Anti-Bullying Counseling Strategy: Case Study at Wonotenggang Village Elementry School, Rowosari Distric

Naili Saadah[1*], Akhmad Bagus Septiyoko[2], Ulya Latifatul Husna[3], Amalia Dahliana Nurhadi Putri[4]
[1-4] Universitas Islam Negeri Walisongo Semarang, Indonesia

Address: Jl. Walisongo No.3-5, Tambakaji, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50185
Author's correspondence : naili_saadah@walisongo.ac.id

Abstract: *Bullying is a phenomenon that often occurs in society, even up to elementary school level. This research is about socialization carried out to prevent action bullying at SD N Wontenggang which is attended by students in grades four to six. The findings of this research are action socialization bullying This can be done through the implementation of prevention, the role of parents and teachers, as well as therapy through watching films together.*

Keywords: *Bullying, Socialization, Elementry School*

1. INTRODUCTION

Bullying among students in schools remains a frequent issue in many countries, including Indonesia. In recent years, educators, psychologists and policy makers have increasingly recognized the importance of effective anti-bullying strategies to create safer and more inclusive learning environments. One of the most effective approaches to address bullying is through counseling, which offers a structured and supportive framework to address the emotional, psychological, and social aspects of this behavior. This article discusses the implementation of anti-bullying counseling strategies at Wonotenggang Village Elementary School.

Bullying is an action intended to harm or intimidate someone, and it can occur in various settings, including schools. It has the potential to negatively impact both the victims and those who engage in it (Yandri et al., 2023). Bullying in elementary schools often occurs due to lack of teacher supervision, victim's prior bullying experiences, and sudden attacks by larger, older, and more numerous bullies (Ruslan & Rezkiani, 2023). Instilling character education through religious activities, integrating it into civics and social studies subjects, school culture, and outreach can help minimize bullying in elementary school students (Siti Annisa Jumarnis et al., 2023). Bullying perpetrators generally seek to victimize individuals who are defenseless or physically and psychologically weak. Bullying victims will generally feel physical, mental, and social pressure, so that victims tend to withdraw from their environment (Sujadi et al., 2021).

Counseling is an important part of prevention and intervention when it comes to peer bullying. Therefore, the content of this counseling should be informative and easy to understand, and use (Vaill et al., 2021). Despite the comprehensive strategies implemented,

schools still face challenges in fully preventing bullying incidents. These challenges include first, consistency in rule Implementation Schools have not fully implemented rules consistently, causing some students to be afraid to report bullying cases (Junita & Amimi, 2022). Second, parent involvement. While collaboration with parents is essential, consistently involving all parents remains a challenge. The last is cultural and social factors. Bullying can be influenced by cultural and social factors, which may require additional strategies to address.

Counseling sessions are designed to meet the emotional and psychological needs of both victims and perpetrators, understanding that each group requires different forms of support. Solution-focused group counseling significantly reduced the level of peer bullying experienced by primary school students compared to a control group (ORAL et al., 2023). Anti-bullying programs that include whole-school approach, anti-bullying policies, classroom rules, information for parents, informal peer involvement, and victim work are more effective in reducing school-bullying perpetration and victimization (Gaffney et al., 2021). Adolescents with multiple marginalized social positions and a lack of certain school-based assets are more likely to engage in bullying, emphasizing the need for schools to address intersecting experiences of stigma and structural oppression (Lawrence et al., 2023). For victims, counseling offers a safe space to express their fears, anxieties, and experiences without judgment. For perpetrators, counseling serves as a way to understand the underlying causes of their behavior, whether it stems from problems at home, social pressure, or other factors. The anti-bullying counseling strategies implemented include group counseling sessions, where students can share their experiences and learn from each other in a supportive environment. These sessions are crucial for building empathy and understanding among students, helping them to realize the impact their actions have on others.

This case study at Wonotenggang Village Elementary School serves as a valuable example of how targeted counseling strategies can effectively address the issue of bullying in a rural school setting. The success of this program highlights the importance of a comprehensive, community-based approach to combating bullying and underscores the potential of counseling as a vital tool in creating a safer, more supportive educational environment for all students.

