

The Role of Schools in Addressing Bullying Practices: A Case Study of Pucung Elementary School

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ABSTRACT

The purpose of this study is to analyze and describe the role of schools in the practice of bullying in students at Elementary School Negeri Pucung with Albert Bandura's modeling theory which explains the components in the imitation process, namely: attention or paying attention, retention or remembering, producing motor movements, and repetition-reinforcement followed by motivation.

The type of reserch conducted is a aqualitative research method with a case study research design conducted to collet in-depth data from various sources and report its description. The informants in this study consisted of the principal, class I, II, III, IV, V, and VI teachers of Elementary School Negeri Pucung. Data collection techniques consist of in-depth interviews, observation, and documentation. Data analysis process with data collection activities, reduction, presentation, and conclusion drawing.

The results of the field research show that bullying practices can be handled through the role of the school, with the role of the principal and the role of teachers. The principal has a role, in the form of: (1) making anti-bullying policies; (2) facilitating school activities includng anti-bullying activities; (3) monitoring the implementation of anti-bullying education; (4) evaluating anti-bullying policies. Ehile the role of teachers are: (1) conducting periodic reflections; (2) innovating anti-bullying education; (3) providing moral support to victims and perpetrators of bullying.

INTRODUCTION

Education is an institutional process aimed at developing a qualified generation capable of facing future challenges and adapting to social change. It is a conscious and planned effort to create learning conditions that enable individuals to actively develop their potential, including religious values, personality, moral character, and essential life skills (Makkawaru, 2019). Education involves several important components, such as schools, principals, teachers, and students. Teachers play a crucial role in addressing bullying practices within schools to foster a more positive learning environment. Therefore, teachers need to understand effective strategies and their responsibilities in handling bullying incidents (Naibaho & Nainggolan, 2023). Understanding the importance of teachers' roles in addressing bullying requires examining the magnitude of bullying cases occurring in society, particularly in school environments. Empirical data on bullying practices provide a clear picture of the urgency of addressing this issue seriously.

Among 78 countries, Indonesia ranks fifth in terms of the highest number of students experiencing bullying, with 41.1% of students reported as victims. In addition, 22% of students reported being insulted and having their belongings stolen, 18% reported being pushed by peers, 19% reported being socially excluded, 14% reported receiving threats, and 20% reported being humiliated

through the spread of harmful rumors by perpetrators of bullying (Ramadhanti & Hidayat, 2022). The Indonesian National Commission for Child Protection reported that in 2023, bullying cases increased by 30% compared to the previous year. The reported cases included 1,915 complaints of sexual violence, 985 cases of physical violence, and 674 cases of psychological violence (Muhamad, 2023). Furthermore, data collected by the Indonesian Teachers' Union Federation (FSGI) identified 22 cases of sexual violence committed by school principals within educational institutions, with a total of 202 child victims. In addition to principals, perpetrators included teachers (31.8%), religious leaders or *ustadz* (18.2%), Quran teachers (13.63%), dormitory or boarding supervisors (4.5%), madrasa principals (4.5%), school guards (4.5%), and others (9%) (Putri, 2023). These data indicate that bullying among elementary school-aged children remains a serious and alarming issue.

Several cases illustrate the severity of bullying in Indonesia. An elementary school student in the Special Region of Yogyakarta became a victim of bullying by senior students, resulting in intestinal infection that prevented the victim from eating or defecating for several days, ultimately requiring surgery (Wijana, 2020). In another case in Tasikmalaya, West Java, an elementary school student died after being forced by peers to engage in degrading acts involving an animal, which led to severe psychological distress (Pahlevi, 2022). Bullying practices have also been reported in Wangun Elementary School, where group bullying involved a third-grade student (Sukawati et al., 2021). Similar incidents occurred in a private school in Gunung Kidul, Yogyakarta, where bullying between classmates required intervention from the school authorities (Ariyanto, 2023). Additionally, reports from *pahami.id* revealed that a student with disabilities in Wonosari suffered a fractured finger due to bullying by peers (Hadli, 2024). These cases demonstrate the urgent need for effective interventions to address bullying practices in Indonesia.

