

THE ROLE OF TEACHERS IN INSTILLING ANTI-BULLYING ATTITUDES IN ELEMENTARY SCHOOL STUDENTS

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Abstract

The phenomenon of bullying is increasingly widespread, including in elementary schools. For that we need a strong support system to overcome it. This study aims to describe the attitude of the teacher's role in overcoming bullying in fifth grade students at SD Negeri 3 Srobyong Mlonggo Jepara. This research method uses descriptive qualitative. Data collection techniques for this study used data observation, interviews and documentation. The data analysis technique uses data triangulation, namely data reduction, data presentation, and verification. Research at SD N 3 Srobyong Mlonggo Jepara used two data sources, namely primary data sources and secondary data sources. The results of this study indicate that the role of the fifth grade teacher at SD Negeri 3 Srobyong Mlonggo Jepara includes first the role of the class teacher as a mediator for fifth grade students at SD Negeri 3 Srobyong Mlonggo Jepara can be observed when bullying cases occur such as giving advice to students who become perpetrators. The second is the role of the teacher as a guide with the intention that students discover the various potentials they have so far. The third role of the teacher as a class manager where activities control activities when learning takes place is very effective for the application of student discipline. The four roles of the teacher as a coordinator are not easy, because the teacher's duties are also very many tasks so the teacher must be smart in managing schedules and dividing tasks both for students and for school activities. The fifth role of the teacher is as an evaluator where the activity of evaluating a problem that occurs in school is useful for improving the quality of student or school achievement.

Keywords: *Bullying, Teacher's Role, Elementary School*

INTRODUCTION

The role of the teacher in carrying out duties at school must be able to make himself a second parent and be able to attract the sympathy of the students so that any lesson given should be a motive and encouragement for students in teaching. Because the task of education includes educating, teaching, and training (Usman Amiruddin, 2013: 3). Teachers should realize that education is not just about transferring moral knowledge, teachers do not only want the achievement of knowledge but must be based on a high moral spirit and good morals. Moreover, a teacher is considered a trust bearer. School is an environment that is very influential on students in the process of interacting socially directly with peers or teachers. However, nowadays there are many problems committed by students in their school environment. One problem that often arises is *bullying* (Kusuma, 2014: 1).

The development of the times along with the rapid advancement of science and technology, education has a greater positive and negative impact. As with television shows that are more easily imitated by elementary school children, especially behavior that is considered bad. For example, fight scenes that lead to *bullying*. Bullying cases are now rampant, not only in society but these cases occur in the world of education which makes various parties increasingly concerned, including the child protection commission. *Bullying* is an act of deliberate aggressive behavior carried out by a person or group of people repeatedly and from time to time against a victim who cannot defend himself easily. Bullying is a form of *child abuse* that is carried out *continuously* whether there is resistance or not from the victim. The increasing cases of violence in schools are also conveyed by Sucipto (2012: 30) that "the phenomenon of violence in schools committed by peers in Indonesia is increasingly emerging". Bullying committed at school is called *School Bullying*. *School bullying* is usually carried out by one's own friends to friends who are considered weaker. *Bullying* is an action that shows more aggressive and manipulative behavior, which can be carried out by one or more people shown to others, often contains violence and shows an imbalance of power between the victim and the *bully* (Novitasari, 2017: 44).

The phenomenon of violence or *bullying* in schools is a phenomenon that occurs in a student who feels that he is treated inappropriately or there is discrimination against him. As for the phenomenon of *bullying*, no one wants an act of violence in an environment that can be said to be conducive, which has a neatly organized system, and is full of educational values. Meanwhile, the school environment involves various aspects to achieve goals. These aspects include educators, students, educational tools, and the surrounding environment. However, looking at the reality that develops in the surrounding community which is inversely proportional, violence or *bullying* that occurs in the school environment is actually increasingly widespread, especially violence between students. *Bullying* has been recognized as a trigger of health problems for school children, especially children at the primary school level, because they are associated with various adjustment problems including poor mental health and violent behavior. Bullying has a great opportunity to be imitated, students who commit bullying can occur after they themselves have received bullying treatment, for example, having been hurt by stronger people, such as parents, older siblings, or more dominant peers (Fatmawati, 2016: 61).

Facts in the field show that *bullying* behavior often occurs in class V of SD Negeri 3 Srobyong, Mlonggo District, Jepara Regency, involving all students in the class. The action of *bullying* cases carried out is through data taken by researchers from brief interviews with homeroom teachers. The results of a survey conducted by researchers in class V of SD Negeri 3 Srobyong Mlonggo Jepara regarding *bullying* behavior at the school revealed that out of 31 students consisting of 17 male students and the remaining 14 female students, 24.19% cursed their friends if bullied, 33.87% called them by nicknames and 3.83% made fun of their friends. However, the victim did not dare to report to the teacher because the perpetrator was threatened, causing the victim to be afraid to go to school and even afraid when meeting people around him.

