THE ROLE OF TEACHERS IN OVERCOMING BULLYING BEHAVIOR IN STUDENTS TO FORM THE SOCIAL CHARACTER OF STUDENTS AT MI NURUL HUDA KRENCENG, NGLEGOK DISTRICT, BLITAR REGENCY

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Abstract

Bullying is an aggressive act carried out repeatedly by an individual or group with more power or influence against another weaker individual, with the aim of hurting, intimidating, or dominating them physically, verbally, psychologically, or socially. The role of teachers in the context of modern education is not limited to conveying knowledge, but extends to being facilitators, motivators, evaluators, and role models in the development of students' character. This research uses a qualitative approach with a post-positivistic paradigm and is a case study. Data collection was conducted through in-depth interviews and participant observation, and data analysis was conducted using the Milles, Huberman, and Saldana model. Result are the role of teachers is not only as educators but also as managers of the school's social environment. Therefore, it is necessary to improve teachers' understanding of various forms of bullying, particularly cyberbullying, which is difficult to monitor. Teachers need to be equipped with specialized training and supported by clear and targeted school policies. Schools also need to involve all elements, including students and parents, in bullying prevention programs. A collaborative approach is considered essential for creating a safe and comfortable learning environment. Strengthening the role of teachers as key figures in bullying prevention needs to be a primary focus. Support from schools and educational institutions is needed in the form of professional development, reflection spaces, and psychological counseling. With this support, teachers can be better prepared to face social challenges in the classroom.
Keywords: Bullying Behavior, Social Character, Teacher

INTRODUCTION

In the context of education, schools are expected to be places that shape positive behavior and social character in students. However, in practice, various negative behaviors are still found in schools, one of which is bullying.[1] Bullying is an aggressive act carried out repeatedly by an individual or group against someone perceived as weaker, whether physically, verbally, or through social media.[2] This phenomenon can have serious impacts on students' social and emotional development.

Bullying is an aggressive act carried out repeatedly by an individual or group with more power or influence against another weaker individual, with the aim of hurting, intimidating, or dominating them physically, verbally, psychologically, or socially.[3] These acts include behaviors such as hitting, teasing, social exclusion, spreading rumors, and even intimidation through digital media (cyberbullying), which collectively negatively impact the emotional well-being, social development, and academic achievement of the victim.[4] Bullying not only reflects a failure in managing social relationships between students but also indicates a weakness in the values of empathy, tolerance, and responsibility within the educational environment.[5] Therefore, a deep understanding of bullying is very important for educators, parents, and educational institutions so that they can design effective prevention and intervention strategies, in order to create a safe learning climate and support the holistic development of students.

This study was conducted at MI Nurul Huda Krenceng, Blitar, where various forms of bullying were found to disrupt the development of students' social character. Cases found included physical intimidation, verbal teasing, and the spread of negative content through social media. This indicates that bullying is not merely a fleeting behavior, but has become a systemic problem that requires serious attention in elementary schools.

In this situation, the role of teachers is crucial as educators, guides, and monitors of student behavior at school. Teachers are expected to be able to detect, prevent, and address bullying

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[1] Ab. Musyafa Fathoni et al., "The New Direction of Indonesian Character Education: Bullying, Moral Decadence, and Juvenile Delinquency," *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024):, https://doi.org/10.14421/jpai.v21i1.7759.

[2] Fredrich Abatan, Dian Anakaka, and R. Pasifikus Wijaya, "Factors Causing Verbal Bullying Behavior in Elementary School Students," *Journal of Health and Behavioral Science* 7, no. 1 (April 30, 2025), https://doi.org/10.35508/jhbs.v7i1.19528.

[3] Erina Agisyaputri, Nadia Aulia Nadhirah, and Ipah Saripah, "Identifikasi Fenomena Perilaku Bullying Pada Remaja," *JUBIKOPS: Jurnal Bimbingan Konseling dan Psikologi* 3, no. 1 (2023).

[4] Ahmad Fauzan and Muh Mabrur Haslan, "Perilaku Bullying Dikalangan Siswa (Studi kasus pada siswa di SMP Negeri 14 Mataram)," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, no. 1 (2024).

