overall social fabric and well-being of the community.

When we delve into the educational context, particularly focusing on the primary school environment, negative behavior exhibited by learners emerges as a paramount concern, primarily because the primary school years represent a critical stage in a child's moral and social development journey. During this crucial phase, children begin to cultivate their mindsets and behaviors, largely influenced by their interactions with various elements of their environment, which includes their families, peers, and teachers. The negative behaviors that tend to surface within elementary school settings, such as bullying and a lack of tolerance for tribal, religious, or cultural differences, frequently stem from a fundamental lack of understanding regarding the values of togetherness, mutual respect, and the importance of tolerance in fostering a harmonious society.

One particularly egregious form of negative behavior that is frequently observed among elementary school students is bullying, which can be characterized as a form of aggressive and violent behavior that inflicts harm on others and is perpetrated in a continuous and often systematic manner. The underlying causes of this harmful behavior are manifold and can range from an environment at home that is rife with conflict and discord, to a scarcity of educational resources that foster a nurturing atmosphere, as well as the presence of

teachers who may not yet possess a comprehensive understanding of how to effectively address and manage bullying behaviors in educational settings.

According to research conducted by Hartika Sari Butar Butar in 2022, which was referenced in the work of Junindra et al. (2022), data gathered by the Organization for Economic Cooperation and Development (OECD) revealed that the incidence of bullying in Indonesia reached a staggering 41.1%, placing Indonesia in the disconcerting position of being the fifth highest among 78 countries with the most prevalent cases of bullying. Furthermore, findings from Ramadhanti and Muhamad Taufik Hidayat (2022) indicated that beyond experiencing bullying, a notable 22% of students in Indonesia reported instances of being insulted while also having their personal belongings stolen. Additionally, a significant portion of students, specifically 18%, indicated they had been coerced by their peers, while 15% reported direct experiences of bullying, and 19% shared that they had faced ostracism. Alarmingly, 14% of students admitted to having received threats, and a considerable 20% disclosed that they had been the subjects of negative rumors spread by those engaging in bullying behaviors.

In light of these distressing statistics, it becomes abundantly clear that the role of educators is of paramount importance in addressing the myriad of negative behavior issues that are prevalent, particularly within the primary school environment. Educators must strive to serve as role models and facilitators who actively contribute to the creation of an inclusive learning atmosphere, one in which every student feels not only safe but also valued and respected for their unique attributes. One effective approach that educators can adopt is the integration of tolerance and multicultural values into every facet of the educational experience. By embedding these essential values into the curriculum, it is anticipated that students will cultivate an attitude of mutual respect and appreciation for the diversity that exists among them, thereby empowering them to avoid engaging in negative behaviors such as bullying.

To effectively combat the various manifestations of negative behaviors that permeate the primary school environment, the application of multicultural values becomes exceedingly relevant and necessary. Core values such as tolerance must be instilled from an early age, given their critical importance in the social development of contemporary learners. As articulated by Al-Ansori (2018), tolerance can be understood as the act of respecting and embracing the diversity that surrounds us, encompassing various aspects such as religion, race, culture, and other significant identity markers, all while ensuring that existing rules and norms are upheld and not violated. In alignment with this perspective, Tas & Minaz (2019) assert that individuals who embody tolerance are those who remain unfazed by the existence of others who may differ in their beliefs, races, or understandings. Therefore, it is imperative for both schools and educators to possess a comprehensive understanding of the various forms of negative behavior that are commonly exhibited among elementary school students in order to effectively address and mitigate these issues.

Educators serve a dual purpose in the educational landscape, functioning not merely as facilitators who guide students through various learning activities, but also as essential mentors who shape and influence the character development of each individual student entrusted to their care. By employing effective pedagogical strategies and thoughtful approaches, educators have the remarkable ability to cultivate a generation of young individuals who embody qualities such as tolerance, mutual appreciation, and the capacity to coexist harmoniously within a diverse society. Numerous past research studies have extensively examined and deliberated upon the pivotal role that educators play in instilling values that are particularly relevant to addressing the pervasive issue of bullying within

primary school environments. Consequently, the primary objective of this particular study was to illuminate and elucidate the methodologies employed by educators in the integration of multicultural values, specifically focusing on the importance of tolerance as a proactive measure in mitigating bullying behaviors that may arise in elementary school settings. Therefore, the specific and profound aim of fostering multicultural values, particularly emphasizing the significance of tolerance, is intricately linked to the proactive anticipation and prevention of bullying behaviors within the context of elementary school education. It is essential to recognize that the cultivation of such values not only contributes to a safer and more inclusive school environment but also prepares students to navigate the complexities of an increasingly diverse world beyond the classroom. Ultimately, the strategic application of these multicultural values by educators is imperative for the holistic development of students, equipping them with the necessary tools to thrive in a multifaceted society.