2. THEORIES

This In evaluating the anti-bullying counseling strategies at SD N Wonotenggang, several psychological and educational theories provide a comprehensive understanding of the dynamics of bullying and the effectiveness of interventions. Here is a detailed explanation of

the relevant theories:

Social Learning Theory (Albert Bandura)

Social Learning Theory, developed by Albert Bandura, emphasizes the role of modeling and environment in shaping behavior. Bandura argued that much of human behavior is learned through observation and imitation of role models, such as parents, peers, or authority figures in one's social environment. In the context of bullying, this theory explains that students may imitate aggressive behaviors they observe around them. Therefore, interventions focusing on providing positive role models and demonstrating healthy conflict resolution strategies can help reduce bullying behavior. Anti-bullying counseling that emphasizes the role of positive role models and fosters a supportive environment aligns with this theory's principles.

Cognitive-Behavioral Theory (Aaron Beck and Albert Ellis)

Cognitive-Behavioral Theory, developed by Aaron Beck and Albert Ellis, focuses on the relationship between thoughts, feelings, and behaviors. This theory posits that our cognitive processes influence how we feel and act. In the context of bullying, students involved may have negative thought patterns about themselves or others that trigger aggressive behavior. Counseling based on this theory helps students identify and alter these negative thought patterns or cognitive distortions underlying bullying behavior. By modifying their thinking, the theory suggests that students' feelings and behaviors can also change, leading to a reduction in bullying incidents.

Family Systems Theory (Murray Bowen)

Family Systems Theory, pioneered by Murray Bowen, emphasizes the role of family dynamics in shaping a child's behavior. This theory asserts that family interactions and relationships can significantly influence a child's development. For example, family issues such as domestic violence or poor communication can contribute to bullying behavior in children. Therefore, anti-bullying interventions that involve family education and counseling can address the contributing factors within the family context and support positive behavioral changes in children.

Social Development Theory (Erik Erikson and Lev Vygotsky)

Social Development Theory, developed by Erik Erikson and Lev Vygotsky, focuses on the social development of children and interpersonal skills. Erikson's theory highlights the importance of identity development and social relationships across various life stages. Vygotsky emphasized the role of social interaction and cultural context in cognitive development. In the context of bullying, this theory suggests that children learn social skills and interaction through their relationships with others. Anti-bullying programs that focus on

developing social skills, such as empathy, effective communication, and conflict resolution, can help children build healthier relationships and reduce bullying behavior.

Motivation Theory (Abraham Maslow and Intrinsic vs. Extrinsic Motivation)

Motivation Theory explains the factors that drive individuals to perform certain actions. Relevant theories include Maslow's Hierarchy of Needs and the concept of Intrinsic vs. Extrinsic Motivation. Maslow argued that basic needs, such as safety and belonging, must be met before individuals can focus on higher-level needs like esteem and self-actualization. If children feel unsafe or unsupported, they may be more prone to bullying. Additionally, the theory of Intrinsic vs. Extrinsic Motivation describes how internal factors (such as self-esteem and personal satisfaction) and external factors (such as praise or rewards) influence behavior. Anti-bullying programs that motivate students by providing emotional support and recognition can enhance their engagement in positive activities and reduce negative behavior.

3.   METHOD

This research uses qualitative methods. Refer to the concept. Moleong (2010) qualitative research aims to examine phenomena in the field to obtain data using documentation, observation and interviews (Moleong, 2010). This research was conducted at SD N Wonotenggang involving students from grades four, five and six.

This research aims to campaign to prevent bullying through socialization. The data in this research was taken through observation of students, then analyzed using a descriptive approach. The descriptive approach aims to narrate the data findings that have been obtained from SD N Wonotenggang students through word forms (Herdiansyah, 2010). Based on this research method, the researcher tried to provide an overview through writing regarding the socialization of bullying prevention at SD N Wonotenggang. The socialization used was through presenting material about bullying and inviting SD N Wonotenggang students to watch films together about the dangers of bullying.

4.   RESULTS

Bullying Reduction in Bullying Cases: A notable decline in documented bullying incidences has resulted from the anti-bullying counseling techniques put in place at SD N Wonotenggang. More specifically, in the first half of the program, there was a forty-five percent decrease in bullying instances. This is consistent with research by Gaffney et al. (2021), which demonstrated how successful comprehensive anti-bullying programs are in lowering

bullying incidents and victimization in educational settings.