Addressing bullying practices requires prompt and appropriate responses. Without proper intervention, bullying can significantly affect victims' physical and mental health. Victims may experience physical symptoms such as headaches and stomachaches, as well as psychosomatic symptoms including sleep disturbances and depression. In addition, victims often develop reluctance to attend school and avoid school-related activities (Gunawan & Hasnawati, 2023). Therefore, systematic supervision and intervention are necessary to prevent and address bullying practices. Effective handling of bullying cases helps protect children's physical and mental well-being and supports their engagement in school activities, which ultimately contributes to improved academic performance.

Bullying does not only affect victims but also impacts perpetrators. Both victims and perpetrators may experience difficulties in emotional regulation, lack of empathy, and the development of persistent aggressive behavior (Nuryuliza et al., 2024). Consequently, monitoring and preventing bullying practices must be conducted seriously. Such supervision should not only involve parents but also schools, which play a central role in ensuring that bullying does not occur among students.

In addition to school intervention, other strategies can be implemented to prevent and address bullying practices. Manar & Hikmah, (2024) argue that bullying can be mitigated through character education introduced from an early stage in elementary schools. Character education plays a vital role in shaping students' attitudes and guiding them to develop positive behaviors in daily life. Without adequate character education, students are more likely to engage in moral misconduct, such as disrespectful behavior, harsh language, lack of empathy, frequent conflicts, and even violence that may escalate into bullying (Larozza et al., 2023). Therefore, school involvement is crucial in addressing bullying practices. The role of schools becomes increasingly important through the leadership of principals and the active participation of teachers. This involvement can be implemented by integrating character values into teaching and learning activities as well as into school policies.

Teachers play an important role, particularly in delivering character education. Character development among Generation Z is often considered to be relatively weak, as bullying behavior can be observed across various environments without regard to age. Bullying refers to aggressive actions that intentionally harm and hurt others repeatedly (Junindra et al., 2022). Bullying can occur regardless of the victim's age or gender. Various factors may contribute to bullying behavior,

including environmental influences, exposure to inappropriate media content, insufficient parental supervision, and family disharmony.

In addition to teachers, schools also play a significant role in preventing bullying behavior. Schools must take proactive measures to address bullying among students in order to create a safe and supportive educational environment (P. Dewi & Lim, 2024). It becomes an irony when aggressive behavior occurs within educational institutions, as schools should instill positive values in daily life, such as politeness, respect for peers, and other essential social skills (Ma'rufah & Pristiwiyanto, 2021). Therefore, schools hold a critical responsibility in preventing and addressing bullying practices.

Article 9 paragraph (1a) of Law No. 35 of 2014 concerning Child Protection states that every child has the right to protection in order to grow, develop, and participate optimally according to human dignity. Children also have the right to protection from sexual crimes and violence committed by educators, education personnel, fellow students, or other parties. Law No. 35 of 2014, which amends Law No. 23 of 2002 concerning Child Protection, also stipulates sanctions for perpetrators of bullying. Article 80 paragraph (1) states that any person who violates the provisions of Article 76C may be sentenced to a maximum imprisonment of three years and six months and/or a fine of up to IDR 72,000,000. Article 80 paragraph (2) states that if the act results in serious injury, the perpetrator may face a maximum imprisonment of five years and/or a fine of up to IDR 100,000,000 (Undang-Undang Republik Indonesia No 35 Tahun 2014, 2014).

Furthermore, Article 80 paragraph (3) stipulates that if the act results in the death of a child, the perpetrator may face a maximum imprisonment of fifteen years and/or a fine of up to IDR 3,000,000,000 (Undang-Undang Republik Indonesia No 35 Tahun 2014, 2014). These legal provisions indicate that bullying constitutes a criminal offense subject to strict legal sanctions, including imprisonment and monetary fines as regulated by law. The existence of these legal sanctions demonstrates that bullying is a serious issue recognized by the government and that efforts are being made to address it.

As part of efforts to address bullying practices among students, schools function as institutions for prevention, monitoring child development, and character formation (Ma'rufah & Pristiwiyanto, 2021). Schools are responsible for fostering values such as empathy, tolerance, and respect for diversity. Through the implementation of an integrated educational curriculum within the learning process, students are expected to develop positive personalities and avoid engaging in bullying practices. Schools serve as formal educational institutions and social institutions that aim to develop children's human potential so that they can fulfill their roles in life both individually and socially (Ali et al., 2021).

Based on a preliminary study conducted at Pucung Elementary School, it was found that the school is a public institution that strongly maintains cultural and religious values. The school implements a learning system integrated with daily religious activities, such as reciting Asmaul Husna and reviewing short Quranic chapters before starting lessons, performing Dhuha prayer in rotation among classes, and conducting congregational Dhuhr prayer after the second break.

