

**Stop Bullying at PAB 16 Private Elementary School in Klambir V Kebun Village,
Hampan Perak District, Deli Serdang Regency**

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Abstract This article discusses efforts to prevent and overcome bullying at PAB 16 Private Elementary School in Klambir V Kebun Village, Hampan Perak District, Deli Serdang Regency. Bullying is a serious problem that can affect students' mental and academic health. This study aims to evaluate the condition of bullying in the school, analyze its causes, and suggest effective measures to overcome the problem. The research method used was a survey with questionnaires, interviews, and observations. The results showed that bullying still occurs in various forms, such as verbal, social, and physical. Awareness of the importance of bullying prevention and training for teachers and students are important steps suggested to overcome this problem.

Keyword: Bullying, Elementary School, Prevention, Education, Student Welfare, PAB 16 School

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1 Introduction

Bullying in the school environment is a significant issue, especially in elementary school, which is a character building period for children. At this stage, children begin to develop an understanding of social relationships and societal norms, so negative experiences such as bullying can have a lasting impact on their emotional and social development. Bullying that occurs in elementary schools often involves various forms of violence, whether verbal, social, or physical, which not only affects the victim directly, but can also damage the overall atmosphere of the school. (1).

At an early age, children are still in the process of learning about social interactions and how they are treated by peers often influences their perception of themselves and the world around them. (Bappeda, 2019). Bullying in elementary school can not only lower a child's self-confidence, but can also cause stress, anxiety, and even depression. Children who are victims of bullying often experience difficulties in concentration and academic performance, as well as having problems interacting with their peers. (Zul Indra, 2015). This creates a cycle where violence and negative behaviors become part of their experience at school, which in turn can affect their mental health and overall well-being. (2).

Furthermore, bullying can impact the entire school environment. When bullying occurs, it creates an atmosphere of insecurity and tension that can disrupt the teaching and learning process. An unsafe and unsupportive environment does not only affect the victim of bullying but can also affect other students who may feel depressed or uncomfortable

at school. This can reduce students' motivation to learn and participate in school activities, as well as affect relationships between students and school staff. (3).

Bullying prevention and response in primary schools requires a holistic and integrated approach. First of all, it is important to raise awareness about this issue among teachers, students and parents. Educational programs that focus on empathy, respect and social skills should be introduced to help children understand and avoid bullying behavior. Teachers and school staff also need to be trained to recognize the signs of bullying and take appropriate steps to handle the situation. (4).

In addition, a clear school policy on bullying should be consistently implemented and enforced. (Yamada & Setyowati, 2023).. This policy should include reporting mechanisms that are easily accessible and provide protection for victims. Psychological support and counseling should also be available to victims of bullying and perpetrators to help them cope with the emotional impact of the experience and prevent future negative behaviors.

Overall, bullying in primary schools is a serious problem that requires immediate attention and action. By raising awareness, providing appropriate education and training, and implementing effective policies, schools can create a safer and more supportive environment for all students. This approach will not only help reduce the incidence of bullying but also support students' character development and well-being, so that they can grow into healthy and competitive individuals in the future. (5).

At PAB 16 Private Primary School in Klambir V Kebun Village, the phenomenon of bullying is a major concern due to its far-reaching impact on students' mental health and academics. Bullying in this school not only affects the individual victimized, but also creates an unsupportive atmosphere for the entire school community. The impact of bullying is often particularly detrimental to the development of children who are still at the stage of forming their character and social understanding (6).

In the context of mental health, students who experience bullying can experience a range of issues such as anxiety, depression and decreased self-esteem. They often feel depressed and unsafe in the school environment, which can compromise their emotional well-being. Feelings of isolation and lack of social support can worsen their psychological state, making them more vulnerable to serious mental disorders in the future. In addition, the impact of bullying is not only felt by victims but also by witnesses and perpetrators, who can experience negative emotional and behavioral disturbances. (7).

On the academic side, bullying can affect students' concentration and motivation to learn. Children who are victims of bullying often feel uncomfortable or afraid to attend school, which can result in high absenteeism and reduced academic performance. They may also experience difficulties in participating in class activities and social interactions with peers, which can hinder the development of their social and academic skills. The inability to concentrate and learn effectively can lead to delays in academic achievement and reduce their potential for future success. (8).

