

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

Annisya Anggreiny¹, M. Daffa Diyah Ulhaq², Neng Sarah Aprilia³, Yurma Vadelta⁴

1,2,3,4Elementary School Teacher Education , University of Lampung, Indonesia

Email: yurmavadelta12@gmail.com annisyaanggreiny@gmail.com, neng9475@gmail.com
daffadiyahulhaq@gmail.com

© 2026 The Authors, [Journal of Pedagogical Content Knowledge](#)

ABSTRACT

This study aims to analyze the phenomenon of bullying among elementary school students, including its forms, contributing factors, impacts, and prevention strategies that can be implemented in the school environment. Bullying is a significant issue in elementary education because it can negatively affect students' psychological well-being, social relationships, participation in learning, and academic development. Bullying may occur in various forms, including physical, verbal, relational, and social behaviors, such as hitting, mocking, threatening, excluding, humiliating, or deliberately isolating peers. Several factors may contribute to the occurrence of bullying, including inadequate supervision from parents and teachers, unfavorable family environments, lack of empathy and social awareness, peer influence, and the normalization of aggressive behavior within the surrounding environment. The consequences experienced by victims may include reduced self-confidence, fear, anxiety, social withdrawal, decreased motivation to learn, and difficulties in maintaining healthy relationships with peers. In more serious and prolonged cases, bullying may have lasting effects on students' psychological and social development. Therefore, schools have an important responsibility to establish comprehensive and sustainable bullying prevention programs. Preventive efforts can include strengthening character education, developing students' empathy and social skills, establishing clear anti-bullying policies, improving teacher supervision, providing safe channels for reporting incidents, and conducting guidance and counseling activities. Parental involvement is also essential to ensure consistency between education at school and support at home. The study concludes that effective bullying prevention requires collaboration among schools, teachers, parents, students, and the wider community. Through a safe, inclusive, and supportive educational environment, schools can reduce bullying behavior and support the optimal social, emotional, and academic development of elementary school students.

Keywords: Bullying, Elementary School Students, Impact of Bullying, Bullying Prevention, Elementary School

This is an open access article under the CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](#)) license.



A. INTRODUCTION

Negative behavior refers to actions, attitudes, or patterns of conduct that contradict the social, moral, ethical, or institutional norms established within a particular community. In an increasingly complex and pluralistic society, negative behavior may emerge in various forms, including violence, discrimination, bullying, intolerance, social exclusion, verbal abuse, and rejection of cultural or religious differences. Such behaviors can negatively affect not only the individuals directly involved but also the broader social environment. When negative behavior is allowed to develop without appropriate intervention, it may weaken interpersonal relationships, reduce social trust, create unsafe environments, and contribute to the emergence of more serious social problems. Therefore, efforts to prevent and address negative behavior need to begin at the earliest stages of individual development, particularly through education.

In the context of education, negative behavior among elementary school students is an important concern because elementary school represents a critical period in children's moral, social, emotional, and character development. At this developmental stage, children begin to

construct their understanding of right and wrong, develop patterns of interaction, and form attitudes toward themselves and others. Their behavior is strongly influenced by interactions with family members, teachers, peers, and the wider social environment. Positive environments can encourage empathy, cooperation, respect, and responsibility, whereas environments characterized by conflict, discrimination, aggression, or intolerance may contribute to the development of negative behavioral patterns. Consequently, elementary schools have a strategic responsibility to provide students with experiences that promote positive social and moral development.

One of the most frequently discussed forms of negative behavior among elementary school students is **bullying**. Bullying can be understood as repeated aggressive behavior directed toward another individual and involving an imbalance of power between the perpetrator and the victim. Bullying may occur in physical, verbal, relational, and social forms. Physical bullying may involve hitting, pushing, kicking, or other forms of physical aggression. Verbal bullying may include insulting, mocking, threatening, or humiliating others. Relational or social bullying may involve deliberately excluding individuals from peer groups, spreading rumors, damaging social relationships, or encouraging others to reject a particular student. In the contemporary digital environment, bullying may also extend into online spaces through harmful messages, dissemination of embarrassing information, or other forms of cyberbullying.