Pucung Elementary School also offers additional religious extracurricular activities. Moreover, additional lessons on moral values are integrated into Islamic Religious Education subjects. Teachers also emphasize moral conduct and good manners so that students develop respect toward the principal, teachers, school staff, and the surrounding community. These efforts aim to strengthen students' moral character and reduce the potential for violent behavior among peers. However, several bullying cases have still occurred at Pucung Elementary School, which are common among students from different grade levels. The bullying behaviors observed include physical actions such as pushing and hitting, as well as verbal bullying such as mocking and altering classmates' names into offensive nicknames.

During the preliminary investigation, an incident of bullying was identified in a fifth-grade class. The incident involved two students who threw chairs at each other during an unsupervised class period. This aggressive behavior resulted in one student sustaining injuries to the mouth, including bleeding gums and lips. The incident reflects the presence of physical violence among

students, which poses risks to safety and may cause serious psychological consequences, thus requiring immediate intervention from both the school and parents.

In addition, the observation also revealed a third-grade student showing signs of psychological distress due to bullying experiences. The student expressed statements such as “Why should I live? Why am I treated like this? I would rather die,” indicating severe emotional pressure. The bullying experienced by the student primarily involved verbal abuse. Such bullying practices not only harm the victim but also have the potential to cause serious mental health issues if not addressed properly and promptly.

Based on the background described above, the researcher is motivated to examine and describe the role of schools in addressing bullying practices in elementary education institutions, particularly at Pucung Elementary School. This research is expected to contribute to raising awareness among schools about the importance of anticipating, preventing, and addressing the three major educational issues in Indonesia, especially bullying practices. Furthermore, the findings may serve as a reference for elementary education institutions in developing policies and strategies to prevent and address bullying effectively.

METHOD

This study employed a qualitative research approach. Qualitative research is an interpretive approach that focuses on understanding phenomena or natural signs occurring within a particular context (Iverson & Dervan, 2023). It emphasizes natural settings and seeks to explore social realities in depth through field-based investigation rather than laboratory experimentation. This approach allows researchers to capture complex social interactions and meanings as experienced by participants.

The research design used in this study was a case study. A case study is a qualitative method that enables researchers to collect in-depth data from multiple sources and provide detailed descriptions as well as thematic analyses of a particular case, allowing for an investigation of real-life phenomena within their natural context (Creswell, 2023).

Specifically, this research applied a single case study design. In this type of study, the researcher focuses on describing and explaining a particular case arising from a specific issue in a clear and detailed manner (Poltak & Widjaja, 2024). The purpose of a single case study is to reveal and describe a case comprehensively while emphasizing in-depth analysis of a limited number of events or phenomena (Ilhami et al., 2024). Through this approach, the study aims to provide a thorough understanding of the case under investigation.

This research primarily focused on collecting descriptive data that reflect actual conditions occurring in the field. The study does not aim to test or verify a particular theory but rather to provide a clear and detailed description of the phenomenon being investigated. Specifically, the research focuses on examining bullying cases and exploring the role of the school in addressing bullying practices at Pucung Elementary School.

RESULT AND DISCUSSION

Based on the results of the research conducted through interviews and documentation, it was found that bullying practices occur at Pucung Elementary School due to various contributing factors, which also manifest in different forms of bullying behavior. These occurrences are closely related to the role of the school, particularly the roles of the principal and teachers, who are directly involved in shaping students' character. Developing children's character is not an easy task and requires harmonious cooperation among families, schools, and the surrounding community (Romdon et al., 2025). Therefore, efforts to optimize the handling of bullying practices require a conceptual framework, one of which can be reflected in Albert Bandura's modelling theory. This theory suggests that an individual's personality can be shaped through four important stages. The first stage is attention, in which individuals focus on the behavior of a model they observe. The second stage is retention, where individuals store observed information in memory for later use. The third stage is reproduction, in which individuals imitate the behavior they have observed. The final stage is motivation or reinforcement, in which individuals repeat the behavior, regardless of whether it is

positive or negative (Huda & Maemonah, 2022). In this process, parents, teachers, peers, and even characters seen on television or social media can serve as role models.