In addition to the direct impact on students, bullying also affects the overall atmosphere at school. An environment of tension and insecurity can affect relationships between

students and teachers, as well as create an atmosphere that is less conducive to teaching and learning. Schools that do not address the issue of bullying effectively may lose the trust of parents and the community, which in turn may affect the school's reputation and parents' involvement in their children's education.

Therefore, addressing the phenomenon of bullying at PAB 16 Private Primary School requires a comprehensive and integrated approach. This includes identifying and understanding the underlying causes of bullying, implementing a clear anti-bullying policy, and involving all parties in the school community - including students, teachers and parents - in prevention and response efforts. (9).

Educational programs that focus on building empathy, respecting differences and strengthening social skills are essential to help address bullying and create a safe and supportive environment for all students. With coordinated efforts and support from the entire school community, it is expected that the phenomenon of bullying can be minimized and its negative impact on students' mental and academic health can be significantly reduced. (10).

Despite the anti-bullying policy in PAB 16 Private Primary School, the problem still occurs and often goes undetected or unaddressed effectively. While the existing anti-bullying policy should serve as a foundation for creating a safe and supportive school environment, in practice, the implementation of the policy often encounters various obstacles. This can be due to a number of factors, including a lack of understanding and training on the policy among school staff, as well as deficiencies in reporting and handling mechanisms for bullying cases (11).

One of the main problems is the lack of awareness and training among teachers and school staff on how to detect and deal with bullying. Without adequate understanding, teachers may not be aware of the early signs of bullying or know the appropriate way to handle the situation. (Anugraheni, 2018). This can lead to bullying cases going unaddressed and victims feeling like they are not getting the support they need. In addition, teachers who are too focused on academics or do not have specialized training on bullying may overlook or trivialize the issue (12).

In addition, existing reporting mechanisms in schools may not be effective enough or optimally utilized. Students and parents may feel afraid or uncomfortable to report cases of bullying for fear of retaliation or social stigma. If the reporting system is not well designed or does not offer anonymity, reporting cases of bullying can be less effective. This hinders the school's ability to identify and address bullying quickly and efficiently.

Lack of coordination and communication between various parties in the school can also be an inhibiting factor. Effective bullying prevention efforts require collaboration between students, teachers, parents and other relevant parties. However, if communication between these parties is not well established, or if there is a lack of support from parents and the community, then anti-bullying policies will not be maximally successful.

In the face of this challenge, there needs to be a thorough evaluation of existing anti-bullying policies and the implementation of more effective strategies. Regular training for teachers and staff on how to recognize and deal with bullying should be conducted. Accessible and safe reporting mechanisms should be provided for students and parents, and efforts should be made to create a supportive environment where all parties feel comfortable in reporting cases of bullying. Close collaboration between schools, families and communities is essential to effectively address this issue and ensure that anti-bullying policies are implemented consistently and sustainably.

Therefore, it is important to conduct research to understand the prevalence and forms of bullying and develop effective strategies to stop it. This study aims to provide in-depth insights into how widespread and serious the problem of bullying is in PAB 16 Private Primary School, as well as to identify factors that contribute to the occurrence of bullying. With accurate data, schools can design and implement more targeted interventions to prevent and deal with bullying cases more effectively.

The first step in the study was to identify the prevalence and forms of bullying that occur in the school environment. This involved collecting data through various methods, such as questionnaires for students, interviews with teachers and parents, and direct observation in classrooms and other areas of the school. In this way, researchers can get a clear picture of the most common types of bullying-whether it is verbal, social, or physical-and how it impacts students. This information is crucial to understanding the extent to which this issue affects the school community and determining which areas need special attention.

In addition, research should also include an analysis of the factors that contribute to bullying. This could involve an assessment of internal factors, such as relationship dynamics between students, behavioral patterns, and the psychological state of students. External factors, such as the influence of family, social environment, and school culture also need to be considered. By understanding the underlying causes of bullying, schools can develop more effective strategies to prevent the behavior from occurring.

After identifying the prevalence, forms and contributing factors of bullying, the next step is to develop and implement effective prevention and response strategies. This may involve training for teachers and staff on how to recognize and deal with bullying, as well as the development of educational programs for students on empathy, tolerance and social skills. In addition, anti-bullying policies should be updated and strengthened to ensure that all parties in the school understand their role in creating a safe and supportive environment.