B. RESEARCH METHODS

Educators serve a dual purpose in the educational landscape, functioning not merely as facilitators who guide students through various learning activities, but also as essential mentors who shape and influence the character development of each individual student entrusted to their care. By employing effective pedagogical strategies and thoughtful approaches, educators have the remarkable ability to cultivate a generation of young individuals who embody qualities such as tolerance, mutual appreciation, and the capacity to coexist harmoniously within a diverse society. Numerous past research studies have extensively examined and deliberated upon the pivotal role that educators play in instilling values that are particularly relevant to addressing the pervasive issue of bullying within primary school environments. Consequently, the primary objective of this particular study was to illuminate and elucidate the methodologies employed by educators in the integration of multicultural values, specifically focusing on the importance of tolerance as a proactive measure in mitigating bullying behaviors that may arise in elementary school settings. Therefore, the specific and profound aim of fostering multicultural values, particularly emphasizing the significance of tolerance, is intricately linked to the proactive anticipation and prevention of bullying behaviors within the context of elementary school education. It is essential to recognize that the cultivation of such values not only contributes to a safer and more inclusive school environment but also prepares students to navigate the complexities of an increasingly diverse world beyond the classroom. Ultimately, the strategic application of these multicultural values by educators is imperative for the holistic development of students, equipping them with the necessary tools to thrive in a multifaceted society.

C. RESULTS AND DISCUSSION

Strategien von Pädagogen zur Überwindung von Mobbing-Verhalten

Educator strategy is how educators overcome bullying behavior at school. Educators' strategies are used as a measure of the success of educators in overcoming bullying behavior. In schools, educators act as employees in official relations, as subordinates to their superiors, and as educators to students. Educators act as substitutes for parents and as discipline organizers. Educators have the responsibility to manage, supervise, and organize learning. Educators are commonly referred to as teaching subjects, because educators are responsible for creating conducive learning. Learners must be directly

involved in the learning process, because learners are referred to as the second object of learning because the learning process begins after the educator provides instructions and input. In addition, learners' willingness and readiness is very important for the teaching process.

Knowing the Root Problems of Bullying In overcoming bullying behavior, educators can see the various reasons why these learners commit bullying behavior and become victims of bullying, thus educators can solve bullying problems properly. Bullying is a form of bullying. Bullying is not always about violence. Bullying is behavior that is repeated over time that clearly involves an imbalance of power, with the stronger attacking groups of children or those who are less powerful. Bullying can take the form of verbal abuse or physical assault, or other more subtle means, such as coercion and manipulation. Bullying can be overcome by finding out the root of the problem and the cause of students committing bullying behavior itself and by establishing good communication with students who are bullies and victims of bullying.

Giving Punishment Punishment is one of the ways done by educators in overcoming bullying behavior. The form of punishment given to children is adjusted to the form of bullying behavior committed. Punishment is carried out as an effort to increase self-discipline, motivate learning and improve behavior. Punishment is not limited to imposing punishment on students for a mistake, resistance or violation, but also to increase student discipline, motivate learning and improve student behavior (morality). The punishment given also aims to make the bully feel deterrent so that he does not carry out bullying behavior continuously.

With the existence of punishment that is internalized in schools for students who are bullying, which is able to discipline students who are bullying so that students who are bullying feel deterrent, and for other students who have the potential to become bullying perpetrators can avoid bullying. The punishments applied include a reduction in attitude assessment, the teacher instructs the bullying students to make a written statement and promise not to do bullying behavior again, if during class time there are students who are bullying then the educator does not allow these students to attend lessons, gives consequences in the form of a second warning letter after giving the first warning letter, and gives points by adjusting the amount of bullying behavior committed.