[5] Annisya Diannita et al., "Pengaruh Bullying Terhadap Pelajar Pada Tingkat Sekolah Menengah Pertama," *Journal of Education Research* 4, no. 1 (March 20, 2023), https://doi.org/10.37985/jer.v4i1.117.

behavior using an educational and humanistic approach.[6] Character education, healthy social interactions, and moral values must be instilled through close relationships between teachers and students in the daily learning process.[7]

The role of teachers in the context of modern education is not limited to conveying knowledge, but extends to being facilitators, motivators, evaluators, and role models in the development of students' character.[8] Teachers play a crucial role in creating a conducive learning environment, guiding the internalization of values, and developing students' intellectual, emotional, social, and spiritual potential comprehensively. As facilitators, teachers must be able to design active, collaborative, and contextual learning that is tailored to the needs and characteristics of students.[9] As motivators, teachers are required to provide psychological support that fosters interest and enthusiasm for learning.[10] In their role as evaluators, teachers are responsible for objectively and continuously assessing the learning process and outcomes, as well as providing constructive feedback.[11] Furthermore, teachers serve as role models in attitudes and behavior, indirectly shaping students' personalities through their role models and daily interactions. Therefore, the role of teachers is crucial in determining the quality of educational outcomes and the formation of a generation with character and competence.

This research focuses on how teachers at MI Nurul Huda carry out their role in addressing various forms of physical, verbal, and cyberbullying as part of efforts to shape students' social

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[6] Siti Irene Astuti Dwiningrum, Norwaliza Abdul Wahab, and Haryanto Haryanto, "Creative Teaching Strategy to Reduce Bullying in Schools," *International Journal of Learning, Teaching and Educational Research* 19, no. 4 (April 30, 2020), https://doi.org/10.26803/ijlter.19.4.20.

[7] Alif Achadah, Wahidmurni Wahidmurni, and Ahmad Fatah Yasin, "Internalization of Character Education Values in Shaping Elementary School Students' Religious Behavior," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (September 9, 2022), https://doi.org/10.35445/alishlah.v14i4.2509.

[8] Amjed Mohammad Alabd Alazeez, Mohammad Omar AL-Momani, and Elham Mahmoud Rababa, "The Role of The Teacher in Promoting The Culture of Islamic Tolerance Among Tenth-Grade Students in Jordan From The Students' Point of View," *Nazhruna: Jurnal Pendidikan Islam* 7, no. 1 (February 24, 2024), https://doi.org/10.31538/nzh.v7i1.4139; Hartika Aulia et al., "The Role of Interactive Learning Media in Enhancing Student Engagement and Academic Achievement," *International Seminar on Student Research in Education, Science, and Technology* 1 (2024).

[9] Saski Anggreta Fauzi and Dea Mustika, "Peran Guru Sebagai Fasilitator Dalam Pembelajaran Di Kelas V Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 3 (June 30, 2022), https://doi.org/10.31004/jpdk.v4i3.5113; Mega Rahmawati and Edi Suryadi, "Guru Sebagai Fasilitator Dan Efektivitas Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 1 (January 14, 2019), https://doi.org/10.17509/jpm.v4i1.14954.

[10] Eka Sumbulatim Miatu Habbah and Elvira Nathalia Husna, "Strategi Guru Dalam Pengelolaan Kelas Yang Efektif Untuk Meningkatkan Motivasi Belajar Siswa," *Jurnal of Pedagogi : Jurnal Pendidikan* 1, no. 2 (2024).

[11] Ashabul Khairi et al., "Evaluation of the Implementation of Independent Learning-Independent Campus (MBKM) Curriculum by Using the CIPP Evaluation Model," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 5, no. 2 (July 23, 2023), https://doi.org/10.37680/scaffolding.v5i2.3168.

character.[12] Through a qualitative approach and empirical data, this research is expected to provide a deeper understanding of teachers' contribution to reducing bullying cases and improving the quality of students' social interactions at school.