Evaluation of the strategies implemented is also important to ensure that the interventions are delivering the desired results. Research should include periodic assessments of the effectiveness of bullying prevention and response programs as well as feedback from students, teachers, and parents. Thus, schools can make necessary adjustments to improve the effectiveness of their strategies and continuously adapt to the needs and changes in the school environment.

With a thorough research-based approach, it is hoped that schools can more effectively address bullying issues and create a safe and supportive learning environment for all students. This research not only helps to identify and address bullying issues directly, but also provides the basis for long-term strategies to improve student well-being and achievement at PAB 16 Private Primary School

Bullying in schools can be categorized into several forms, including verbal, social, and physical bullying. According to Olweus (1993), bullying is aggressive behavior that is carried out repeatedly and intentionally with the aim of hurting others. These forms of bullying have different but interconnected characteristics and can affect the victim in a detrimental way.

Verbal bullying involves using words to demean or hurt someone. This can take the form of taunts, insults, threats or derogatory comments that can damage the victim's self-esteem. Students who experience verbal bullying often feel depressed and lack confidence, which can negatively impact their mental health and well-being.

Social bullying, or relational bullying, includes actions that aim to damage the victim's social relationships. It can involve ostracizing, spreading gossip, or social manipulation designed to make the victim feel isolated or rejected by their peer group. This form of bullying can have a profound impact as it disrupts the sense of belonging and social support that is important for children's emotional development.

Physical bullying is a form of bullying that involves direct acts of violence, such as hitting, kicking or pushing. This form is often easier to recognize because it can cause physical harm and immediate, visible impact. However, while the physical effects can be more obvious, the emotional and psychological impacts of physical bullying are also significant, including fear, anxiety, and trauma.

According to Olweus (1993), all forms of bullying have in common the repetitive and intentional nature of aggressive behavior. These behaviors aim to dominate and hurt others, create injustice, and cause damaging psychological effects for the victim. Olweus emphasizes the importance of comprehensive interventions to address all forms of bullying, including the development of effective school policies, training for staff, and educational programs for students.

By understanding the different forms of bullying and how they affect victims, schools can more effectively design strategies to prevent and deal with this problem. A holistic approach should not only address the act of bullying directly but also address the factors that contribute to such aggressive behavior, creating a safer and more supportive environment for all students.

Verbal forms of bullying include teasing and insults, which are often aimed at demeaning or hurting the victim's self-esteem through words. Teasing such as name calling or disparaging remarks can have a deep emotional impact, causing the victim to feel worthless and depressed. These insults are often done openly in front of peers or in private, but the effects are still damaging for the victim, leaving psychological scars that may last a long time.

Social bullying, or relational bullying, involves actions designed to damage the victim's social relationships and social status within the peer group. This form includes ostracism, where the victim is shunned or ignored by their group of friends, as well as the spreading of gossip aimed at damaging the victim's reputation or social relationships. Ostracism can make victims feel isolated and unwanted, while gossip or slander can damage their relationships with others and create an unsupportive social environment.

Physical bullying includes direct acts of violence against the victim, such as hitting, kicking or pushing. This form of bullying is often easier to recognize because it can cause visible physical harm, but the psychological impact is also significant. Victims of physical bullying often experience fear, trauma, and insecurity that can affect their emotional well-being and behavior. Physical acts of violence are not only physically damaging but can also create an atmosphere of insecurity that impacts the overall learning experience at school.

These three forms of bullying are often intertwined and can occur together, exacerbating their impact on the victim. For example, a student who experiences physical bullying may also be subjected to verbal taunts or social exclusion, creating a more damaging cumulative effect. It is therefore important to address all forms of bullying holistically, with thorough strategies for prevention and treatment in the school environment.

Theories on bullying often attribute factors such as family environment, social relationships, and school culture as the main causes of bullying behavior. Understanding these factors is crucial to effectively addressing and preventing bullying, as each factor can affect individuals and their surrounding environment in different ways.

1.1 Family Environment

The family environment is often considered one of the main factors contributing to bullying behavior. Families that experience chaos, violence, or a lack of attention and emotional support can affect the way children behave outside the home. Children who grow up in a conflicted or violent family environment may mimic the aggressive behavior they witness at home. In addition, lack of supervision and inconsistent parenting can also contribute to the development of bullying behaviors, as children may not get adequate guidance on how to interact positively with others.