The occurrence of bullying among elementary school students can be influenced by multiple factors. Family conditions, peer relationships, school climate, community environment, media exposure, and patterns of adult behavior may all contribute to the development of aggressive or discriminatory behavior. A family environment characterized by frequent conflict or inadequate supervision may reduce children's opportunities to develop appropriate emotional regulation and social interaction skills. Similarly, exposure to inappropriate media content may influence children's perceptions of aggression and normalize harmful behavior. Peer groups can also become influential, particularly when aggressive behavior is rewarded with social recognition or when students feel pressured to conform to group norms. In addition, insufficient teacher awareness and limited school capacity to identify and respond to bullying can allow such behavior to continue.

The prevalence of bullying in Indonesia demonstrates the urgency of addressing this issue through systematic educational interventions. Hartika Sari Butar Butar (2022), as cited in Junindra et al. (2022), reported that data from the Organisation for Economic Co-operation and

Development (OECD) indicated that 41.1% of students in Indonesia had experienced bullying, placing Indonesia among the countries with a high prevalence of bullying. Ramadhanti and

Hidayat (2022) further reported several forms of negative experiences among Indonesian students, including being insulted, having belongings stolen, being encouraged or pressured by peers, experiencing bullying, being socially excluded, being threatened, and having negative information spread by perpetrators. These findings illustrate that bullying is not limited to physical aggression but may also involve verbal, psychological, relational, and social dimensions.

The consequences of bullying can be significant for both victims and the broader school environment. Students who experience bullying may develop feelings of fear, insecurity, embarrassment, anxiety, loneliness, and reduced self-confidence. They may also become reluctant to participate in classroom activities or interact with their peers. In educational contexts, persistent bullying may affect students' motivation, concentration, attendance, participation, and academic

achievement. Furthermore, students who repeatedly witness bullying may perceive aggressive behavior as normal if they do not receive appropriate guidance. Therefore, addressing bullying requires more than responding to individual incidents; it requires the development of a school culture that consistently promotes safety, respect, empathy, equality, and inclusion.

In this context, the role of educators is particularly important. Teachers are not only responsible for facilitating academic learning but also serve as role models, character educators, mediators, and guides for students' social development. Teachers interact directly with students on a daily basis and are therefore in a strategic position to identify early signs of bullying, understand the social dynamics within the classroom, and provide appropriate interventions. Educators need to create a learning environment in which every student feels safe, respected, accepted, and valued regardless of their ethnicity, religion, culture, language, gender, social background, or individual characteristics. An inclusive classroom can reduce opportunities for discrimination and encourage students to develop positive relationships with their peers.

One approach that can be adopted by educators to prevent negative behavior is the integration of multicultural values into learning and school culture. Multicultural education emphasizes recognition, appreciation, and respect for differences within society. In a diverse country such as Indonesia, multicultural education is particularly relevant because students encounter individuals with different ethnic, religious, cultural, linguistic, and social backgrounds in their daily lives. The integration of multicultural values can help students understand that differences are a natural and valuable part of society rather than a reason for exclusion, prejudice, or conflict.

Tolerance is one of the fundamental values that can be developed through multicultural education. According to Al-Ansori (2018), tolerance involves respecting and appreciating diversity, including differences in religion, race, culture, and other aspects of social life, while continuing to respect applicable rules and boundaries. Similarly, Tas and Minaz (2019) explain that tolerant individuals are able to accept the existence of people who have different beliefs, racial backgrounds, perspectives, and understandings without feeling threatened or disturbed by those differences. These perspectives indicate that tolerance is not simply passive acceptance but involves an active willingness to respect others and interact constructively despite differences.

The development of tolerance is particularly important at the elementary school level because students are still forming their social attitudes and understanding of interpersonal relationships. If children are consistently exposed to values of respect, empathy, equality, and cooperation, these values can gradually become part of their character and everyday behavior. Conversely, if prejudice, stereotyping, exclusion, or discriminatory practices are allowed to develop, they may become increasingly difficult to change as students grow older. Therefore, multicultural values should be introduced through continuous and meaningful educational experiences rather than through occasional activities or theoretical explanations alone.