Against this background, this study aims to explore in-depth the role of teachers in addressing bullying behavior at the elementary school level and to make a tangible contribution to creating a safe and conducive learning environment for student growth and development.

RESEARCH METHOD

Teachers play a crucial role in addressing bullying behavior among students as part of their social character development efforts. Given that bullying is a complex issue closely linked to social context, a qualitative approach was chosen to gain a deeper understanding of teachers' experiences and strategies in addressing it.[13] Qualitative research focuses on empirical realities that cannot be measured numerically but can be accessed through observation, interviews, and documentation.

The researcher acted as the primary instrument in data collection and interpretation. Data were collected through direct observation at MI Nurul Huda Krenceng, in-depth interviews with teachers, the principal, and students, and a review of documentation such as guidance and counseling records and school archives. This approach enabled the researcher to explore multiple perspectives from those directly involved in the bullying case and to gain a richer contextual understanding.

The data sources in this study consisted of primary data, namely information directly from key informants (teachers, students, and the principal), and secondary data in the form of written documents such as school regulations and case reports. To ensure data validity, method triangulation (observation, interviews, documentation) and source triangulation (from various relevant informants) were used.[14]

Data analysis was carried out using the interactive model of Miles, Huberman and Saldana which includes three main stages: data condensation, data presentation, and drawing conclusions.[15] Data obtained from the field were coded and categorized to identify important patterns related to

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[12] Deni Darmawan and Achmad Faqihuddin, "Promoting Moral and Spiritual Transformation: The Role of Pesantren Ramadan Programs in Preventing and Addressing Bullying in Educational Settings," *Al-Ishlah: Jurnal Pendidikan Islam* 16, no. 4 (2024).

[13] Robert C. Bogdan and Sari Knop Biklen, *Qualitative Research for Education* (Allyn & Bacon: Boston, 1997).

[14] Christine Daymon and Immy Holloway, *Qualitative Research Methods in Public Relations and Marketing Communications* (London ; New York: Routledge, 2002).

[15] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis, A Methods Sourcebook*, 3rd ed. (London: Sage Publications, 2014).

teachers' roles in addressing bullying. Conclusions were drawn inductively and validated through member checks and discussions with informants.[16]

The research process consisted of four main stages: (1) pre-fieldwork, including permit processing and preliminary studies; (2) fieldwork, including data collection at the research site; (3) data analysis, namely systematically organizing and interpreting the data; and (4) reporting the results, which were compiled in the form of a scientific thesis. The research site was selected purposively, namely MI Nurul Huda Krenceng, Blitar, which was deemed relevant due to the presence of prominent and varied bullying cases, including physical, verbal, and cyberbullying.

With this approach, the research is expected to provide a comprehensive picture of how teachers play an active and strategic role in addressing bullying behavior, while simultaneously strengthening students' social character values in elementary schools.

RESULT AND DISCUSSION

Teachers play a crucial role in addressing bullying at MI Nurul Huda Krenceng, Nglegok District, Blitar Regency. Based on observations, interviews, and documentation, data indicates that teachers play a strategic role in addressing three common types of bullying in elementary schools: physical, verbal, and cyberbullying. Field analysis indicates that teachers employ persuasive and educational approaches, as well as administrative sanctions, depending on the level of violation.

A. Collaborative Approach

In addressing physical bullying, teachers take initial steps by providing guidance and instilling empathy in students. Teachers don't immediately impose punishment, but instead first encourage students to understand the impact of their actions.

Ms. Nova, a fifth-grade SKI teacher, stated,

"*I appreciate students who dare to report. I help them to defend themselves. I engage in dialogue with the perpetrators and periodically remind them about the dangers of bullying, show empathy for the victims, and impose consequences so they learn from their mistakes.*"
A similar sentiment was expressed by Ms. Arina, a fifth-grade teacher, who said,
"*I usually advise that actions like pinching, even if just jokingly, can hurt a friend. We explain that it's wrong and shouldn't be repeated.*"
This teacher's approach was echoed by the students. A student named Andini stated,

"*The teacher said that pinching or hitting is wrong. We told them to imagine ourselves being pinched.*"

Meanwhile, Famela stated, "*When I pulled my friend's hijab, it was just a joke, but she cried. The teacher said, 'Try it, how would it feel if someone pulled your hijab? It's unpleasant, right?' Then she told me to apologize.*"

These findings indicate that teachers emphasize moral awareness as part of their coping strategies.