This analysis is very necessary especially when students are already in high grades and moving on to advanced grades. The *bully* case in class V should have been a strong concern for teachers, principals, and school practitioners from the beginning, not since the *bully* case in class V occurred. With what has happened in class V, the school must make improvements by providing appropriate treatment to students, especially for the perpetrator and providing treatment to the victim. Factors that cause *bullying* in students can be caused by internal factors within the child himself or external factors outside the child. Internal factors in children include physical, intellectual and psychological factors.

METHOD

This research method is descriptive qualitative because this research explores the role of teachers in overcoming the phenomenon of *bullying* in class V of SD Negeri 3 Srobyong, Mlonggo District, Jepara Regency. In addition, this research is also inductive and the results emphasize meaning (Sukmadinata, 2016). The place of this research was at SD Negeri 3 Srobyong, Mlonggo District, Jepara Regency. Data sources are divided into two types, namely primary data and secondary data described in table 1. The following

Table 1. Primary and Secondary Data

Data Source	Indicator	Instrument
Principal	a. Types of Student Problems b. Response teacher about <i>Bullying</i> c. Benefits Services <i>Bullying</i> at school d. Impact of <i>bullying</i>	Interview
Teacher	a. Receive <i>Bullying</i> Consultation b. Providing <i>bullying</i> information to students c. Provide guidance social etiquette d. Explaining the sanctions for <i>bullying</i>	Interview
Students	a. Physical <i>Bullying</i> b. Psychological <i>Bullying</i>	Inquiry

FINDING

In this study there are three kinds of data collection techniques, namely: observation method used to observe directly in the field (Bungin, 2015: 118). This observation is carried out in a participant manner that focuses on the role of the teacher in the teaching process.

overcoming the phenomenon of *bullying* in class V of SD Negeri 3 Srobyong, Mlonggo District, Jepara Regency. Furthermore, indicators from observations on the phenomenon of *bullying* at school where there are things that can reduce *bullying* treatment between students that can be described by teachers either through learning, advice or from concrete actions, namely evidence of teacher behavior in the school environment every day and so on.

Second, an interview is an event or process of interaction between the interviewer and the source of information or the interviewee through direct communication or asking directly about an object under study. Third, documentation by analyzing documents made by the subject himself or by someone other than the subject (Sugiyono, 2016). The documentation method is by taking a collection of existing data at SD Negeri 3 Srobyong, Mlonggo District.

Data analysis is done by organizing data, breaking it down into units, synthesizing, arranging into patterns, choosing which ones are important and will be studied, and making conclusions (Moleong, 2017: 174). Schematically the data analysis process using the Miles and Huberman interactive data analysis model can be seen in the following chart:

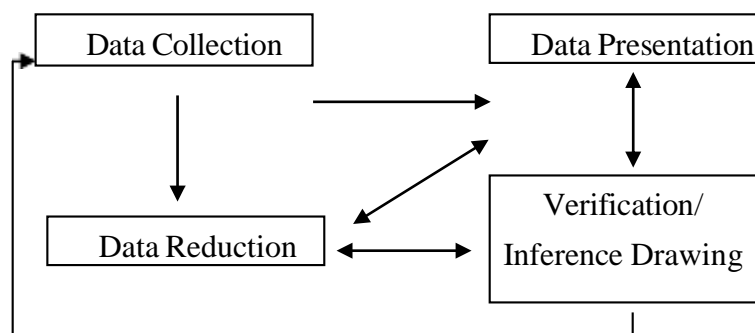


Figure 3.1
Miles and Huberman Interactive Data Analysis Model

The analysis model according to Miles and Huberman is as follows: data collection, data reduction, data presentation, conclusion drawing.

This direct research began from January to March and the author found several phenomena of *bullying* at SD Negeri 3 Srobyong Mlonggo Jepara. This phenomenon is known from the results of observations and interviews found, then conducted interviews with informants such as the principal, class teachers and students at SD Negeri 3 Srobyong Mlonggo Jepara. All informants have been involved in the phenomenon of *bullying* either as perpetrators, victims, or witnesses and it is not impossible if other students besides informants have also been involved in acts of *bullying* and there are even some students who do not realize that they have become perpetrators, victims or witnesses of bullying because *bullying* can occur anywhere and anytime.

The results of research at SD Negeri 3 Srobyong Mlonggo Jepara, researchers can conclude from each interview, observation and documentation regarding the role of teachers in overcoming the phenomenon of *bullying* at SD Negeri 3 Srobyong Mlonggo Jepara. The results of the interview also show that teachers always pay attention to the behavior and movements of students inside and outside the school environment during school hours. Each class teacher has its own way of dealing with and handling the perpetrators and victims of *bullying*. Teachers have an active role in tackling bullying behavior carried out by students among classmates.

