



TEACHER'S EFFORTS TO PREVENT BULLYING AT MADRASAH IBTIDAIYAH

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Abstract

This study aims to describe the efforts of teachers and the principal in preventing bullying at Madrasah Ibtidaiyah (MI) 10 Layung, Aceh Barat Regency. The research employed a qualitative approach with a descriptive design. The informants consisted of the school principal, classroom teacher, and three students selected through purposive sampling. Data were collected through interviews, observations, and document analysis, then analyzed using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. The findings show that bullying cases at MI 10 Layung are relatively low and continue to decline. The principal emphasizes direct guidance for both perpetrators and victims, as well as involving parents in more serious cases. Classroom teachers handle minor incidents through quick and consistent educational reprimands, including the strategy of calling students by their parents' names to create a deterrent effect. Observations support the interview results, indicating that the school environment is safe, student interactions are positive, and teachers actively supervise and guide students. The study concludes that the synergy among the principal, teachers, students, and parents plays an essential role in creating a conducive learning environment and preventing bullying in primary schools.

Keywords: Prevent Bullying, Teacher Role, School Environment

A. Introduction

The phenomenon of violence and bullying in schools has become a concern both internationally and nationally because it has the potential to disrupt the educational process and the psychosocial development of students. Ideally, schools should be safe, comfortable places that support the academic and character development of students.



However, in reality, many students face threats from their peers in the form of physical aggression, ridicule, harassment, and social isolation, which, if not managed properly, can damage the learning environment and hinder the holistic growth and development of students. Preventive measures and handling of bullying in schools are important to fulfill students' rights to education and protection (Munandar & Nurbayan, 2025).

In Indonesia, the importance of schools that are free from violence is in line with efforts to create an educational and conducive learning environment. At the elementary school level, where students are still in the early stages of personality and social development, bullying can be very risky for mental health and character development. Therefore, the role of teachers, principals, and parents in detecting, preventing, and dealing with bullying is very strategic (Danuwara & Maghribi, 2024). According to the international definition from UNESCO, bullying includes repeated aggression, with the intention to hurt, and often involves an imbalance of power between the perpetrator and the victim. It can be physical, verbal, or social/relational (UNESCO, 2017).

In education and psychology, bullying is understood as aggressive behavior toward individuals who are considered weaker or more vulnerable, whether physically, socially, or emotionally, which occurs continuously so that the victim finds it difficult to defend themselves (Febrianti et al., 2024). This behavior is not just a normal conflict between students, but a pattern of abuse of power, intimidation, humiliation, harassment, or exclusion that can have serious consequences. There are various types of bullying. For example, physical bullying involves physical violence such as hitting, kicking, pushing, or damaging the victim's property; verbal bullying includes teasing, insults, name-calling, or threats; and relational or social bullying involves excluding students from social groups, spreading rumors, or manipulating relationships between students. Even in the modern era, there is also cyberbullying through social media or digital messages (Dina & Daulay, 2025).

The impact of bullying on victims can be far-reaching, not only affecting psychological conditions such as anxiety, low self-esteem, stress, and depression, but also damaging motivation to learn, involvement in school, and feelings of safety in the educational environment (Abdillah, 2024). Therefore, handling and preventing bullying are an integral part of efforts to realize children's rights to a proper education and a healthy learning environment. Previous studies examining the role of teachers and schools in preventing bullying show that a combination of education, counseling, parental involvement, and internal school policies can be effective strategies (Hairan & Putikadyanto, 2025). However, other studies also show that the success of these strategies is highly dependent on consistent implementation and awareness among all members of the school community, from teachers and students to parents (Anita et al., 2025).

MI 10 Layung is one of the Madrasah Ibtidaiyah (Elementary Islamic Schools) located in West Aceh Regency and serves as a basic educational institution that emphasizes character building, basic religious knowledge, and social skills for students. As a school located in a rural community, MI 10 Layung has a relatively conducive learning atmosphere and is close to the parent community, so that communication between the school and families can be established well. The small number of students allows teachers to give more personal attention to students, including monitoring their behavioral development and social interactions. This condition is one of the factors that supports the creation of a safe, controlled, and child-friendly learning environment.