If physical bullying occurs repeatedly, teachers will issue warnings or light sanctions. These sanctions are proportionate and educational in nature, such as writing a specific sentence, cleaning the school area, or memorizing a short surah.[17]

Mr. Asic, Vice Principal for Public Relations, explained,

"*We provide preventative measures such as writing the sentence 'I won't do it again,' or if it recurs, students are asked to clean the school area.*"
Ms. Arina added,

"*Sometimes they are also told to clean the bathroom so the children learn a lesson.*" One student, Susan, stated that, "*If it happens frequently, they are usually told to write a sentence, memorize the Yasin recitation, or clean the yard.*"

In addition to this approach, the school also implements a violation point system. This system is used to document each violation in a structured manner so that it can be followed up objectively. If the accumulated points exceed a certain threshold, parents will be called and severe sanctions, such as suspension, can be imposed.

Mrs. Arina explained,

"*For example, swearing gets 2 points. If hitting someone and causing a victim, you can get more points. If it goes beyond that limit, we suspend them.*"
The principal, Mr. Muchdir, reinforced this statement,

"*If a child bullies someone and causes injury, we give them points and follow up according to school rules.*"

Susan and Nanda, two fifth-grade students, also understand this system, stating that teachers award points according to the severity of the offense, and parents can be called in if serious violations occur.

A collaborative approach to addressing bullying emphasizes shared responsibility among teachers, students, parents, administrators, and the wider community. Rather than placing the burden solely on one group, this method encourages active cooperation and communication among all parties to create a unified front against bullying.[18] It acknowledges that bullying is a complex issue that requires multi-faceted solutions.

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[17] Dwiningrum, Wahab, and Haryanto, "Creative Teaching Strategy to Reduce Bullying in Schools."
[18] Hamidsyukrie et al., "Verbal Bullying and Its Effects on Social Relations of High School Students in Mataram Municipality," in *Proceedings of the 3rd Annual Conference of Education and Social Sciences (ACCESS 2021)*, ed. Amrullah Amrullah et al. (Paris: Atlantis Press SARL, 2023), https://doi.org/10.2991/978-2-494069-21-3_14.

Teachers and school staff play a central role in the collaborative approach. They are often the first to witness or hear about bullying incidents. By working together with school counselors, administrators, and each other, they can ensure that cases are handled swiftly and fairly.[19] Collaboration also includes developing consistent rules, interventions, and follow-up plans to support both victims and perpetrators in improving behavior. Students are key agents in this approach. Peer involvement through student-led initiatives, anti-bullying clubs, or peer mentoring encourages a culture where bullying is socially unacceptable. When students are empowered to speak out, support one another, and be part of the solution, the school environment becomes more inclusive and respectful.[20]

Parental involvement is vital in preventing and addressing bullying. Schools should communicate regularly with parents about their anti-bullying policies and provide updates if incidents occur. When families are informed and involved, they can reinforce positive behavior at home, provide emotional support to children, and work with schools to find lasting solutions[21]. Beyond the school, collaboration with local organizations, mental health professionals, and law enforcement can enhance bullying prevention efforts.[22] These partnerships can provide additional resources, workshops, and counseling services for students and staff. Involving the broader community sends a strong message that bullying is not tolerated anywhere. The strength of the collaborative approach lies in its unity.[23] When everyone works together, bullying is addressed more effectively and sustainably. This approach builds a strong support network for students, encourages empathy and accountability, and fosters a culture of mutual respect. In the long term, it contributes to a safer and more nurturing educational environment.