The implementation of multicultural values can be integrated into various aspects of school life. In classroom learning, teachers can use learning materials that represent diverse cultures and encourage students to compare perspectives, discuss differences, and identify shared values. Cooperative learning can also be used to provide opportunities for students from different backgrounds to work together toward common goals. Teachers can establish classroom rules that emphasize respectful communication and prohibit discriminatory behavior. Storytelling, role-playing, group discussions, case studies, and project-based activities can also be used to help

students understand the consequences of intolerance and bullying from different perspectives.

Furthermore, multicultural values need to be reinforced through the broader school culture. School routines, extracurricular activities, student organizations, celebrations of cultural diversity, and teacher-student interactions can all become opportunities for character development. The consistency between classroom instruction and everyday school practices is essential because students learn not only from what teachers explicitly teach but also from what they observe in the behavior of adults and peers. If teachers promote tolerance verbally but discriminatory behavior is ignored in practice, students may receive contradictory messages. Therefore, educators and school administrators need to establish a coherent and inclusive environment that consistently reflects multicultural values.

The role of educators also extends to collaboration with parents and the wider community. Children's behavior is shaped by multiple environments, and values taught at school need to be reinforced at home. Parents can support the development of tolerance by encouraging respectful communication, discussing differences positively, monitoring children's media consumption, and responding appropriately when children display aggressive or discriminatory behavior. Collaboration between schools and families can provide a more comprehensive approach to preventing bullying because interventions are more likely to be effective when children receive consistent messages across different environments.

Although numerous studies have examined bullying prevention and character education in elementary schools, there remains a need to examine more specifically how educators can implement multicultural values as a preventive strategy against bullying. Existing studies frequently discuss bullying from psychological, behavioral, or school-management perspectives, while the relationship between multicultural values—particularly tolerance—and bullying prevention requires further systematic attention. Understanding this relationship is important because bullying can arise from negative perceptions of differences, social exclusion, prejudice, and unequal relationships among students. Multicultural education therefore provides a potentially important framework for addressing some of the underlying social and cultural dimensions of bullying.

Based on this background, educators require appropriate strategies to integrate multicultural values into daily learning and school interactions. Such strategies should not only focus on stopping bullying after it occurs but should also emphasize preventive character formation. Through consistent implementation of tolerance, empathy, mutual respect, equality, cooperation, and appreciation of diversity, schools can help students develop the social competencies needed to interact positively with others. In this way, multicultural education can become an integral component of bullying prevention rather than an additional or separate educational program.

Therefore, this study aims to explain and analyze educators' strategies for implementing multicultural values, particularly tolerance, as an effort to anticipate and prevent bullying behavior among elementary school students. The study specifically examines how educators can integrate multicultural values into classroom learning, student interactions, school culture, and character-building activities. By examining these strategies, the study is expected to provide a deeper understanding of the role of multicultural education in preventing negative behavior and developing elementary school students who are tolerant, empathetic, respectful, inclusive, and capable of living harmoniously within a diverse society.

B. RESEARCH METHODS

This study employs a qualitative research method using a Systematic Literature Review (SLR) approach to examine and understand in depth the strategies used by educators to implement tolerance values as an effort to anticipate and prevent negative behavior among elementary school students. A qualitative approach is considered appropriate because the study focuses on interpreting concepts, findings, and strategies presented in previous studies rather than measuring variables statistically. The main focus of the analysis is the relationship between tolerance education, multicultural values, educator strategies, and the prevention of negative behavior, particularly bullying, discrimination, intolerance, and social exclusion in elementary school settings.

Data collection was conducted through a systematic review of relevant scholarly literature. The sources analyzed consisted primarily of scientific journal articles, research reports, academic books, and other credible scholarly publications that discuss multicultural education, tolerance values, character education, teacher strategies, elementary school students, bullying prevention, and negative student behavior. The literature was identified through searches of relevant academic databases using keywords related to the research topic, such as multicultural education, tolerance education, elementary school, teacher strategies, negative behavior, bullying prevention, and student character. The search process was conducted systematically to ensure that the selected literature was relevant to the research objectives.