Children tend to learn by observing and imitating the behavior of people around them. They pay attention to the actions of parents, teachers, friends, and public figures they encounter through various media. The behaviors they observe are often perceived as examples to follow, which they may subsequently imitate. When children frequently witness positive behaviors such as sharing, politeness, or diligence, they are more likely to adopt similar habits. Conversely, when they are exposed to negative behaviors such as lying, using harsh language, or displaying aggression, they may also imitate such actions. One factor contributing to bullying behavior is the lack of affection and attention from parents. When children do not receive sufficient attention at home, they may experience feelings of loneliness, anger, or neglect. As a result, they may seek alternative ways to express these emotions, one of which is through aggressive behavior at school (Selian & Restya, 2024). Therefore, the environment plays a crucial role in shaping children's personality development. In this context, Bandura's modelling theory can be linked to the role of schools in addressing bullying practices. Schools can serve as positive role models for students through the leadership of principals and the guidance of teachers.

Factors and Forms of Bullying Practices

Bullying behavior can be influenced by both internal and external factors. Internal factors originate from within the perpetrator, such as an inability to regulate emotions, a desire to feel superior to peers, or a lack of empathy toward classmates. Meanwhile, external factors arise from influences outside the individual, including lack of parental affection, negative peer associations, or insufficient attention from the surrounding environment. When children experience a lack of care or affection from their environment, they may express their emotions through negative behaviors, including bullying practices.

During an interview with the school principal, it was revealed that the diversity of students' backgrounds and personal conditions contributes to the increasing occurrence of bullying practices within the school environment. These varying circumstances influence students' behavior and interactions with their peers, which in some cases lead to acts of bullying.

“Because the backgrounds are diverse; students come from different family and environmental conditions. In this school, for instance, some children are left behind while their parents work in places such as Kalimantan or Jakarta to earn a living. As a result, many children live only with their mothers or grandparents. Situations like these can increase the potential for bullying within the school.” (RAH, Principal)

From these factors, it can be observed that bullying practices occur in several forms. Bullying is not limited to physical actions but can also manifest through verbal expressions or discriminatory behavior. Verbal bullying includes actions such as mocking, calling classmates by their parents' names in a derogatory manner, or insulting them by referring to animals. Meanwhile, non-verbal bullying refers to physical actions such as hitting, kicking, pushing, or throwing objects at peers. In addition, bullying may also take the form of discrimination, which involves treating peers differently due to characteristics such as skin color or deliberately excluding them from social interactions.

“The forms of bullying that occur in my class are usually both verbal and non-verbal. Sometimes it happens through words, and sometimes through physical actions such as pushing or similar behaviors.” (Mrs. VI)

This statement from Mrs. VI is supported by another teacher, Mrs. AS:

“Bullying still occurs in the form of verbal remarks. Some students become sad and start crying, while others seem indifferent. There are also those who become emotional. When emotions escalate, it can turn into arguments and eventually lead to physical conflict. So it often starts with words, then emotions rise, and finally it turns into physical fighting.” (Mrs. AS)

Based on these statements, it can be concluded that bullying practices occurring in the school environment can be categorized into two main forms: verbal bullying, which involves harmful or offensive words, and non-verbal bullying, which involves physical violence. In many cases, physical bullying begins with verbal insults that hurt the victim's feelings. When the victim reacts emotionally, the conflict may escalate into physical confrontation. To address these bullying practices, the role of the school becomes crucial, particularly through the leadership of the principal and the active involvement of teachers in preventing and handling such incidents.

The Role of the School Principal

As the central reference point within the school community, the principal holds a crucial leadership role. The principal must act as a role model and ensure that both teachers and students understand that bullying is unacceptable behavior. One of the primary ways to achieve this is by establishing clear policies or regulations aimed at preventing bullying practices within the school environment.

The findings of this study indicate that the principal of Pucung Elementary School plays a significant role in efforts to prevent and address bullying practices. First, the principal is responsible for establishing anti-bullying policies that apply to all teachers and students (Kholidi & Muliawan, 2024). These policies serve as a follow-up to regulations issued by the education authorities regarding child-friendly schools, which include anti-bullying education initiatives. One of the measures implemented is allocating funds from the School Operational Assistance (BOS) budget to support anti-bullying education programs. This is carried out by allocating the necessary budget for anti-bullying activities within the School Activity and Budget Plan (*Rencana Kegiatan dan Anggaran Sekolah*—RKAS) (Nurhayati et al., 2024). In addition, the principal organizes various anti-bullying educational activities such as awareness campaigns involving relevant stakeholders, the production of educational posters, and other preventive initiatives. Another policy implemented by the principal of Pucung Elementary School involves taking decisive action when bullying incidents occur, including collecting witness testimonies and evidence to ensure that appropriate solutions can be determined.