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[19] A.P.G.P. Amarasinghe, Nidhi Agarwal, and Godwin Kodituwakku, "Review Studies Related to Metacognition of Teachers: Awareness, Skills, Understanding and Practices," *International Journal of Research and Innovation in Social Science* VIII, no. IIIS (2024), https://doi.org/10.47772/IJRISS.2024.803416S; Utiya Azizah and Harun Nasrudin, "Metacognitive Skills and Self-Regulated Learning in Prospective Chemistry Teachers: Role of MetacognitiveSkill-Based Teaching Materials," *Turkish Journal of Science Education* 13, no. 3 (September 28, 2021), https://doi.org/10.36681/tused.2021.84.

[20] Akhmad Muadin and Mukhamad Ilyasin, "Mainstreaming the Values of Religious Moderation in a Multicultural Environment in Islamic Religious College in East Kalimantan," *SYAMIL: Journal of Islamic Education* 12, no. 2 (December 21, 2024), https://doi.org/10.21093/sy.v12i2.9030.

[21] Fadhlina Rozzaqyah et al., "Fenomena Bullying Peserta Didik Pada Sekolah Menengah Pertama (SMP)," *Ghaidan: Jurnal Bimbingan Konseling Islam dan Kemasyarakatan* 8, no. 2 (December 13, 2024), https://doi.org/10.19109/nvzk1j27.

[22] Emanuel Haru, "Perilaku Bullying Di Kalangan Pelajar," *Jurnal ALternatif Wacana Ilmiah Interkultural* 11, no. 2 (2022).

[23] Nur Hairunisa, "Tinjauan Kriminologis Terhadap Perilaku Bullying Dikalangan Pelajar Di SMK Negeri 3 Balikpapan," *Jurnal Lex Suprema* 4, no. 1 (2022).

B. Preventive Approach

In handling verbal bullying, teachers also play an active role using a similar approach. Teachers recognize that this form of bullying is often taken lightly by students, even though the psychological impact can be serious.[24] Therefore, advice and reprimands are given consistently.

The principal, Mr. Muchdir, stated,

"*Usually, many students rarely report bullying or verbal abuse, so teachers or the school only provide advice or warnings such as cleaning the classroom and bathroom*."

Mrs. Arina also added,

"*If it happens frequently, we call parents or guardians or give advice, and suspensions are given in accordance with policy*."

A student named Nanda stated,

"*If someone makes fun of or physically insults the student, the teacher usually just explains that what they did was wrong*."

Warnings or minor sanctions also apply to verbal bullying, such as sweeping the classroom or cleaning the bathroom. Mr. Muchdir emphasized this as a form of coaching. The point system remains in place for verbal violations, and parents are summoned if the violation has caused significant consequences, such as the victim refusing to attend school. If the violation is deemed particularly serious, the teacher can suspend the perpetrator. Ms. Arina stated,

"*Suspension is in accordance with policy and is used in serious cases that result in casualties*."

Meanwhile, in handling cyberbullying, the teacher's role is more focused on education and mediation. Because digital-based bullying occurs outside the teacher's direct control, the approach used is preventative through awareness and counseling.

Mr. Asic explained,

"*Cyberbullying is simply given advice or a notification that the action taken is wrong and will have major consequences if spread widely*."

Ms. Arina added,

"*They provide an understanding that what was done was wrong and will cause hurt feelings*."

If the case escalates to involve parents or the community, the school will mediate through a family-friendly approach. The principal stated,

"*If it escalates and causes harm to one party, we will summon both parties and resolve it amicably.*"

The class teacher also expressed a similar sentiment,

"*If it offends parents, the school tries to mediate and resolve it amicably*."

A student named Famela recounted her experience, saying,

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[24] Luthfi Syifa' Fauziyah et al., "Analisis Fenomena Bullying Di Dunia Pendidikan Perspektif Teori Ekologi Bronfenbrenner," *Tadbiruna: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2025).

"*Someone even reported the incident by posting a Facebook story, and then their parents started making insults. The school summoned the person involved, and both parties eventually apologized to each other.*"

From the overall findings, it can be concluded that teachers at MI Nurul Huda Krenceng play a central role in addressing various forms of bullying at school. The strategies implemented include persuasive, preventive, educational, and corrective approaches. The success of this handling is evident in the active involvement of teachers, the principal, students, and parents in the conflict resolution process. However, some students still do not fully understand that their actions constitute bullying. Therefore, it is important for schools to continue strengthening character education and building a comprehensive anti-bullying culture.