The literature selection process involved several stages. First, potentially relevant studies were identified based on their titles and abstracts. Second, the selected articles were examined in full to determine their relevance to the research questions. Third, studies that met the established relevance criteria were included in the analysis, while publications that were unrelated to the research focus, duplicated, or lacked sufficient information were excluded. The selection emphasized studies that provided clear descriptions of educators' strategies for developing tolerance and preventing negative behavior among elementary school students.

The data analysis process followed the principles of systematic literature analysis. Each selected article was read critically and carefully to identify important information concerning the forms of negative behavior discussed, the role of educators, tolerance values, strategies for implementing multicultural education, and the outcomes or implications of these strategies. Relevant information was then coded and grouped into several thematic categories. The main themes included the integration of tolerance values into learning, teacher role modeling, classroom management, cooperative learning, character education, inclusive school culture, parental involvement, and preventive strategies for bullying and other negative behaviors.

The analysis further involved comparing findings across different studies to identify similarities, differences, recurring patterns, and gaps in the existing literature. Findings that demonstrated similar conclusions were synthesized to identify common strategies that can be applied by educators. Meanwhile, differences among studies were examined by considering contextual factors such as student characteristics, school environments, teacher competencies, learning approaches, and family involvement. This process enabled the study to move beyond a simple summary of previous research and develop a more comprehensive interpretation of how tolerance values can function as a preventive foundation for negative behavior.

To strengthen the credibility of the findings, the study prioritized relevant and credible scholarly sources and compared information from multiple publications. The use of multiple sources helped reduce dependence on a single perspective and provided a broader understanding of the implementation of tolerance values in elementary education. The results of the systematic analysis were subsequently synthesized and presented in a descriptive narrative format. Tables may also be used to summarize the characteristics of the reviewed studies, educator strategies, forms of tolerance implementation, and their implications for preventing negative behavior.

Through this methodological approach, the study seeks to provide a comprehensive overview of educators' strategies for implementing tolerance values in elementary schools. The findings are expected to contribute to the development of educational practices that emphasize prevention rather than merely responding to negative behavior after it occurs. In particular, the study aims to demonstrate how tolerance, empathy, mutual respect, equality, cooperation, and appreciation of differences can be integrated into classroom learning and school culture to create a safe, inclusive, and supportive educational environment for all students.

C. RESULTS AND DISCUSSION

a. Educators' Strategies in Overcoming *Bullying Behavior*

Educators' strategies are how educators deal with *bullying* behavior in schools. Educator strategies are used as a benchmark for educators' success in overcoming *bullying* behavior. In schools, educators act as employees in official relationships, as subordinates to their superiors, and as educators to students. Educators play the role of substitutes for parents and as discipline regulators. Educators have the responsibility to manage, supervise, and regulate learning. Educators are commonly referred to as teaching subjects, because educators are responsible for creating conducive learning. Students must be directly involved in the learning process, because students are referred to as the second learning object because the learning process begins after the educator provides instructions and input. In addition, the willingness and readiness of students is very important for the teaching process.

1. Knowing the Root of the Problem of Bullying

In overcoming *bullying* behavior, educators can see various reasons why the participants in the education practice *bullying* behavior and become victims of *bullying*, thus educators can solve *bullying* problems well. *Bullying* is a form of oppression. Oppression is not always about violence. *Bullying* is a behavior that is repeated from time to time that clearly involves a power imbalance, which is more strongly attacked by groups of children or those who are less powerful. *Bullying* can be 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 causes of students committing *bullying* behavior themselves and by establishing good communication with students who are bullied and victims of *bullying*.

2. Giving Punishment

Punishment is one of the ways carried out by educators in overcoming *bullying behavior*. The form of punishment given to children is in accordance with the form of

bullying behavior committed. Punishment is carried out as an effort to improve self-discipline, motivate learning and improve behavior. The provision of punishment is not limited to punishing students for a mistake, resistance or violation, but also to improve student discipline, motivate learning and improve students' behavior (morality). The punishment given also aims to deter the *bully* so that he does not engage in *bullying* behavior continuously.