The conclusion from the interview above shows that in overcoming *bullying* behavior, it is usually discussed with other teachers in order to find the best solution. Handling that is fast and precise and can provide solutions according to the problem plus following school procedures is something that must be considered, because if you take the wrong action or step when overcoming *bullying* problems can have a negative impact on all parties involved. Therefore, the school utilizes the role of the principal as an effort to overcome the phenomenon of *bullying* at school. The results of the interview with Mrs. Class Teacher Siti Nur Ichah can be concluded that every class lesson is always instilled with the values of mutual respect for each other and belonging to each other. The school itself always evaluates the various problems that occur at school, including the evaluation of students who commit *bullying* behavior at school. The results of the interview that the teacher always holds an evaluation program at school, both evaluations in classroom learning or outside the classroom environment. The goal is to be able to fix what is felt to be not good and if there is a problem, the problem is immediately resolved. Obstacles in handling *bullying* behavior at school do not occur, this is corroborated by the expression of the class teacher.

DISCUSSION

A. Factors Causing the Occurrence of the *Bullying* Phenomenon in Class V

Forms of bullying that occur in the school environment usually occur during teaching and learning activities, especially in the classroom. Students sometimes take several actions against fellow classmates such as disturbing other friends who are listening to the teacher's explanation in class, making noise in class and other actions that interfere with learning activities. Therefore, researchers conducted an analysis of *bullying* behavior that occurred at SD Negeri 3 Srobyong Mlonggo Jepara. The phenomenon of *bullying* is reinforced by the results of interviews obtained from parties in the environment of SD Negeri 3 Srobyong Mlonggo Jepara, based on the results of interviews with the principal of SD Negeri 3 Srobyong Mlonggo Jepara Mr. Sholichul Hadi.

In order to smooth the process of implementing teaching and learning activities in the classroom, it is inseparable from the interaction between teachers and students. The personalities of teachers and students have a relationship with the quality of the relationship that occurs when the learning process takes place. Thus, teachers are the key to success in the implementation of learning activities and teachers also determine the quality of education in a country (Fauzi, 2018: 81). The principal of SD negeri 3 Srobyong Mlonggo Jepara has given instructions to teachers to always play an active role in the action of *bullying* behavior at school. Therefore, according to the results of observations carried out by researchers, namely where the role of teachers is vital in dealing with the

phenomenon of *bullying* at school, in cases of *bullying* there are supporting factors that become these actions at school. The class teacher explained that the factors of the phenomenon of *bullying* at school were included in the mild category. The purpose of the teacher's guidance in class is so that students can adhere to the values of goodness and faith in their every behavior so that whatever context is in their minds can be prevented early (Kamaruzzaman, 2016: 10).

Students who become perpetrators or victims of *bullying* are not accidental but there are factors that support the occurrence of these acts of bullying. As a result of observations and interviews, there are several factors in the phenomenon of *bullying* at SD negeri 3 Srobyong Mlonggo Jepara, among others:

1. Lack of Attention, So attention from parents and also teachers plays an important role in the formation of good morals in students, the slightest attention must continue to be given to students so that students do not feel a lack of attention.
2. All people have the right to determine who they will be friends with without exception, but finding and choosing good friends must also be done so that they can have a good influence on that person. In the adolescent stage, students are still easily influenced in various things that are done in their friendship environment, if they have friends who are not good, students will imitate their friends and do bad things too. A good environment will have a good impact on the student, but vice versa a bad environment will have a bad impact on him. The teacher also explained that the environment is very influential on student behavior in the school environment.
3. Intellectual limitations, students who have difficulty communicating or socializing with others and have a tendency to be quiet, therefore these students are easy targets for *bullying* perpetrators to make them targets of *bullying*. The perpetrator will think that the victim will be silent and will not fight back when bullied. The perpetrator feels powerful and can control the victim.
4. Physical (Shape), Physical is the first thing that can be judged by sight, sometimes the physical is a factor in someone becoming a perpetrator and victim of *bullying*.

B. The Teacher's Role in Overcoming the *Bullying* Phenomenon in Class V

Shows that the teacher is very serious in dealing with *bullying* behavior at school, because bullying actions at school are not justified by the teacher or related parties at school. Therefore, teachers not only provide knowledge to students, but teachers have more duties than that, such as motivating students, organizing student learning schedules and always inviting students to evaluate both learning and the rules and regulations in the class that students live by so as to create a harmonious relationship between students and teachers so that learning can run smoothly and conducive according to mutual expectations.

From the results of interviews that have been conducted by researchers, they obtained several conclusions that can be the main points of the teacher's role in the *bullying* phenomenon that occurs in the environment of fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara, among others, as follows:

1. Teachers always conduct evaluation activities with other teachers to see how effective the role of teachers is in the phenomenon of bullying that occurs in the environment, especially fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara.
2. Teachers always guide students to always behave well to anyone without exception. Teachers also always teach constructive things and motivate students to always be better in the future.
3. Teachers always take mediation measures when a problem occurs and for problem solving also use family channels for the best solution.
4. Teachers always coordinate with other teachers in terms of improving, solving or finding solutions to problems that occur in the environment, especially fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara.
5. Teachers always provide provisions for students to respect each other and take care of each other so that students are accustomed to these things which aim to instill good nature to the surrounding people.