A preventive approach to bullying involves taking proactive measures to stop bullying before it occurs. Rather than reacting after an incident has happened, prevention focuses on creating a safe, respectful, and inclusive environment where bullying is less likely to occur.[25] This approach is essential in schools, workplaces, and communities to reduce long-term harm and promote mental well-being.[26]

The first step in prevention is education. Both students and staff need to understand what bullying is, how it manifests, and its harmful effects. Educational programs, workshops, and campaigns can raise awareness and help individuals recognize bullying behaviors.[27] When people understand the consequences of bullying, they are more likely to avoid engaging in or tolerating such behavior.

Teaching children and youth positive behavior, empathy, and communication skills is a crucial part of prevention.[28] Programs that emphasize respect, kindness, and emotional intelligence help students build healthy relationships. Social-emotional learning (SEL) curriculums are especially effective in reducing aggressive behavior and increasing cooperation.

A school or organization's climate plays a significant role in either encouraging or deterring bullying. A positive environment where diversity is respected, achievements are celebrated, and students feel connected reduces the likelihood of bullying. Schools can create such climates by

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[25] Yunita Bulu and Neni Maemunah, "Faktor-Faktor Yang Mempengaruhi Perilaku Bullying Pada Remaja Awal," *Nursing News* 4, no. 1 (2019).

[26] Hatika Mutiasari and Linda Yarni, "Fenomena Bullying Dalam Kalangan Siswa Di SMP Negeri 1 Tara," *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan* 1, no. 1 (January 8, 2023), https://doi.org/10.59031/jkppk.v1i1.62.

[27] Derry Angling Kesuma, "Teori Kontrol Sosial Dan Penanganan Perundungan Terhadap Anak Dengan Diversi Dalam Upaya Pencegahan Perundungan/ Bullying Di Institusi Kampus," *Solusi* 22, no. 1 (2024).

[28] Irni Nurfaniza and Monica Margaret, "Fenomena Korban Bullying Sekolah Dasar Negeri X Di Wilayah Karang Tengah," *Ranah Research : Journal of Multidisciplinary Research and Development* 6, no. 4 (June 13, 2024), https://doi.org/10.38035/rrj.v6i4.900.

fostering strong student-teacher relationships, clear behavioral expectations, and inclusive policies.[29]

Having clear, consistent, and enforced anti-bullying policies is vital. These policies should define bullying, outline the consequences, and explain the procedures for reporting and handling incidents. When students know that bullying is taken seriously, and that there are consequences, they are less likely to engage in it.

Teachers, counselors, and other staff members must be trained to detect early signs of bullying, intervene effectively, and support victims. Preventive training helps staff build confidence in managing conflict and creates a unified response across the school. When adults are prepared and vigilant, bullying can be stopped before it escalates.[30]

Prevention is most effective when students are actively involved. Peer-led initiatives, student councils, or anti-bullying clubs can empower students to take ownership of their environment. When students lead efforts to prevent bullying, it fosters a culture of responsibility and peer accountability. Bullying prevention is not just the responsibility of schools.[31] Parents and community members must also be involved. Schools can organize parent-teacher meetings, share educational resources, and collaborate with local organizations to ensure consistent support across all areas of a child's life.

Regular monitoring of student behavior and social dynamics allows schools to identify potential problems early. Using surveys, feedback forms, and observation tools can help track the school climate and detect patterns before bullying becomes widespread. Early intervention prevents escalation and reduces harm. Preventing bullying is not a one-time effort—it requires ongoing commitment. Schools and organizations should regularly update their policies, refresh training programs, and celebrate successes.[32] Sustaining a culture of prevention ensures that anti-bullying efforts remain effective and relevant over time.

C. The Role of Teachers in Addressing Bullying

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[29] Rinto Nugroho and M Nursi, "Peran Sekolah Dalam Menyikapi Perilaku Bullying Di Kalangan Siswa SMK Negeri 1 Pariaman," *JURNAL FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN* 4, no. 1 (2023).