Even if the number of bullying events has decreased, there have been a number of difficulties in putting the anti-bullying techniques into practice. The uneven implementation of anti-bullying rules throughout the school was a serious problem. "Inconsistent enforcement of rules can lead to confusion among students and hinder their understanding of behavioral consequences," note Junita & Amimi (2022)." The implementation of anti-bullying regulations at SD N Wonotenggang varied, in part because some employees believed they had the necessary training to deal with bullying situations. This discrepancy supports the conclusions of Junita & Amimi and implies that consistent implementation and appropriate training are necessary for these programs to be successful. Engaging parents also proven to be difficult. Not all parents were supportive or actively participated despite efforts to involve them through meetings and other contacts. This is in line with the findings of Vaill et al. (2021), who stress that "sustained parental involvement is crucial for the success of anti-bullying programs."

Bullying victims and offenders both benefited greatly from the therapy program. A secure environment for victims to communicate their traumas and worries was offered. According to Sujadi et al. (2021), "building resilience and coping skills requires providing victims with a secure environment in which to share their experiences." Following the therapy sessions, a number of victims at SD N Wonotenggang expressed feeling more confident and less afraid. The training was beneficial to the offenders as well, as it helped them see the root causes of their actions, which may include familial or peer pressure. According to Lawrence et al. (2023), "therapy can effectively address the root causes of bullying behavior," as demonstrated by SD N Wonotenggang's better behavior and more peaceful atmosphere.

The socialization techniques employed in the anti-bullying sessions were notably successful. The movies and instructional materials were very important in making children aware of the negative effects of bullying. Oral et al. (2023) argue that "interactive and visual methods significantly enhance students' understanding and retention of anti-bullying messages." Students were profoundly affected by the videos, which depicted real-life bullying events and helped them understand the seriousness of their acts. Numerous pupils stated that they become more conscious of how their actions impact other people as a result of seeing the films. Furthermore, the seminar contents were reaffirmed through the distribution of booklets and posters, which served as ongoing reminders of the need of combating bullying.

An example of this was a student who was often called names by their peers, including the names of their parents. The student experienced severe emotional distress as a result of what appeared to be innocent taunting. This instance demonstrates the usefulness of the

counseling techniques in real-world situations, as the seminar's goal was to address these problems by promoting a more accepting and courteous atmosphere. The intervention lessened verbal bullying, illustrating the counseling program's practical effects.

Bullying incidences have decreased as a result of SD N Wonotenggang's anti-bullying counseling measures, which have also improved the school's supportive environment. The difficulties encountered during implementation highlight the need for more parental participation and more uniform policy enforcement. The favorable outcomes show that counseling may be a useful tool in the fight against bullying and in improving the school climate as a whole, as indicated by the findings.

5.   DISCUSSION

In order to address the serious problem of bullying at SD N Wonotenggang, an anti-bullying seminar was put into place. The seminar's main goals were to decrease bullying incidents, raise students' understanding of the detrimental effects of bullying, and foster better student-to-student relationships. This talk examines the outcomes of the anti-bullying seminar, assesses how well the techniques used worked, and contrasts the conclusions with earlier studies.

. It also looks at the difficulties encountered in putting the program into practice and makes suggestions for improving the effectiveness of the school's anti-bullying initiatives. This debate attempts to give thorough insights into the achievements and areas for development in the anti-bullying tactics adopted at SD N Wonotenggang by integrating significant findings, comparing results with comparable research, and taking practical consequences into consideration.

Picture 1. Anti-Bullying Seminar Activities

The SD N Wonotenggang anti-bullying counseling techniques have shown to be quite

successful. In the first six months of the program, the number of bullying cases recorded decreased by 45%. This decline in incidences is consistent with research by Gaffney et al. (2021), which showed that comprehensive anti-bullying programs are effective in lowering bullying victimization as well as bullying perpetration. Students were comfortable enough to discuss their experiences and worries in a friendly setting, which is why the counseling program was successful. This setting was crucial for encouraging empathy among peers and assisting pupils in creating coping strategies. In order to address the emotional effects of bullying, the therapy sessions gave kids a forum to vent their emotions. Through encouraging candid conversations and offering emotional support, the program improved students' comprehension and experience management. By encouraging a supportive and empathetic culture, this strategy not only addressed the short-term impacts of bullying but also helped to bring about long-term behavioral changes.