C. *Bullying* Phenomenon Based on Student Questionnaire Results

The phenomenon of *bullying* that occurs in fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara is very diverse and various actions taken by students to their own friends. From the results of the questionnaire that the researchers have conducted, the results of the *bullying* phenomenon in elementary schools, especially SD Negeri 3 Srobyong Mlonggo Jepara, which the researchers have made into a table, are as follows:

Table 4.1 Test Results of the Bullying Phenomenon of Fifth Grade Students of SD Negeri 3 Srobyong Mlonggo Jepara

About	Respondent's Answer				Average	Question Category
	SS	S	TS	STS		
1	1	6	17	6	15,5	Agree
2	2	5	15	8	15,25	Agree
3	3	12	6	9	17,25	Agree
4	1	12	6	11	15,75	Agree
5	3	12	12	3	18,75	Agree
6	26	3	0	1	28,5	Simply
7	2	0	1	27	9,25	Agree
8	24	4	1	1	27,75	Simply
9	7	8	7	8	18,5	Agree
10	16	10	1	3	24,75	Agree

Source: Primary data (2023) processed by researchers

Based on the results of research that has been conducted from questionnaire questions that researchers submit to respondents. The results of the analysis of the questionnaire answers to the *bullying* phenomenon that has been distributed to students totaling 30 respondents.

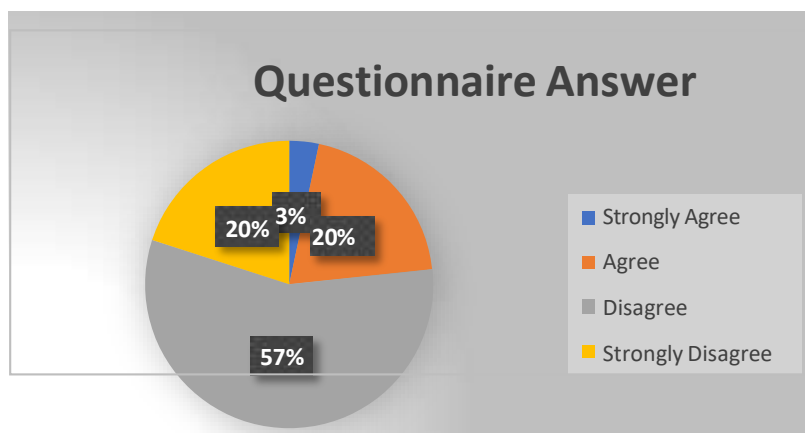


Figure 4.1 Graph of Questionnaire Answers1

From the results of the table above, it shows that from question 1, it results in 1 student answering "Strongly Agree", 6 students answering "Agree", 6 students answering "Strongly Disagree" and 17 students who answered "Disagree" with the existence of students who have been the perpetrators of *bullying* or bad actions at SD Negeri 3 Srobyong Mlonggo Jepara school.

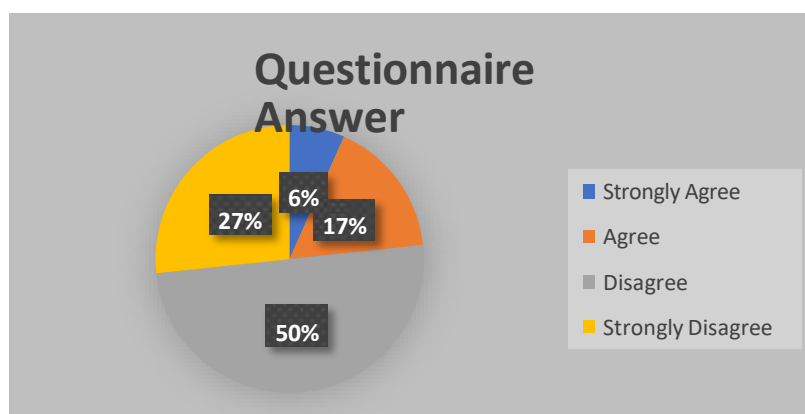


Figure 4.2 Graph of Questionnaire Answers 2

From the results of the table above, it shows that from question 2, 2 students answered "Strongly Agree", 5 students answered "Agree", 8 students answered "Strongly Disagree" and 15 students who answered "Disagree" with the existence of students having *bullied* together with close friends at SD Negeri 3 Srobyong Mlonggo Jepara school.

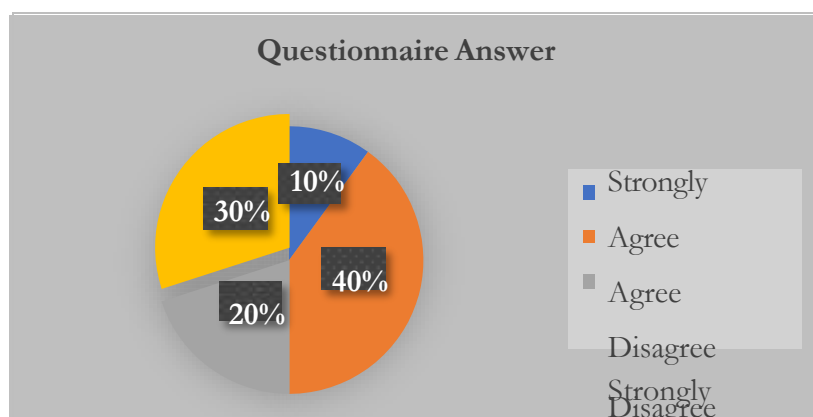


Figure 4.3 Graph of Questionnaire Answers 3

From the results of the table above, it shows that from question 3, 3 students answered "Strongly Agree", 12 students answered "Agree", 6 students answered "Disagree" and 9 students who answered "Strongly Disagree" that students have been victims of *bullying* or violence at SD Negeri 3 Srobyong Mlonggo Jepara school.