[30] Hujaefa Hi Muhammad and Ratu Balgis Ibrahim, "Edukasi Perilaku Bullying Pada Kalangan Remaja Di SMA Negeri 4 Ternate," *Communnity Development Journal* 4, no. 4 (2023).

[31] Alexa Gordon Murphy, *Dealing with Bullying*, Character Education (New York: Chelsea House, 2009); Addini Nurlia and Siti Partini Suardiman, "The Phenomenon of Bullying in Junior High School Students Nowadays," *International Journal of Education and Learning; Vol 2, No 1: June 2020DO - 10.31763/Ijele.V2i1.62,* June 4, 2020, https://pubs2.ascee.org/index.php/ijele/article/view/62%7Cto_array%3A0.

[32] Andris Noya, Josias Taihuttu, and Erlin Kiriwenno, "Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja," *Humanlight Journal of Psychology* 5, no. 1 (2024).

Teachers play a crucial role in addressing and overcoming various forms of bullying (physical, verbal, and cyber) at MI Nurul Huda Krenceng. Teachers play a crucial role as the ones who directly interact with students and are key to creating a safe and violence-free school environment.[33] In practice, teachers use several approaches, such as providing advice, educational punishment, a point system, calling parents, and even suspension, to address bullying behavior.

In cases of physical bullying, teachers provide advice as an initial effort to build student awareness. If the behavior recurs, teachers implement educational punishment, assign points, and even involve parents. If the behavior does not change, teachers resort to suspension. This approach is implemented in stages to foster responsibility and discipline in students.

The teacher's role in addressing verbal bullying is similar. Although not physically visible, the impact of verbal bullying can be profound psychologically. Teachers recognize the importance of early detection and are sensitive to harsh words, teasing, and insults that occur in the school environment.[34] Through advice, punishment, and a family approach, teachers try to rebuild healthy social relationships between students.

Meanwhile, cyberbullying presents a unique challenge because it occurs outside the direct reach of teachers. In response, teachers place greater emphasis on education and advice on digital ethics. When violations are discovered, teachers collaborate with parents to provide guidance from home. Teachers recognize that the digital environment requires more collaborative oversight between schools and families.[35]

Overall, teachers at MI Nurul Huda Krenceng demonstrate active and consistent efforts in addressing various forms of bullying. They not only educate academically but also shape students' character to respect others and avoid violence in any form. This role demonstrates that teachers are central to creating a positive and child-friendly school environment.

Teachers play a crucial role in addressing and preventing bullying in schools. As frontline educators, they interact with students daily and are in a unique position to observe, identify, and intervene when bullying occurs. Their involvement can significantly impact the overall school climate and the well-being of every student. One of the most important roles of teachers is to create

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[33] Dudung Hamdun, "The Role of Parenting Styles in Internalizing Islamic Moderation Values in Children: A Phenomenological Study," *Jurnal Pendidikan Islam* 11, no. 2 (December 29, 2022), https://doi.org/10.14421/jpi.2022.112.137-144.

[34] Irpan Irpan and Zohaib Hassan Sain, "The Crucial Role of Islamic Religious Education in Shaping Children's Character: Psychological and Spiritual Review," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 16, no. 1 (May 28, 2024), https://doi.org/10.37680/qalamuna.v16i1.4902.

[35] Muhammad Mushfi El Iq Bali and Noer Holilah, "The Role Of Foster Caregivers In The Effectiveness Of Online Learning In Pesantren," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (February 20, 2021), https://doi.org/10.30868/ei.v10i01.1178; Winanjar Rahayu et al., "The Role of Teacher Ethics in Developing Student Character in School," *Jurnal Ilmiah Sekolah Dasar* 7, no. 3 (2023).

a classroom atmosphere that promotes respect, inclusivity, and safety.[36] When students feel valued and accepted, they are less likely to engage in bullying behavior and more likely to report it when it happens. Teachers can set the tone by modeling kindness, fairness, and active listening. Teachers must be trained to recognize the often subtle signs of bullying, such as withdrawal, sudden drops in academic performance, changes in behavior, or physical injuries. Bullying is not always overt, and teachers need to be observant and proactive in identifying students who may be experiencing emotional or physical distress.[37] When bullying is identified, teachers must respond quickly and appropriately. Ignoring or minimizing incidents can lead to a culture of silence and fear. Teachers should follow school policies, document incidents, and involve counselors or administrators as needed. Their response should show both compassion for the victim and a firm stance against the behavior.