With punishment internalized in the school to students who are *bullies*, who are able to discipline students who are *bullies* so that students who are *bullies* feel deterred, and for other students who have the potential to become *bullies* can avoid *bullying*. The punishment applied includes a reduction in attitude assessment, the teacher instructs students who are *bullied* to make a written statement and promises not to engage in *bullying* behavior again, if during class hours there are students who *bully*. Therefore, the educator does not allow the student to take part in the lesson, give consequences in the form of a second warning letter after the first warning letter is given, and give points by adjusting the number of *bullying* behaviors carried out.

3. Create a Study Group

Group learning is one of the learning strategies in groups to complete a task that is felt to need to be done together. This method is also used by educators to reduce *bullying* and overcome bullying behaviors carried out by students. The study group aims to train and form a student's personality and establish togetherness between friends, because in this way students who are *bullies* in the classroom and students who often receive *bullying* treatment in class are made into a study group so that they can exchange knowledge and can establish good relationships between friends.

Holding study groups in the classroom can reduce the intensity of *bullying*. Not only that, the study group also aims to be able to establish good relationships between friends and appreciate the existence of friends in the classroom more. For students who have been involved in *bullying*, it is necessary to complete the process by channeling interests and talents appropriately into various activities in the classroom and outside the classroom. Students' self-adjustment to the social environment as well as self-development in developing their positive potential through the formation of study groups need to be done in steps to alleviate the *bullying* problem.

4. Providing an appeal to students who commit bullying and other students who have the potential to become bullies

Providing an appeal to students who commit *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 be reduced. Through this socialization, it was also explained related to the rules and sanctions given to every student who bullies.

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 given is to be a provision for every student to understand how to avoid *bullying* behavior. Appeals and understandings are carried out to provide in-depth information related to *bullying*. So that with this appeal and understanding, it will have an impact on reducing bullying cases in schools.

Providing several services from BK to students who are victims of *bullying* and *bullies* analyzes the impact of *bullying* that can be caused by *bullying* behavior at school and can lead to psychological disorders. It is important for supervisory educators to provide maximum service in overcoming *bullying behavior*.

Guidance and counseling educators have an important role in helping to deal with problems experienced by students, including *bullying* problems experienced by students who try to implement several counseling services, including information, orientation, and mediation services. Each of these services has its own purpose.

5. Rewarding

Giving rewards to students who are *bullied* is a form of educator appreciation for students who are *bullied* because these students are able to change their attitude from students who often bully friends to turning into students who can appreciate the shortcomings of their friends. The awards given are in various forms, including raising the value of the attitude and the value of the lesson, giving appreciation, and giving goods.

6. Monitoring

Monitoring is carried out by educators to pay attention to every behavior carried out by students, both those who have been bullies and other students. Monitoring is enforced by educators continuously in order to monitor student behavior optimally so that each student can avoid the possibility of bullying or being a victim of bullying. With the monitoring carried out in schools for students, *the perpetrators of bullying* in collaboration with all school components aim to ensure that violence (*bullying*) in any form and no matter how small can be resolved completely.

b. Obstacles in Overcoming Bullying Behavior in Elementary School

1. Difficulty in controlling students' behavior when outside the school environment

Various bullying behaviors can still be controlled if students are in the school environment. But when outside the school environment, educators find it difficult to control *bullying* behavior because the solution is completely left to the parents of the students.

2. Not Opening Students Who Are Victims of Bullying to Report to Educators

The second obstacle in overcoming *bullying* behavior is the lack of openness for students who are victims of *bullying* to report to educators. Students who are victims of *bullying* at school tend to be silent and do not dare to report the bullying treatment they experience to educators. The inability to report to educators makes it a little difficult for educators when dealing with *bullying behavior*.

3. Educators' Lack of Understanding of the Dangers of *Bullying*

The last obstacle in addressing *bullying behavior* is the lack of understanding of educators to the dangers of *bullying* in schools. *Bullying* or violence that arises because individuals who have power can take various forms, both verbal, psychological and physical violence. From the results of the interview, it can be concluded that educators consider the behavior of students to be just a "joke".

DISCUSSION

Tackling the problem of *bullying* in elementary schools must be taken seriously. This can be done by working together between educators, homeroom teachers, students, and 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 the subject matter, but includes guidance that supports students in overcoming problems, both related to learning at school and problems outside school such as *bullying*.