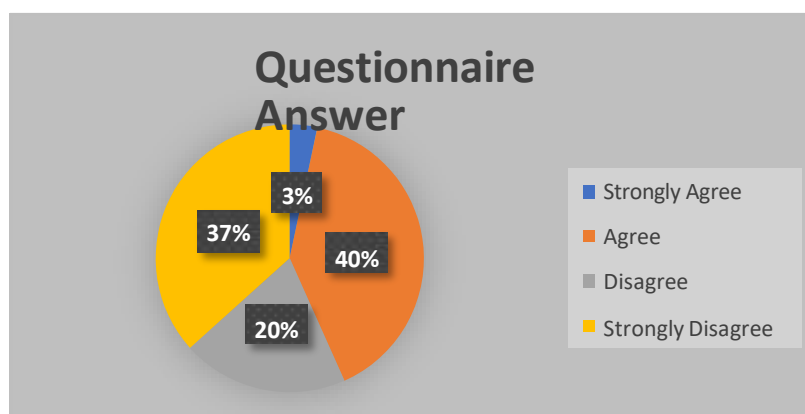


Figure 4.4 Graph of Questionnaire Answers4

From the results of the table above, it shows that from question 4, 1 student answered "Strongly Agree", 12 students answered "Agree", 6 students answered "Disagree" and 11 students who answered "Strongly Disagree" with the existence of students who have received

bullying behavior at school or outside the school of SD Negeri 3 Srobyong Mlonggo Jepara.

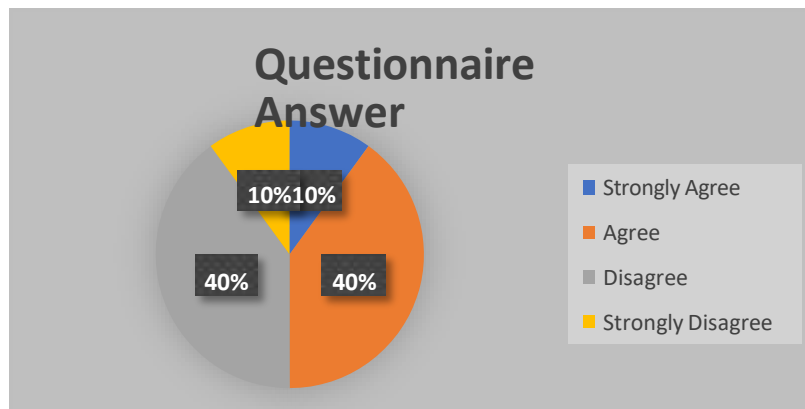


Figure 4.5 Graph of Questionnaire Answer 5

From the results of the table above, it shows that from question 5, 3 students answered "Strongly Agree", 12 students answered "Agree", 12 students answered "Disagree" and 3 students who answered "Strongly Disagree" with if students are victims of *bullying*, will students rebel or fight against other students at SD Negeri 3 Srobyong Mlonggo Jepara school.



Figure 4.6 Graph of Questionnaire Answers 6

From the results of the table above, it shows that from question 6, 26 students answered "Strongly Agree", 3 students answered "Agree", no students answered "Disagree" and 1 student answered "Strongly Disagree" with the role of teachers in *bullying* cases at SD Negeri 3 Srobyong Mlonggo Jepara school.

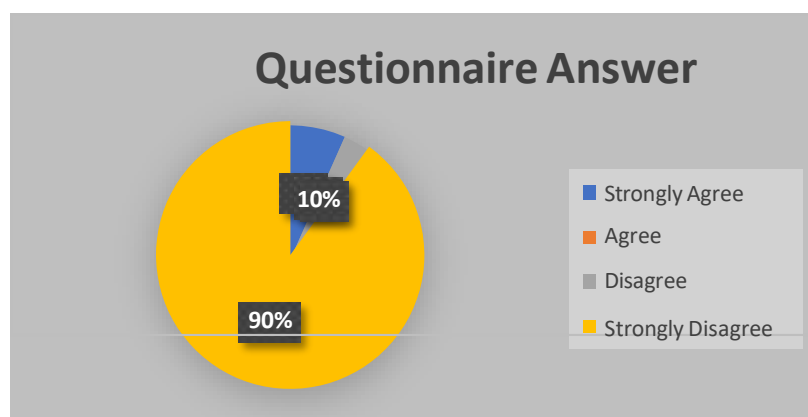


Figure 4.7 Graph of Questionnaire Answer 7

From the results of the table above, it shows that from question 7, 2 students answered "Strongly Agree", no students answered "Agree", 1 student answered "Disagree" and 27 students answered "Strongly Disagree" that students are happy when they get *bullying* behavior from fellow friends at SD Negeri 3 Srobyong Mlonggo Jepara school.