1.2 Social Relationships

Factors in social relationships, such as peer group dynamics and interpersonal relationships, also play an important role in bullying. Children who feel pressured to be accepted in peer groups or who experience problems in their social relationships may engage in bullying behavior as a way to improve their social status or to feel more empowered. Social relationships filled with competition, exclusion or conflict can create an atmosphere that facilitates bullying. Conversely, positive social support and good social skills can help prevent bullying by encouraging healthy and respectful interactions.

1.3 School Culture

School culture plays an important role in influencing the prevalence and type of bullying that occurs in the school environment. Schools that have a culture that supports

inclusion, respect, and fairness tend to have lower rates of bullying compared to schools that do not emphasize these values. School policies and practices, including how bullying is addressed and how students are treated, can affect the overall atmosphere and can serve as an enabler or inhibitor of bullying behavior. Schools that actively integrate bullying prevention programs, provide training to staff, and create effective reporting mechanisms tend to have safer and more supportive environments.

1.4 Interaction between Factors

It is important to note that these factors do not stand alone, but rather interact and influence each other. For example, family dynamics can affect a child's social relationships, which in turn can affect their experiences at school. These factors are intertwined and create a complex pattern that influences bullying behavior. Therefore, an effective approach to addressing bullying must consider all of these factors holistically, with strategies that include interventions at the individual, family, and school environment levels. (Smith & Sharp, 1994).

2 Methods

This study used a qualitative approach with a survey method. Data were collected through questionnaires distributed to students, teachers, and parents at PAB 16 Private Elementary School. In addition, interviews were conducted with several related parties to get a more in-depth view of bullying. Direct observation at school was also conducted to identify situations and environments that may contribute to bullying. Data analysis was conducted by categorizing the findings from questionnaires, interviews, and observations to identify patterns and trends in bullying cases.

3 Results and Discussion

The results showed that bullying at PAB 16 Private Elementary School involves various forms, including verbal, social, and physical. The study revealed that about 40% of students reported having been victims of bullying, while 25% admitted to having engaged in bullying behavior towards others.

3.1 Bullying Verbs

This form of verbal bullying in schools includes taunts, insults and demeaning comments often delivered in front of friends or in private. Data shows that verbal bullying is one of the most common forms, with many students reporting experiencing or witnessing these acts. This behavior can cause significant emotional impact to the victim, including decreased self-esteem and anxiety.

3.2 Social Bullying

Forms of social bullying, such as ostracizing and spreading gossip, were also found to be significant in this study. Students reported frequently experiencing or engaging in actions aimed at damaging the victim's social relationships or creating social isolation. Social bullying can undermine the sense of belonging and support that is important for students' emotional well-being.

3.3 Physical Bullying

Physical forms of bullying, which include acts of violence such as hitting, kicking or pushing, were also recorded in this study. While not as prevalent as verbal and social

bullying, physical bullying remains a significant issue, with some students reporting experiencing physical violence that impacted their health and safety.

The data obtained from this study shows that bullying is a problem that involves most students, both as victims and perpetrators. About 40% of students who were victims felt depressed and uncomfortable at school, while the 25% who admitted to bullying may indicate a need for in-depth intervention into the causes of such behavior.

Effective strategies should include educational programs that focus on raising awareness about the impact of bullying, training for teachers and staff on how to detect and handle cases of bullying, as well as support for students involved in bullying behavior, both as victims and perpetrators. These efforts are essential to creating a safe and supportive school environment for all students, thereby reducing the prevalence of bullying and minimizing its negative impact on students' mental and academic health.

The most common form of bullying was verbal, followed by social and physical. Analysis of the interviews revealed that the main causes of bullying in this school included a lack of awareness about the impact of bullying, family issues, and social dynamics among students. Observation at the school showed that there was a lack of effective bullying prevention programs and training for teachers.

4 CONCLUSIONS

Bullying prevention and response at PAB 16 Private Primary School requires a comprehensive approach. It is important to raise awareness among students, teachers and parents about the negative impact of bullying. Prevention programs should include training for teachers to recognize and deal with bullying as well as educational programs for students on empathy and mutual respect. In addition, there is a need for a clear and integrated school policy on bullying and an effective reporting mechanism. Joint efforts from all parties in the school are expected to create a safe and supportive environment for children's development.

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