Although there have been many studies on bullying and prevention strategies in various schools, each educational institution has a different social, cultural, and internal structure, so prevention efforts cannot always be applied uniformly. Factors such as community character, school-parent communication patterns, and the active role of teachers in guiding student behavior greatly influence the effectiveness of handling. This also applies to MI 10 Layung in West Aceh Regency, which, despite currently showing relatively low levels of bullying and a fairly conducive learning environment, still requires ongoing preventive efforts. The importance of research at the local level lies in the need to understand the actual practices implemented by teachers and principals in preventing bullying in accordance with the characteristics and dynamics of the madrasah.

Based on this background, this study aims to describe and analyze various efforts made by teachers and principals at MI 10 Layung in preventing and handling bullying, as well as identifying factors that support successful prevention at the madrasah. This study is expected to contribute empirically to the development of bullying prevention strategies in elementary schools, both in West Aceh and in other areas with similar characteristics. This study is also expected to be useful in providing a realistic picture of bullying prevention practices in elementary schools, namely by helping schools, teachers, principals, and parents understand the importance of the involvement of all elements in bullying prevention, as well as providing input for schools or education agencies in designing contextual anti-bullying programs.

B. Method

This study uses a qualitative approach with a descriptive design to describe in depth the efforts of teachers and principals in preventing bullying at MI 10 Layung. According to (Sugiyono, 2023), a qualitative approach with a descriptive design is a research approach that aims to understand and describe in depth social phenomena, behaviors, or events as they are in their natural context, without manipulating variables. This approach was chosen because it allows researchers to understand phenomena naturally in the context of the school. The research subjects included the principal,

classroom teachers, and several students as supporting informants. The subjects were selected using purposive sampling based on the relevance of their roles in preventing bullying. Purposive sampling is a sampling technique in which research subjects are deliberately selected based on certain criteria or considerations relevant to the research objectives, so that the selected samples are considered most capable of providing the required information (Sugiyono, 2023).

1. Data Collection Techniques

The data sources in this study consist of primary data and secondary data. Primary data is data obtained directly by researchers from primary sources, while secondary data is data obtained indirectly from existing sources (Sugiyono, 2023). Primary data was obtained through interviews and direct observation at MI 10 Layung. Semi-structured interviews were conducted with the principal, classroom teachers, and several students to gather information about the policies, experiences, and bullying prevention strategies implemented. Direct observation was conducted to observe student behavior, interactions between students, and how teachers mentored students during teaching and learning activities and outside the classroom. Meanwhile, secondary data was collected through a review of school documents, such as rules and regulations, disciplinary records, case report archives, and various relevant literature related to bullying prevention. This combination of primary and secondary data was used to obtain accurate, in-depth data that reflected the real conditions in the field.

2. Data Analysis

The data in this study were analyzed using an interactive analysis model consisting of three main stages, namely data reduction, data presentation, and conclusion drawing.

- a. Data reduction is the process of selecting, focusing, simplifying, and transforming raw data obtained from the field so that the data becomes more focused and relevant to the research objectives (Miles et al., 2014). During the data reduction stage, researchers select, simplify, and focus data from interviews, observations, and documents so that only information relevant to bullying prevention efforts is retained.
- b. Data presentation is the process of compiling and displaying reduced data in the form of narratives, tables, matrices, or charts to make it easier for researchers to understand patterns, relationships, and the meaning of the data. At the data presentation stage, the reduced information is compiled in the form of descriptive explanations to make it easier for researchers to see patterns, relationships, and trends that emerge from the field findings.
- c. Drawing conclusions is the process of formulating meanings, patterns, and research findings based on the data presented and conducting continuous verification to ensure the validity of the analysis results (Miles et al., 2014).

Conclusion drawing was carried out to obtain a complete understanding of the strategies and practices for preventing bullying at MI 10 Layung. The entire analysis process was carried out repeatedly and continuously to ensure that the final results obtained were valid, consistent, and representative of the actual conditions at the school.