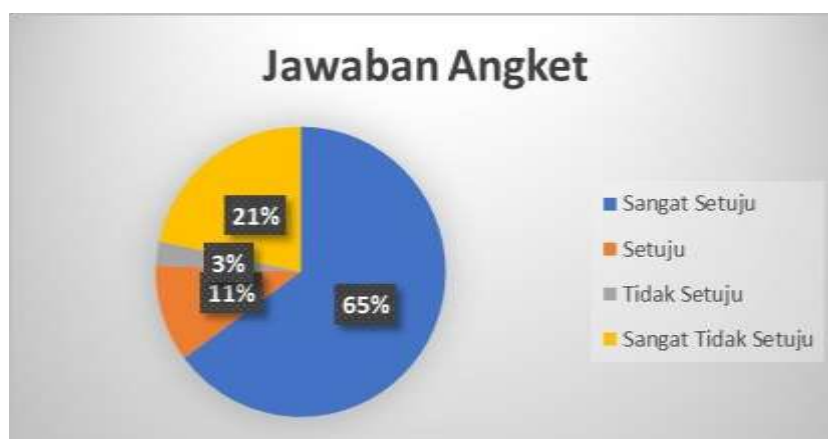


Figure 4.8 Graph of Questionnaire Answer 8

From the results of the table above, it shows that from question 8, 24 students answered "Strongly Agree", 4 students answered "Agree", 1 student answered "Disagree" and 1 student who answered "Strongly Disagree" that students who get *bullying* behavior will be reported to the school of SD Negeri 3 Srobyong Mlonggo Jepara.

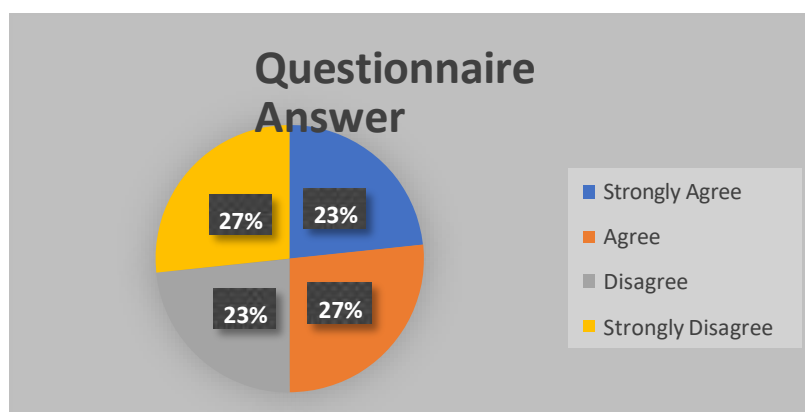


Figure 4.9 Graph of Questionnaire Answers 9

From the results of the table above, it shows that from question 9, 7 students answered "Strongly Agree", 8 students answered "Agree", 7 students answered "Disagree" and 8 students who answered "Strongly Disagree" with the existence of students actively participating in eradicating *bullying* cases at SD Negeri 3 Srobyong Mlonggo Jepara school.

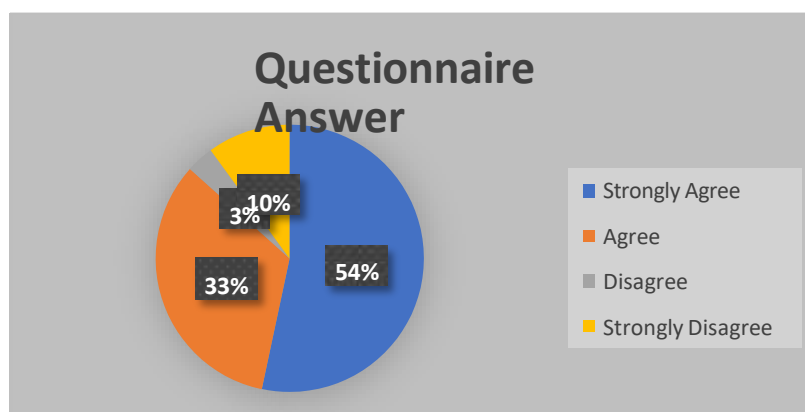


Figure 4.10 Graph of Questionnaire Answer 10

From the results of the table above, it shows that from question 10, 16 students answered "Strongly Agree", 10 students answered "Agree", 1 student answered "Disagree" and 3 students who answered "Strongly Disagree" with those who conducted an evaluation after a case of *bullying* at SD Negeri 3 Srobyong Mlonggo Jepara school.