Understanding the condition of students and introduction to *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 bullies and victims of *bullying* in conveying various problems related to *bullying* at school. According to the theory of Behaviorism put forward by B.F. Skinner, to overcome *bullying* behavior, several strategies are needed that can change the behavior of students who become *bullies*. Educators need to implement various strategies to create a conducive learning environment and direct changes in student behavior 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, by finding out the root of the initial problem by asking about the reasons why students are *bullying*, providing punishment as a negative reinforcement that aims to provide a deterrent effect for students who *commit bullying*, create study groups, advise/give appeals, provide several services, rewarding, and monitoring. This can be done by educators to achieve a conducive learning process and make students virtuous, responsible, and disciplined people.

First, find the root of the problem by asking questions about the reasons why students are *bullying*. This step is taken so that educators can understand the reasons behind *bullying* behavior carried out by students towards their friends, as well as find out why a student is a victim of *bullying* continuously. In addition, educators also need to recognize the type of *bullying* that occurs in order to determine what are the right steps in dealing with the *bullying* behavior.

Second, provide punishment. Examples of punishments that educators can give to students are by reducing grades in the aspect of attitude assessment, asking students to make warning letters, reprimanding students who are *bullied* directly, providing intermediate consequences in the form of a second warning letter and calling the parents of the perpetrator to school.

Third, create a study group in class. This step is one of the group-based learning strategies to complete tasks that are considered necessary to be done 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 grown, helping to prevent *bullying*.

Fourth, providing an appeal to students who engage in *bullying* behavior and other students who have the potential to become *bullies* and victims of *bullying*. This step is a strategy to prevent students from engaging in bullying behavior and help them appreciate their friends for all their flaws. The appeal given is not only limited to this, but also includes an explanation of the impact it has on students and the help that can be obtained. This strategy aims to provide a deep understanding of *bullying*.

Fifth, providing several services from BK to students who are *victims of bullying* and perpetrators. The services provided by BK teachers include orientation services, information services, and mediation services. This service aims to assist learners in understanding their situation and finding the right solution.

Sixth, giving awards (*rewarding*). Giving rewards to students who commit *bullying* 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 monitoring. Monitoring is carried out by educators to pay attention to every behavior of students, both those who have been *bullies* and other students. With this supervision, it is hoped that students who bully will not repeat their negative behavior again. Meanwhile, for other students, this supervision serves as a disciplinary rule to prevent similar behavior. Supervision in schools is carried out by involving all components of the school, aiming that all forms of violence (*bullying*), no matter how small, can be resolved completely. Thorough supervision carried out in the canteen, classroom, and school hallways can make students feel afraid and deterred, so they tend to avoid these negative behaviors.

In implementing several strategies to overcome *bullying behavior* in elementary schools, there are several obstacles that may arise. The obstacles that exist are very diverse, ranging from difficulties in controlling students' behavior if they are 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, *difficulties* in controlling students' behavior when they are outside of school. While at school, students' behavior is always noticed and supervised by educators and all school residents. However, outside the school environment, educators have difficulties in controlling *bullying* behavior because the handling is completely left to the parents of students.

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

Third, the lack of understanding of educators about 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, both principals, teachers, staff, and parents of students in fostering and being an example in behaving well for students in accordance with the norms that exist in society.

D. CONCLUSION

Bullying is a serious problem that negatively impacts a child's psychological, social, and academic. Contributing factors include lack of supervision, peer influence, and a less harmonious family environment. The impact is in the form of decreased confidence, anxiety, depression, and decreased achievement. So that schools and educators play an important role in preventing *bullying*.

Prevention efforts can be carried out through anti-bullying programs and education about empathy. Collaboration between schools, families, and communities is needed to create a safe environment for children's development. It can also be done by educating students about the importance of empathy, respecting differences, and resolving conflicts peacefully. In addition, it is important to build a school culture that prioritizes cooperation, healthy communication, and strict enforcement of rules against bullies.