C. Finding and Discussion

1. Result Research

The results of this study are based on interviews with the principal of MI 10 Layung, the guidance counselor, and three students. The interview results were also validated to ensure that the information obtained was accurate and reflected the actual conditions at the school. The results of the interviews and observations can be interpreted as follows.

According to Mr. Rf, S.Pd.I, Principal of MI 10 Layung, cases of bullying at the school are now very rare. About five years ago, there were several cases, but the situation is now much better. When he receives a report of bullying, he calls the victim and the perpetrator to his office one by one to give them advice. After that, the parents of both students are also called in to discuss and find a solution together. Usually, only cases of bullying that are considered quite serious are brought to his attention, while minor cases are generally handled directly by the classroom teacher. More detailed information about how cases are handled in the classroom can be obtained through an interview with the relevant classroom teacher."

The results of the interviews were consistent with the observations, which showed that the school environment was conducive and no significant bullying behavior was found during learning activities or break times. Students interacted well and played normally without any aggressive behavior that could potentially cause conflict. Teachers also actively supervised student activities, both inside and outside the classroom, and quickly reprimanded any inappropriate behavior. The researchers found rules boards and positive slogans about mutual respect, indicating that the school actively instills anti-bullying values. These findings support the principal's statement that bullying cases have indeed decreased and are being dealt with seriously through a coaching approach and cooperation with parents.

According to Mrs. AM, S.Pd.I, a teacher at MI 10 Layung, bullying cases at the school are rare. Even if they do occur, they are usually minor incidents such as teasing or light fighting, and afterwards the students make up. If teasing involving parents' names occurs, Mrs. Ainul Mardhiah, S.Pd.I immediately takes action. She replaces the name of the student who teased with their parent's name during roll call. This method makes the student feel ashamed and prevents them from

repeating their behavior. This simple yet firm approach is effective in preventing teasing from escalating into more serious bullying."

Field observations show that the guidance pattern implemented by classroom teachers appears to be effective. When researchers observed the learning process and student interactions, it was evident that teachers responded quickly when excessive teasing or joking occurred. Teachers reprimanded students with a firm but educational approach, similar to what was conveyed in interviews. Students seemed to understand the limits of joking and immediately apologized when reprimanded. There were no instances of teasing that escalated into serious conflict, and the classroom atmosphere remained conducive. These findings reinforce Mrs. Ainul Mardhiah's statement that simple preventive measures, such as calling students by their parents' names, can deter them and prevent a culture of bullying from forming in the classroom.

Interviews were also conducted with students at MI 10 Layung, yielding the following results:

AN, fourth-grade student: "said that he rarely sees friends teasing or bullying each other because teachers quickly reprimand any deviant behavior."

MW, fifth-grade student: "mentioned that sometimes male friends tease him while playing, but teachers immediately intervene."

MFI, sixth-grade student: "said that school feels safe and comfortable because students are afraid of being called to the principal's office."

The observations showed that the school environment was relatively safe and orderly, as stated by the students. During the observation at break time, the students appeared to be playing normally and no disruptive behavior leading to bullying was observed. When there were interactions that had the potential to cause minor conflicts, the teachers on duty immediately approached the students and reprimanded them, as stated by the fourth and fifth graders. It was also evident that the students obeyed the school rules and behaved cautiously, reinforcing the sixth graders' statement that they felt safe and were reluctant to break the rules. Overall, these observation findings support the accuracy of the information provided by the students in the interviews.

2. Discussion

Based on the results of research through interviews and observations, there are several efforts that teachers can make to prevent bullying at MI 10 Layung, as represented above. These efforts are as follows

Counseling Involved Students

The results showed that the principal of MI 10 Layung took a direct approach by calling in the victim and the perpetrator of bullying to give them advice alternately. This approach proved effective in creating moral understanding among students and

preventing the recurrence of negative behavior, as seen in the decline in bullying cases over the past five years. These findings are in line with research (Yuniarti et al., 2024) which states that an individual counseling approach by the school can help students recognize their mistakes and develop empathy, thereby behaving more positively. Research (Ramadhani et al., 2025) also confirms that direct advice from authority figures such as the principal has a strong influence on shaping students' discipline and self-control. Therefore, the practice of personally advising students implemented by the Principal of MI 10 Layung is a strategy that is not only effective in practice but is also supported by previous empirical findings as one of the preventive methods capable of reducing bullying rates in elementary schools.