Based on the research results that have been presented, the problem formulation that is the question in this study is answered and it is proven that the active role of teachers at SD Negeri 3 Srobyong Mlonggo Jepara can help minimize the occurrence of *bullying*. With the minimization of physical *bullying*, by continuing to increase the active role of class teachers in all schools, it can also help minimize other forms of *bullying*.

Factors Causing the Occurrence of the *Bullying* Phenomenon in Class V

This direct research began from January to March and the author found that at SD Negeri 3 Srobyong Mlonggo Jepara *bullying* occurred in the same form, namely physical, verbal and relational. Forms of physical *bullying* can be minimized and leave bullying.

(Verbal and relational *bullying* must also be minimized. With different but appropriate ways of prevention and handling from each class teacher in each school so that it can help students to avoid *bullying* in the school.

The forms of *bullying* that occur at SD Negeri 3 Srobyong Mlonggo Jepara can be grouped as follows: 1. Physical bullying, is *bullying* by physically injuring the victim and also the perpetrator prioritizes his physical strength to injure the victim, usually this physical *bullying* has evidence that can be seen by the eye such as bruises, skin abrasions and so on. Forms of *bullying* that occur at SD Negeri 3 Srobyong Mlonggo Jepara such as kicking, pushing, scamming and hitting. 2. Verbal bullying is an act of *bullying* that uses words as a tool to hurt its victims. The forms of verbal *bullying* that occur at SD Negeri 3 Srobyong Mlonggo Jepara include making fun of inappropriate words (using parents' names), using dirty words such as using animal names and *body shaming* or commenting on someone's physique excessively and continuously. 3. Relational *bullying*, is the most difficult form of bullying to recognize because this form of bullying uses a bad way of treating people as a tool in hurting its victims and in *bullying* where this form will be hurt by the perpetrator is the victim's self-esteem (Priyatna, 2015: 28).

Bullying leads to more serious consequences. *Bullying* will continue to exist and become commonplace in the school environment if there is no preventive action. Based on several factors that cause *bullying* that occurs at SD Negeri 3 Srobyong Mlonggo Jepara such as: 1. harsh parenting in the family, 2. lack of attention, 3. bad friendship environment, 4. intellectual limitations, 5. physical form.

The Teacher's Role in the *Bullying* Phenomenon in Class V

Role is an attitude or behavior of a person or group of people who have status in a particular group. From the status it has, it is expected to be able to play a role in accordance with its status. Like the role of teachers who have their respective rights and obligations, especially in the teaching and learning process at school. Being a teacher is not only limited to teaching or transferring knowledge to students, but also required to have a good personality because it is a direct example for students. Apart from being a teacher, the teacher also acts as a guide, as the teacher directs his students to have a good personality or character, then is able to respond to various kinds of problems that occur swiftly and precisely without any differences and jealousy between students, and others.

Based on the opinion of Ariobimo (2015: 12), it shows that the role of the class teacher in preventing *bullying* includes the following: 1. Classroom teacher as an educator, which has the task of helping students in shaping students' attitudes, mentality or personality according to applicable school rules, 2. Classroom teacher as a teacher where the teacher imparts knowledge about how to behave or behave properly according to school rules, in every material related to being kind to fellow friends, teachers and the environment, 3.

The classroom teacher as a model or example is by always showing positive traits that can be

used as examples by students in interacting such as respecting each other, 4. The classroom teacher as an advisor is to provide understanding about the bad actions taken by students and the impact of these actions, so that these actions are not repeated again, 5. The classroom teacher as a motivator, namely by providing encouragement to students to continue to be enthusiastic about learning and not giving up easily, the teacher must be able to position himself as a person who can make students comfortable because the teacher has the duty to always motivate students and encourage students, 6. The classroom teacher as a guide where the teacher has the task of accompanying and directing students to good values according to religious teachings and school rules, besides that the teacher also helps students in dealing with problems that feel quite heavy and cannot be resolved alone.

The role of the teacher at school is indeed very much like the role of the teacher as a key person, the role of the teacher as an educator, the role of the teacher as a guide and the influence of the teacher's personality, both in the form of student teacher interactions and teacher behavior. From the existing theory plus the results of the author's observations during observation, the researcher found new findings that were not listed in the theory but were carried out by teachers when at school. The findings of the research results that have been found related to the role of teachers on the phenomenon of *bullying* in fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara are as follows: 1. The role of the teacher as a mediator, 2. The role of the teacher as a guide, 3. The role of the teacher as a class manager, 4. The role of the teacher as a coordinator, 5. The role of the teacher as an evaluator. Therefore, based on the results of observations and interviews that researchers have conducted, from the statements above the role of the class teacher is very influential for students, not only for their morals but also in terms of helping students improve themselves as a whole in accordance with religious teachings and schools. Helping students in facing and solving problems, providing knowledge, providing support, also providing input that can help improve students.