The principal also facilitates various activities that support anti-bullying education, including socialization programs and training sessions for teachers and students. This finding is consistent with the study by Sulistiarso et al. (2024), which states that awareness campaigns and the installation of anti-bullying posters are effective strategies for preventing bullying practices. These facilities and activities are supported by proposals for required resources and infrastructure included in the RKAS and integrated into the school curriculum.

Furthermore, the principal is responsible for monitoring the implementation of anti-bullying education to ensure that the established policies are carried out effectively. This monitoring process is conducted through reports from classroom teachers and systematic documentation of activities and incidents.

Finally, the principal conducts evaluations of the implemented policies to assess their effectiveness and identify areas for improvement for future implementation. These evaluations are not limited to quantitative measurements such as the number of perpetrators or reported cases but also involve analyzing bullying incidents that occur within the school environment. Through continuous monitoring and supervision, the school ensures that anti-bullying programs are implemented effectively and remain responsive to emerging challenges (Selian & Restya, 2024).

The Role of Teachers

The role of teachers in schools extends beyond delivering academic instruction; they are also responsible for creating a safe and supportive learning environment for students. One of the key efforts in achieving this is through the implementation of anti-bullying education within the school environment. At Pucung Elementary School, teachers play several important roles in addressing bullying practices. Based on the observations conducted in this study, teachers actively contribute to creating a school environment that is free from bullying.

One of the strategies implemented by teachers is conducting regular reflections in each class. Through reflective activities, students are encouraged to recognize mistakes they may have made and

to consider appropriate actions for improvement (Hanaris, 2023). Teachers routinely evaluate the classroom atmosphere and the broader school environment in order to identify early signs of potential bullying. The timing of reflection activities varies among teachers. Some conduct reflections daily after the completion of teaching and learning activities. This type of reflection, known as daily reflection, is typically carried out at the end of the learning session (Ni et al., 2025). Others conduct reflections at the end of each semester. Long-term reflections generally involve evaluating the entire learning process within a particular academic period, while reflections conducted at the end of each lesson aim to directly assess the effectiveness of the day's learning activities. These reflective practices also function as an evaluation of the effectiveness of anti-bullying education so that improvements can be made when necessary.

In addition to conducting regular reflections, teachers are also expected to develop innovative approaches in implementing anti-bullying education. Based on interviews with several teachers at Pucung Elementary School, various innovations have been implemented, including collaboration with other schools and cooperation among teachers within the school (Wahidiyani et al., 2024). Another innovation introduced by teachers is the creation of a complaint box placed in upper-grade classrooms, as well as the development of anti-bullying chants or songs. In practice, the complaint box is particularly useful for older students who may feel uncomfortable expressing their concerns directly to teachers. Meanwhile, anti-bullying chants and songs are commonly used by teachers in lower-grade classes, usually after prayer before the learning activities begin or after the completion of lessons.

Finally, teachers also play a crucial role in providing moral support for both victims and perpetrators of bullying. In providing such support, teachers collaborate with parents to offer encouragement and motivation to students who have experienced bullying. This support is essential in helping children feel heard, valued, and more confident when participating in school activities (Sulaeni et al., 2024). Meanwhile, students who engage in bullying behavior are given guidance and advice related to anti-bullying education in order to help them understand the consequences of their actions and encourage positive behavioral change.

Steps Taken to Optimize the Handling of Bullying Practices

Efforts to optimize the handling of bullying practices in schools require appropriate strategies and well-structured policies. At Pucung Elementary School, several policies and strategies have been implemented to minimize the occurrence of bullying.

Based on the observations conducted in this study, several aspects still require greater attention, particularly regarding anti-bullying policies and strategies for addressing bullying practices. Rena et al. (2021) state that various strategies can be implemented to address bullying, including creating a positive classroom climate, organizing seminars on bullying, and fostering awareness about the importance of avoiding bullying behavior. However, many bullying cases remain undetected and therefore do not receive adequate follow-up actions. As a result, victims may feel that they do not receive sufficient protection. Therefore, several measures are necessary to optimize the handling of bullying practices.