Another vital role teachers play is in educating students about what constitutes bullying and why it is harmful. Through lessons, discussions, and role-playing activities, teachers can help students understand empathy, conflict resolution, and the importance of standing up for others. Education empowers students to become part of the solution. Teachers should foster open lines of communication with their students. When students trust their teachers, they are more likely to report bullying or seek help. This can be encouraged by building positive relationships, being approachable, and creating safe spaces for students to express their concerns without fear of judgment or retaliation. Effective bullying prevention also requires collaboration. Teachers should communicate with parents, counselors, and fellow educators to create a unified approach to tackling bullying.[38] Regular meetings, reports, and follow-up conversations can ensure that all stakeholders are informed and working together to support affected students. Lastly, teachers must consistently model respectful and inclusive behavior. Their words and actions set an example for how students should treat each other. When teachers demonstrate patience, fairness, and empathy, they inspire students to do the same, contributing to a culture where bullying is less likely to thrive.

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[36] Ruth Castillo, "Teacher Performance and Student Character in Islamic Schools: Case of History Learning in Spain's Pandemic Time," *Indonesian Journal of History Education* 8, no. 2 (September 28, 2023), https://doi.org/10.15294/ijhe.v8i2.55900.

[37] Hermin Ere and Yasir Haskas, "Hubungan Lingkungan Sekolah Dengan Perilaku Bullying Di Kalangan Pelajar SMP Negeri 12 Makassar," *Jurnal Ilmiah Mahasiswa & Penelitian Keperawatan* 4, no. 2 (2024).

[38] Zhen Liu and Yue Cai, "Studying the Phenomenon of Verbal Bullying in High School Students for Video Experience Design: A Case of an International School in Guangzhou, China," in *Design, User Experience, and Usability: Design for Diversity, Well-Being, and Social Development*, ed. Marcelo M. Soares, Elizabeth Rosenzweig, and Aaron Marcus, vol. 12780, Lecture Notes in Computer Science (Cham: Springer International Publishing, 2021), https://doi.org/10.1007/978-3-030-78224-5_18; Isnania Shofi Luthfiani and Muhammad Abduh, "Verbal Bullying and Mental Health in Elementary School Students," *Journal of World Science* 3, no. 1 (January 31, 2024), https://doi.org/10.58344/jws.v3i1.553.

CONCLUSION

Teachers play a crucial role in addressing physical, verbal, and cyberbullying at MI Nurul Huda Krenceng. Research shows that teachers play a crucial role in addressing bullying through preventive and curative approaches. For physical bullying, teachers take a series of steps, including providing advice, reprimands, sanctions, a point system for violations, summoning parents, and even suspension. In handling verbal bullying, teachers employ similar strategies due to its significant impact on students' psychological well-being. Meanwhile, for cyberbullying, teachers emphasize an educational approach through direct guidance and collaboration with parents, given that this form often occurs outside of school hours.

The role of teachers is not only as educators but also as managers of the school's social environment. Therefore, it is necessary to improve teachers' understanding of various forms of bullying, particularly cyberbullying, which is difficult to monitor. Teachers need to be equipped with specialized training and supported by clear and targeted school policies. Schools also need to involve all elements, including students and parents, in bullying prevention programs. A collaborative approach is considered essential for creating a safe and comfortable learning environment.

Furthermore, strengthening the role of teachers as key figures in bullying prevention needs to be a primary focus. Support from schools and educational institutions is needed in the form of professional development, reflection spaces, and psychological counseling. With this support, teachers can be better prepared to face social challenges in the classroom. The learning environment is not only a place to acquire knowledge, but also a space for character development and social empathy in students.

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