Apart from the above findings, there are also other findings, namely in the form of causes of *bullying* which mostly occur because of the innate emotional self that is difficult to control, then from imitation by others both at home and in the surrounding environment. The adverse effects of *bullying* that occur at school for the perpetrators of victims, witnesses or the school include: a) Decreased concentration and enthusiasm for learning, b) Disrupting students' mental health, c) Becoming a bad example for fellow students, d) Can become a habit for the perpetrator, e) Classroom teachers feel they have failed in carrying out their role, f) Tarnishing the name of the school.

This is in line with the opinion of Andi who stated that in the occurrence of *bullying*, it is not only the victim who will get or feel the bad effects of these actions, but the perpetrators and witnesses will also feel the bad effects. For victims of *bullying*, it will make their mental health disturbed, such as feeling anxious, lonely, low self-esteem and so on. Furthermore, for the perpetrators of *bullying*, it will make them involved in other bullying problems such as fighting and the worst is to become a criminal act. The students who witness the *bullying* will feel afraid or may imitate the bullying.

The act of *bullying* will cause many bad effects felt not only by the victim, even the perpetrators and witnesses will feel the bad impact, the bad impact of bullying behavior can cause someone's death, if there is no serious handling for victims, perpetrators and witnesses. There are several ways that schools and classroom teachers can prevent and deal with *bullying*,

among others: 1. Socializing a culture of *bullying* prevention. 2. Creating a standard operating procedure (SOP) for *bullying*. 3. Improve the teacher's personality so that they can be a good example for students. 4. Approaching students so that students feel comfortable sharing their stories. 5. Change the mindset of students. 6. Not letting students become clustered (in groups) except for lessons. 7. Not allowing empty lesson hours. 8. Always give a warning to students when they make mistakes no matter how small it is. 9. Provide motivation to continue to be enthusiastic in learning and provide punishment when students make mistakes in order to have a deterrent effect on the perpetrators of *bullying*.

With several ways that have been mentioned above, it has proven that the role of class teachers at SD Negeri 3 Srobyong Mlonggo Jepara can be said to be active in preventing *bullying* and the active role that has been carried out by class teachers at SD Negeri 3 Srobyong Mlonggo Jepara greatly affects students and also the success of learning activities, especially in preventing *bullying*. With the active role of the class teacher in addition to minimizing *bullying*, it also helps students to continue to be enthusiastic in learning activities and ultimately achieve learning success.

The methods used by class teachers at SD negeri 3 Srobyong Mlonggo Jepara above are in accordance with the role of teachers according to Mulyasa (2016: 33) where the role of the teacher as an educator who can be a role model, teacher as a teacher who can increase student knowledge, teacher as a guide who always directs students to goodness, teacher as an advisor who gives good advice or input and teacher as a role model for students who can set a good example that can be imitated by other students.

School Efforts to Address the *Bullying* Phenomenon in Class V

Classroom teachers and elementary schools in handling *bullying* cases that occur, make various preventive efforts so that *bullying* that has occurred does not happen again and students who do not know what *bullying* is know and will not do it in the future. Efforts made by SD Negeri 3 Srobyong Mlonggo Jepara to prevent *bullying* behavior include:

- a. Conducting visits to other schools,
- b. Socialization to the community by holding meetings with student guardians,
- c. Cooperating with various parties.

CONCLUSIONS

The results of this study regarding the phenomenon of *bullying* that occurs in fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara, namely: a. The phenomenon of *bullying* formation patterns of fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara, namely first, the social and economic status of students' parents in the community. Second, different characters between students.

which also has a relationship with the social and economic status of the parents. Third, body size and strength differences between students. Fourth, the formation of a circle of friends between students based on the proximity of the house to other students. b. The role of the teacher. The school is very instrumental in overcoming *bullying* cases in this

case the principal and class teacher because they better understand the characteristics of students in the classroom. Mr. Sholikul Hadi as the principal of SD Negeri 3 Srobyong Mlonggo Jepara has a way of overcoming *bullying* incidents between students by calling the perpetrators and victims to the office to be given guidance and direction. As for the role of Mrs. Siti Nuricha where the role of the class teacher as a mediator in fifth grade students of SD Negeri 3 Srobyong Mlonggo Jepara can be observed when *bullying* cases occur such as giving advice to students who are the perpetrators. The role of the teacher as a mentor with the intention that students discover the various potentials they have so far. The role of the teacher as a class manager where the activity of controlling activities during learning takes place is very effective for the application of student discipline. The role of the teacher as coordinator is not very easy, because the teacher's duties are also very many so the teacher must be smart in organizing schedules and dividing tasks both for students and for school activities. The role of the teacher as an evaluator where the activity evaluates an activity or has a problem that exists at school or a problem with students must be carried out an evaluation that is useful for improving the quality of achievement both for the students themselves and for school management.

From the conclusions that have been presented, the suggestions that researchers can convey are: a. There is no counseling teacher at SD Negeri 3 Srobyong Mlonggo Jepara so it is necessary for the school to seek an expert in terms of guidance and counseling at the school. b. Classroom teachers to better understand each characteristic of their students so that it is hoped that teachers will improve their quality of self related to understanding related to *bullying* by reading books related to *bullying* and how to overcome it.

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