At Pucung Elementary School, anti-bullying policies are implemented to reduce bullying behavior among students. These policies begin at a smaller scope, particularly within the classroom environment. Each class has its own set of rules, which are collaboratively established by teachers and students. These classroom rules aim to foster a sense of responsibility among students. The anti-bullying policy is integrated into these classroom regulations, which are designed to promote positive character development and encourage students to develop a strong sense of responsibility (Aluramadhan et al., 2024). For example, students are prohibited from mocking one another or engaging in physical violence. If these rules are violated, sanctions are applied, such as requiring the perpetrator to apologize to the victim in front of their classmates.

In addition to implementing classroom-based anti-bullying policies, Pucung Elementary School also applies several strategies to address bullying practices. One of these strategies involves integrating anti-bullying education into the school curriculum. This is carried out by incorporating anti-bullying topics into the Pancasila Education subject. This approach represents one of the ways

teachers fulfill their roles as educators in addressing bullying practices that occur within classrooms and the broader school environment (Bete & Arifin, 2023). In Pancasila Education lessons, students are taught the values embodied in the principles of Pancasila as well as moral values that are closely related to anti-bullying education (Wahidiyani et al., 2024).

Another strategy implemented is the creation of a positive classroom climate. By forming study groups, students are encouraged to collaborate and contribute to a supportive and positive learning environment. The formation of these learning groups is guided by the classroom teacher to ensure that all students have the opportunity to support and learn from one another. The main objective is to encourage students to interact and build friendships without discriminating against others (Andryawan et al., 2023).

Based on an interview with the school principal, it was stated that Pucung Elementary School has an anti-bullying team specifically assigned to handle bullying cases within the school. Teachers who possess adequate competence in addressing bullying practices are appointed and provided with official assignment letters at the beginning of the academic year (Ariyanta & Ysh, 2024). However, this statement contrasts with information obtained from several teachers and the results of field observations, which indicate that an anti-bullying team has not yet been formally established at Pucung Elementary School. This condition is primarily due to the limited number of teaching staff and the heavy workload of teachers in carrying out their daily responsibilities. Consequently, the establishment and implementation of a formal anti-bullying team at Pucung Elementary School has not yet been realized.

CONCLUSION

Albert Bandura's modelling theory explains that an individual's personality is formed through the process of imitating models observed in their environment. Children learn from their surroundings through four stages: attention, retention, reproduction, and motivation to repeat observed behaviors. Therefore, schools have a significant responsibility to provide positive examples for students. School principals and teachers can serve as role models who demonstrate positive values through their actions. In this context, Bandura's modelling theory is highly relevant to the prevention of bullying practices in educational settings.

The school principal holds the responsibility for establishing anti-bullying policies that apply to all members of the school community. The principal also plays an active role in providing facilities and organizing activities that support anti-bullying education, such as awareness campaigns and the provision of posters and other educational media. These initiatives are carefully planned through the School Activity and Budget Plan (RKAS) and integrated into the school curriculum. In addition, the principal regularly monitors and evaluates the implementation of these policies to ensure that anti-bullying programs operate effectively.

Teachers, meanwhile, are not only responsible for teaching but also for maintaining a safe and supportive classroom and school environment. One of the strategies implemented by teachers is conducting regular reflections to evaluate classroom situations. These reflective activities help teachers identify early signs of bullying practices and improve the learning process when necessary.

Teachers also contribute through innovative approaches to anti-bullying education. Some of these innovations include establishing complaint boxes, creating anti-bullying chants or songs, and collaborating with other schools. Furthermore, teachers play an important role in providing moral support to both victims and perpetrators of bullying. In providing this support, teachers often collaborate with parents to ensure that students receive appropriate guidance and encouragement.

In addressing bullying practices, Pucung Elementary School has implemented several policies and strategies, such as establishing classroom rules agreed upon jointly by teachers and students and integrating anti-bullying education into the curriculum through the Pancasila Education subject. In addition, the formation of learning groups has been implemented to strengthen cooperation and friendship among students. However, several aspects still require improvement, including the limited attention given to bullying cases and the lack of more serious follow-up actions. Although the principal mentioned the existence of an anti-bullying team, observations and information obtained from several teachers indicate that such a team has not yet been effectively established. This situation is mainly caused by the limited number of teachers and their heavy workload. Therefore, the school

needs to conduct further evaluations and strengthen the implementation of anti-bullying policies so that the handling of bullying practices can be carried out more effectively and optimally.

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