Creating Study Groups Study groups are one of the learning strategies by working in groups to complete a task that needs to be done together. This method is also used by educators to reduce bullying and overcome bullying behavior carried out by students. Learning groups aim to train and shape a learner's personality and establish togetherness between friends, because in this way students who become perpetrators of bullying in class and students who often get bullying treatment in class are made into one study group so that they can exchange knowledge and can establish good relationships between friends. By holding study groups in the classroom can reduce the intensity of bullying. Not only that, study groups also aim to be able to establish good relationships between friends and appreciate the existence of friends in the classroom. For students who have been involved in bullying, as a resolution process, it is necessary to channel their interests and talents appropriately into various activities in class and outside the classroom. Students' self-

adjustment to the social environment and self-development in developing their positive potential through the formation of study groups need to be done in the step of alleviating bullying problems.

Providing Appeals to Students Who Commit Bullying and Other Students Who Have the Potential to Become Bullying Perpetrators

Providing appeals to students who are bullying and other students who have the potential to be bullies is a strategy to prevent students from bullying behavior, this strategy is carried out to provide in-depth information about bullying. By providing understanding and appeals to avoid bullying behavior, it is hoped that the intensity of bullying behavior will decrease. Through this socialization, it is also explained related to the rules and sanctions given to each learner who commits bullying.

The appeal given to students aims to make all students at school aware that bullying in any form must be avoided in order to create a safe and comfortable atmosphere at school and create a conducive atmosphere during class hours. The appeal is given in order to equip each learner to understand how to avoid bullying behavior. Appeals and understanding are carried out to provide in-depth information related to bullying. So that the appeal and understanding will have an impact on reducing cases of bullying in schools.

Providing several services from BK to students who are victims of bullying and bullying perpetrators analyzes the impact of bullying that can be caused by bullying behavior in schools and can lead to psychological disorders. It is important for guidance educators to provide maximum services in overcoming bullying behavior. Guidance and counseling educators have an important role in helping to deal with the problems experienced by students including bullying problems experienced by students who try to do so by implementing several counseling services including information, orientation, and mediation services. Each of these services has its own purpose.

Rewarding

Recognizing and rewarding students who engage in bullying behavior can be seen as a misguided approach by educators, as it inadvertently reinforces negative actions and attitudes among peers; however, there is a possibility that through a structured program, these individuals can undergo a transformation, evolving from habitual bullies into empathetic learners who start to value and appreciate the unique challenges and shortcomings faced by their friends and classmates. The forms of acknowledgment and incentive provided to these students can take on a variety of shapes and sizes, such as elevating the perceived importance of positive attitudes and the lessons learned from experiences, offering sincere expressions of appreciation for improvements, and even distributing tangible rewards that serve as symbols of their progress. Ultimately, the implementation of such initiatives requires a careful and thoughtful approach to ensure that the intention is to foster an environment of growth and understanding, rather than inadvertently perpetuating cycles of bullying behavior.

Monitoring

Recognizing and rewarding students who engage in bullying behavior can be seen as a misguided approach by educators, as it inadvertently reinforces negative actions and attitudes among peers; however, there is a possibility that through a structured program, these individuals can undergo a transformation, evolving from habitual bullies into empathetic learners who start to value and appreciate the unique challenges and shortcomings faced by their friends and classmates. The forms of acknowledgment and incentive provided to these students can take on a variety of shapes and sizes, such as elevating the perceived importance of positive attitudes and the lessons learned from experiences, offering sincere expressions of appreciation for improvements, and even distributing tangible rewards that serve as symbols of their progress. Ultimately, the implementation of such initiatives requires a careful and thoughtful approach to ensure that the intention is to foster an environment of growth and understanding, rather than inadvertently perpetuating cycles of bullying behavior.

BARRIERS IN OVERCOMING BULLYING BEHAVIOR IN ELEMENTARY SCHOOLS

Difficulties in Controlling the Behavior of Students When Outside the School Environment

A plethora of bullying behaviors can indeed be effectively managed and mitigated when the individual exhibiting such behaviors is situated within the confines of a structured school environment, where the presence of educators and established policies can provide necessary oversight. However, it is important to recognize that there are instances outside of the school setting where educators encounter significant challenges in addressing and controlling bullying behaviors, as the responsibility for finding a resolution often falls entirely upon the shoulders of the learner's parents, who may not always possess the requisite tools or strategies to effectively intervene. Thus, this dynamic creates a complex scenario in which the ability to influence and rectify bullying behaviors is considerably diminished when the affected individuals are no longer within the protective and supervised walls of the educational institution.