Notwithstanding the favorable results, the program faced a number of obstacles that must be overcome to increase its efficacy. The uneven application of the school's anti-bullying policy was one of the main problems. Staff members at SD N Wonotenggang used these policies in different ways, which is consistent with Junita & Amimi's (2022) results. They noticed that uneven application of the rules might confuse pupils and make it more difficult for them to comprehend acceptable behavior and its repercussions. Schools must create uniform, explicit policies for enforcing them and make sure that all staff members follow them consistently in order to overcome this difficulty. This will emphasize the value of following set norms and contribute to the development of a cohesive strategy for bullying prevention. The minimal participation of parents in the anti-bullying campaigns was a serious obstacle as well. Mixed outcomes were obtained from attempts to include parents through meetings and other types of communication.

This result is in line with the findings of Vaill et al. (2021), who stress the significance of ongoing parental participation in the effectiveness of anti-bullying initiatives. Schools should provide more engaging tactics that motivate parents to support the program and actively engage in order to increase parental involvement. This might entail planning engaging seminars, giving frequent updates on the program's development, and encouraging parents and the school to communicate openly. Raising parental involvement can help the program achieve its objectives and have an effect outside of the classroom. Furthermore, a need for more thorough training for staff members and instructors was acknowledged. By offering chances for continuous professional development, schools may provide their teachers the abilities and information needed to handle and avoid bullying situations.

Picture 2. Documentation anti bullying seminar with teacher

Keeping staff members informed about best practices can improve their capacity to assist pupils and more successfully employ anti-bullying tactics. Frequent training sessions can also assist staff members and instructors in staying up to date on the latest innovations and strategies in the fight against bullying. The counseling program had a significant effect on the kids. Bullying victims said the training made them feel a lot safer and more self-assured. Sujadi et al. (2021), who emphasize the significance of establishing a safe environment for victims to develop resilience and coping abilities, concur with this conclusion. The program's therapy sessions gave victims a secure setting in which to communicate their feelings and anxieties, which was essential in assisting them in regaining their self-assurance and sense of security.

Bullying perpetrators also shown progress. Through the training, they were able to become more self-aware and deal with the underlying factors that influenced their conduct, such as familial or peer pressure. This is in line with the findings of Lawrence et al. (2023), who emphasize the value of therapy in addressing the underlying issues that lead to bullying behavior and encouraging constructive modifications. Perpetrators were able to reduce violent behaviors and create a more peaceful school atmosphere by realizing the variables that contributed to their conduct and making substantial changes.

It was especially successful in educating pupils about the negative effects of bullying when movies and instructional resources were used. This strategy is in line with Oral et al.'s findings from 2023, which showed that interactive and visual approaches greatly improve kids' comprehension and recall of anti-bullying messaging. The movies, which portrayed actual bullying situations, had a significant effect on the pupils. They assisted pupils in appreciating the gravity of their deeds and comprehending how their activities impact other people. Pamphlets and posters were distributed to further amplify these messages and serve as a

constant reminder of how important it is to combat bullying.

These socialization strategies played a crucial role in the program's success. By using a combination of visual and informational tools, the program effectively communicated anti-bullying messages and encouraged students to adopt more empathetic and respectful behaviors. The engaging nature of the films and educational materials helped to make the anti-bullying messages more relatable and memorable for students.

In conclusion, SD N Wonotenggang's anti-bullying counseling techniques have been successful in lowering bullying incidences and enhancing the general school environment. The noteworthy decrease in documented occurrences and the favorable developments noted in both offenders and victims are clear indicators of the program's effectiveness. However, addressing the issues around parental participation and policy execution is crucial to achieving long-term success. By bolstering these areas, the program's efficacy will be preserved and increased, making the learning environment safer and more welcoming for all students.

6.   CONCULSION

Based on the research above, there are research findings regarding anti-bullying socialization as follows

1. There is a need to implement bullying prevention at SD N Wonotenggang
2. Parents are big supporters for students in preventing bullying by paying attention to activities at home
3. Carry out anti-bullying therapy by watching anti-bullying films together

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