E. REFERENCES

- Adiyono, A.Irvan, I.& Rusanti, R(2022). The role of teachers in overcoming bullying behavior. *Al-madrasah: Journal of Madrasah Ibtidaiyah Education*, 6(3),649-658.
- Agnesicca, R., & Aliyyah, R. R. (2023). Anti-Bullying Learning: Perceptions of High-Grade Teachers in Elementary Schools. *Cancer Research*, 2(6), 2925-2947.
- Analiya, T. R., & Arifin, R. (2022). Legal protection for children in bullying cases according to Law number 35 of 2014 concerning child protection in Indonesia. *Journal of Gender and Social Inclusion in Muslim Societies*, 3(1), 36-54.
- Dewi, P. Y. A. (2020). School bullying behavior in elementary school students. *Education: Journal of Basic Education*, 1(1), 39-48.
- Firmansyah, F. A. (2021). The Role of Teachers in Handling and Preventing Bullying at the Elementary School Level. *Al-Husna Journal*, 2(3), 205-216.
- Handayani, H. L., Ghufroon, S., & Kasiyun, S. (2020). Negative Student Behavior: Forms, Causal Factors, and Teachers' Solutions in Overcoming It. *Elementary School*, 7 (2), 215–224.
- Junindra, A., Fitri, H., Desyandri, D., & Murni, I. (2022). The Role of Teachers in Bullying Behavior in Elementary Schools. *Journal of Tambusai Education*, 6(2), 11133-11138.
- Kamal, K. K. A. (2023). Implementation of Student Tolerance Attitudes in Elementary Schools. *Journal of Basic Education*, 8(1), 52-63.
- Kartini, K., Nasution, A. H., & Iqbal, M. (2024). Bullying Behavior and the Role of Schools in Overcoming It (Case Study at SDN 1 Ulu Lapao-Pao). *Journal on Education*, 6(2), 15359-15368.
- Larozza, Z. (2023). Teachers' strategies in overcoming bullying through character education (Doctoral dissertation, Elementary School Teacher Education).
- Ningrung, w.w., Purnomo, H(2024). Teachers' Strategies in Overcoming "Bullying" Behavior in Elementary School Students. *Journal of Basic Education*, 9(1), 11-21

- Nisma, N., & Nelliraharti, N. (2024). The Role of Teachers in Overcoming Bullying in Elementary Schools. *Journal Of Education Science*, 10(1), 25-30.
- Nursasari, N. (2017). The Application of Anticipation of Bullying in Elementary Schools in Tenggara City. *SYAMIL: Journal of Islamic Education*, 5(2).
- Rahmawati, A., Nisa, A. F., Cahyani, B. H., & Khosiyono, B. H. C. (2024). Analysis of the Role of Teachers in Bullying Behavior in Elementary Schools. *Pendas: Scientific Journal of Basic Education*, 9(1), 2586-2596.
- Ramadhanti, R., & Hidayat, M. T. (2022). Teachers' strategies in overcoming bullying behavior of students in elementary school. *Journal of Basicedu*, 6(3), 4566-4573.
- Sari, T. P., & Sukmawati, A. (2024). Teachers' Strategies in Instilling Student Tolerance. *Indonesian Society and Religion Research*, 1(1).
- Silviana, N. A., & Sufiyanto, M. I. (2024). Teachers' Strategies to Overcome Bullying and Violence at the Elementary School Level. *Abuya: Journal of Basic Education*, 2(1), 1-10.
- Sulaeka, B., & Susanto, R. (2023). The role and strategy of teachers in instilling the value of tolerance as an effort to minimize the occurrence of bullying between fellow students in elementary schools. *JPGI (Indonesian Teacher Research Journal)*, 8(1), 137-143.
- Wahidiyani, O. C., Rulyansyah, A., & Akhwani, A. (2024). The Role of Teachers in Assisting Students to Realize Bullying-Free Schools in Elementary Schools. *Indonesian Research Journal on Education*, 4(3), 1044-1053.
- Wulandari, M., Safrizal, S., & Husnani, H. (2023). Factors Causing Students to Behave Negatively in Elementary School (Case Study of SD X Batusangkar City). *Tadzkirah: Journal of Basic Education*, 1-12.