Not Open to Students Victims of Bullying to Report to Educators

The second significant challenge in the endeavor to effectively combat bullying behavior within educational settings is that learners who find themselves as victims of such harassment often exhibit a reluctance to disclose their experiences to their educators. Students who endure bullying in school environments frequently choose to remain silent, feeling an overwhelming sense of fear or apprehension that prevents them from reporting the abusive actions they are subjected to by their peers to those in positions of authority. This pervasive fear surrounding the act of reporting incidents of bullying to educators ultimately results in a situation where educators are left with minimal information and, therefore, face considerable difficulties when attempting to address and manage instances of bullying behavior within their classrooms. Consequently, the lack of communication and transparency regarding these troubling incidents significantly hampers the overall effectiveness of any interventions that educators might seek to implement in order to foster a safer and more supportive learning environment for all students.

Educators' Lack of Understanding of the Dangers of Bullying

The final hurdle that impedes the effective mitigation of bullying behaviors within educational institutions is the insufficient awareness exhibited by educators concerning the significant dangers and detrimental consequences associated with bullying in school

environments. Bullying, or acts of violence that stem from individuals who possess power or authority, can manifest in various forms, including but not limited to verbal assaults, psychological intimidation, or physical aggression towards others. Based on the findings gathered from the interview process, it can be inferred that educators often perceive such behaviors exhibited by students as being trivial and confined to mere instances of "playful teasing" or "joking around."

DISCUSSION

Overcoming the problem of bullying in elementary schools must be taken seriously. This can be done by working together between educators, homeroom teachers, students, and student guardians. The task of educators as educators is not only to convey material with various concepts, but also to be responsible for providing guidance and counseling to students. This can help students in solving various problems they face, so that learning does not only focus on subject matter, but includes guidance that supports students in overcoming problems, both related to learning at school and problems that exist outside school such as violence (bullying).

Understanding the condition of students and the introduction of bullying and its dangers is carried out by educators while in the school environment, both inside and outside the classroom. This is the duty and obligation of educators to create a good classroom atmosphere, and can be a forum for students who are perpetrators of bullying and victims of bullying to convey various problems related to bullying in schools. According to the theory of Behaviorism proposed by B.F. Skinner, to overcome bullying behavior, several strategies are needed that can change the behavior of students who are the perpetrators of bullying. Educators need to implement various strategies to create a conducive learning environment and direct changes in the behavior of students in a better direction. These strategies must be carried out seriously and on target to be effective in overcoming bullying behavior in schools.

The strategies of educators in overcoming bullying behavior in elementary schools include finding out the root of the initial problem by asking about the reasons why students are bullying, providing punishment as negative reinforcement which aims to provide a deterrent effect for students who are bullying, creating study groups, advising / giving appeals, providing several services, rewarding, and monitoring. This can be done by educators to achieve a conducive learning process and make students a virtuous, responsible and disciplined person.

First, find the root of the problem by asking about the reasons why students do bullying. This step is done so that educators can understand the reasons behind the bullying behavior committed by students against their friends, and find out why a learner becomes a victim of bullying continuously. In addition, educators also need to recognize the type of bullying that occurs so that they can determine what steps are appropriate in handling the bullying behavior.

Second, giving punishment. Examples of punishments that educators can give to students are reducing grades in the attitude assessment aspect, asking students to make a warning letter, reprimanding bullying students directly, providing intermediate consequences in the form of a second warning letter and calling the parents of bullying perpetrators to school.

Third, creating study groups in the classroom. This step is one of the group work-based learning strategies to complete tasks that are considered necessary to do together. This method is also applied by educators as an effort to reduce and overcome bullying behavior

among students. Through togetherness, good communication, and cooperation between friends, it is hoped that positive behavior can be fostered, helping to prevent bullying.