Encouraging Parents to Cooperate

The findings show that the principal of MI 10 Layung involved parents when serious cases of bullying occurred. Parents were summoned to discuss the issues in greater depth and find the best solutions for the students' sake. This approach reflects the importance of collaboration between schools and families in dealing with problematic behavior in children. Observations also show that students tend to obey school rules because they are worried about their parents being called in, so this cooperation has a preventive effect. These findings are in line with research (Ningsih et al., 2025) which confirms that parental involvement in the process of resolving school conflicts can increase student awareness and strengthen discipline. Research (Hairan & Putikadyanto, 2025) also states that synergy between schools and families is an important factor in preventing and reducing bullying, as students receive reinforcement of the values of discipline and empathy both at home and at school. The strategy of inviting parents to collaborate, as done at MI 10 Layung, has proven to have an empirical basis and is an important step in preventing the recurrence of bullying behavior.

Classroom Teachers Handle Minor Problems

The results of the study show that minor cases of bullying, such as minor teasing or arguments between students at MI 10 Layung, are generally handled immediately by classroom teachers before they develop into larger conflicts. Classroom teachers issue quick reprimands and ensure that students make peace immediately, so that the potential for bullying can be suppressed early on. The researchers' observations prove that teachers are indeed responsive when interactions lead to negative behavior, and students immediately stop such behavior after being reprimanded. These findings are in line with research (Suryadi & Fatmawati, 2025) which explains that the involvement of classroom teachers as the figures closest to students plays an important role in preventing the escalation of aggressive behavior. In addition, research (Nisa et al., 2024) confirms that teachers' quick response in handling minor conflicts can reduce the risk of repeated bullying patterns because students are immediately directed towards positive

behavior. The mechanism of resolving minor problems by classroom teachers as practiced at MI 10 Layung is an effective preventive measure and is supported by previous research in the context of bullying prevention in elementary schools.

Giving Educational Warnings to Students Who Tease Others

Research findings show that classroom teachers at MI 10 Layung, particularly Mrs. Ainul Mardhiah, S.Pd.I, apply an educational reprimand method by calling out students who tease others using their parents' names during roll call. This method makes students feel ashamed and ultimately reluctant to repeat their teasing behavior, thereby stopping it before it develops into more serious bullying. The researcher's observations support the effectiveness of this strategy, as it was seen that students immediately corrected their behavior when reprimanded and showed awareness not to repeat their mistakes. This approach is in line with research (Silawati & Hidayati, 2024) which states that educational reprimands carried out consistently and accompanied by explanations of the impact of negative behavior can increase student discipline and empathy. Research (Alvarozi, 2025) confirms that non-physical coaching methods that involve constructive embarrassment can reduce mild aggressive behavior in students because they learn through direct social experience. Efforts such as educational reprimands applied by teachers at MI 10 Layung have proven to be effective and consistent with other empirical findings in the prevention of mild bullying behavior in elementary schools.

D. Conclusion

Based on the results and discussion of the study, it can be concluded that efforts to prevent bullying at MI 10 Layung are carried out through a series of strategic steps involving the principal, teachers, students, and parents. The principal provides direct guidance to both the perpetrators and victims, and works with parents to handle more serious cases. Classroom teachers play an important role in quickly handling minor cases, providing educational reprimands, and guiding students to immediately reconcile after minor conflicts. Field observations show that all of these mechanisms are effective and create a safe, conducive school environment with minimal bullying behavior. Thus, the efforts made by MI 10 Layung are in line with various previous research findings and can be a model of good practice in preventing bullying at the elementary school level.

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