Fourth, giving an appeal to students who commit bullying behavior and other students who have the potential to become bullying perpetrators and victims of bullying. This step is a strategy to prevent learners from engaging in bullying behavior and help them appreciate friends with all their shortcomings. The appeal is not only limited to this, but also includes an explanation of the impact on learners and the help that can be obtained. This strategy aims to provide a deep understanding of bullying.

Fifth, providing several services from counseling to students who are victims of bullying and perpetrators of bullying. Services provided by counseling teachers include orientation services, information services, and mediation services. These services aim to help learners understand their situation and find the right solution.

Sixth, rewarding. Giving rewards to students who are bullies is a form of appreciation from educators because these students have succeeded in changing their attitudes, from students who often bully to students who appreciate their friends' shortcomings more. This reward is a form of positive reinforcement given by educators to students, with various forms of appropriate awards.

Seventh, conducting supervision (monitoring). Supervision (monitoring) is carried out by educators to pay attention to every behavior of students, both those who have been the perpetrators of bullying and other students. With this supervision, it is hoped that the bullying learners will not repeat their negative behavior again. Meanwhile, for other learners, this supervision serves as a disciplinary rule to prevent similar behavior. Supervision in schools is carried out by involving all school components, so that all forms of violence (bullying), no matter how small, can be resolved completely. Comprehensive supervision in the canteen, classrooms, and hallways can make learners feel afraid and deterred, so they tend to avoid such negative behavior.

In implementing several strategies to overcome bullying behavior in elementary schools, there are several obstacles that may arise. The obstacles are very diverse, ranging from difficulties in controlling the behavior of students when outside the environment, the lack of openness of students who are victims of bullying to report to teachers, and the lack of understanding of educators about the dangers of bullying.

First, the difficulty in controlling the behavior of students when they are outside the school. While at school, the behavior of students is always observed and supervised by educators and all school residents. However, outside the school environment, educators have difficulty in controlling bullying behavior because the handling is entirely left to the parents of students.

Second, students who are victims of bullying at school tend to be silent and do not dare to report the bullying treatment they experience to the teacher. This lack of courage to report makes it difficult for educators to overcome bullying behavior. Learners who are victims of bullying feel afraid because they are worried that if they report, their friends will continue to bully them.

Third, educators' lack of understanding of the dangers of bullying. Educators' lack of understanding of the dangers of bullying can hinder efforts to handle and prevent bullying in schools. If educators do not fully understand the negative impact of bullying, both for victims and perpetrators, they may not take the necessary actions to create a safe and supportive environment. For this reason, there needs to be serious cooperation between all elements, including principals, teachers, staff, and parents of students in fostering and modeling good behavior for students in accordance with the norms in society.

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D. KESIMPULAN

Bullying represents a grave and multifaceted issue that profoundly undermines not only a child's psychological and emotional stability but also their social interactions and academic performance, ultimately hindering their overall development and future prospects. Contributing factors to this pervasive problem often include insufficient supervision from adults, the influence of peers who may perpetuate or condone such behavior, and a familial environment that lacks harmony and support, thereby exacerbating the likelihood of bullying incidents occurring. The repercussions of bullying manifest in various detrimental ways, notably through diminished self-esteem, heightened levels of anxiety, the onset of depression, and a marked decline in academic achievement and engagement. Consequently, it becomes imperative for schools and educators to assume a proactive and pivotal role in the comprehensive prevention and intervention strategies aimed at combating bullying.

Efforts to prevent bullying can be effectively implemented through the introduction of well-structured anti-bullying programs and educational initiatives that focus on fostering empathy among students, thereby encouraging a more compassionate and understanding school culture. Furthermore, it is essential for there to be collaborative efforts among educational institutions, families, and broader community stakeholders, as this partnership is critical in cultivating a safe and nurturing environment that promotes healthy child development and well-being. This collaborative approach can also be complemented by initiatives designed to educate students about the vital importance of empathy, the necessity of respecting individual differences, and the skills required to resolve conflicts in a peaceful and constructive manner. In addition to these strategies, it is crucial to establish and maintain a school culture that prioritizes cooperation, facilitates healthy communication, and rigorously enforces rules and policies that explicitly address and combat bullying behaviors, thus ensuring that all students feel safe and valued within their educational environment.

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