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Analysis of Bullying Behavior Prevention in Grade V Of SDN 17 Palu

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ABSTRACT

Bullying remains a common problem in elementary schools and may negatively affect students' psychological, social, and academic development. This study aimed to analyze the forms of bullying behavior and the school's prevention strategies among fifth-grade students at SDN 17 Palu. A qualitative descriptive approach was employed involving one principal, one fifth-grade teacher, and five students selected through purposive sampling. Data were collected through classroom observations and semi-structured interviews and analyzed using the Miles and Huberman interactive model. The findings showed that verbal bullying, particularly mocking classmates by mentioning their parents' names and giving inappropriate nicknames, was the most dominant form, while physical bullying, such as pushing and hitting, occurred less frequently and was often perceived as joking. The school addressed bullying by establishing an anti-bullying team, integrating anti-bullying education into classroom learning, conducting awareness activities, involving parents, and collaborating with the local education office. The study concludes that collaborative and continuous prevention efforts are essential for creating a safe school environment and reducing bullying among elementary school students.

1. Introduction

Elementary school is the most basic level of education in formal education in Indonesia which has an important role in the sustainability of the next educational process (Mudhoffar et al., 2026; Muntasiroh, 2019; Prihananto et al., 2024). This is in accordance with the Regulation of the Minister of National Education Number 23 of 2006 which states that basic education has the purpose of laying the foundation of intelligence, knowledge, personality, noble morals and skills to live independently, and follow further education (Arifin et al., 2024; Samori et al., 2026). A fundamental thing can be likened to a foundation, where this foundation plays an important role in supporting and supporting everything on it. Therefore,

Elementary Schools should have a role in forming a strong foundation, especially related to the nature and character of students (Furi et al., 2025; Mudhoffar et al., 2026; Muryani et al., 2023). If this foundation is not built properly, children will be easily influenced by negative things (Simatupang, 2021; Sukawati et al., 2021). The form of deviance is not only in the form of violence which is a form of aggressive behavior. In fact, things that we often view as normal behavior such as mocking, hitting, pinching, grabbing, and trapping their friends while walking are also included in the form of deviation that can be called *bullying* behavior (Agisyaputri et al., 2023; Anjelita & Utama, 2024). Basically, as an educator, the process of developing students' basic potential must be carried out optimally so as to create a conducive classroom atmosphere during the learning process, make students have good relationships, and can avoid disputes and conflicts between friends at school. So that bullying is minimal.

However, it is unfortunate that *bullying* behavior in schools is not taken seriously by teachers. Teachers think that the act of mocking, hitting, pinching, grabbing, and trampling their friends while walking is a process of student development and is usually underresponded to by the school. In fact, bullying can have a negative impact physically and psychologically on its victims (Najah et al., 2022; Theoline et al., 2026). The absence of action from the school will make *bullying* behavior at school more frequent and considered normal. The *bullying incident* encountered by researchers at SDN 17 Palu is a form of *verbal and non-verbal bullying* that is often used as a material for bullying by bullying perpetrators. Bullying can have both long-term and short-term effects. The occurrence of depression, decreased interest in doing schoolwork, and decreased interest in participating in the learning process are examples of short-term effects due to *bullying*. Meanwhile, the long-term effects can be in the form of feeling difficult in establishing good relationships with peers, and excessive anxiety when socializing with the surrounding environment.

Teachers and principals play a crucial role in preventing bullying by fostering respectful behavior and creating a safe and supportive school environment through consistent guidance and firm enforcement of school rules. Therefore, it is important to examine how bullying prevention efforts are implemented in elementary schools. Based on this background, this study aims to analyze the bullying prevention strategies implemented by the school at SDN 17 Palu in creating a safe and supportive learning environment.

2. Methodology

This study employed a qualitative descriptive approach using field research methods to analyze bullying prevention efforts among fifth-grade students at SDN 17 Palu. A qualitative descriptive approach is appropriate for exploring participants' experiences, perceptions, and social interactions in depth within their natural settings while providing a comprehensive understanding of the investigated phenomenon (Anjelita & Utama, 2024; Prihananto et al., 2024). Accordingly, this study focused on identifying the forms of bullying that occurred in the school

environment and examining the strategies implemented by the school to prevent bullying.

The research was conducted at SDN 17 Palu, Central Sulawesi, Indonesia, during the 2025/2026 academic year. The participants consisted of one school principal, one fifth-grade classroom teacher, and five fifth-grade students selected using purposive sampling. Purposive sampling was employed because it enables researchers to select participants who possess relevant knowledge and direct experience related to the phenomenon under investigation (Abdullah & Ilham, 2023). The principal was selected because of responsibility for establishing and implementing school policies concerning student welfare and bullying prevention. The classroom teacher was selected because of direct involvement in classroom management, student supervision, and the implementation of anti-bullying programs. The student participants were chosen because they had directly experienced, witnessed, or understood bullying incidents within the school environment, enabling them to provide rich and meaningful information regarding bullying behavior and prevention efforts.

Data were collected through non-participant observations and semi-structured interviews, which are widely used in qualitative research to obtain comprehensive information from multiple sources and to understand participants' perspectives in depth (Firmansyah, 2022). Classroom and school environment observations were conducted to identify interactions among students, particularly behaviors indicating verbal or physical bullying during classroom learning, recess, and other school activities. Semi-structured interviews were then conducted individually with the principal, classroom teacher, and selected students using interview guidelines designed to explore participants' experiences regarding forms of bullying, contributing factors, and school prevention strategies. Field notes were prepared throughout the observation and interview process to document contextual information that supported the interpretation of the research findings.

The credibility of the findings was enhanced through several trustworthiness techniques proposed by (Agisyaputri et al., 2023; Pakpahan et al., 2026). Source triangulation was conducted by comparing information obtained from different participants, including the principal, teacher, and students, to ensure consistency of findings. Technique triangulation was applied by comparing data obtained from classroom observations with interview results to verify the accuracy of participants' statements. Furthermore, member checking was conducted by confirming interview summaries and preliminary interpretations with several participants to ensure that the researchers accurately represented their experiences and intended meanings (Adiyono et al., 2022; Nongtji, 2026).

Data were analyzed using the interactive model developed by (Furi et al., 2025), consisting of data reduction, data display, and conclusion drawing/verification. During data reduction, interview transcripts and observation notes were organized, coded, and categorized according to recurring themes. The reduced data were subsequently presented in descriptive narratives and summary tables to facilitate interpretation. Finally, conclusions were drawn by identifying relationships among

the emerging themes and continuously verifying the findings through triangulation and repeated examination of the collected data until credible and consistent conclusions were achieved (Pania et al., 2023).

3. Results and Discussion

This section presents the findings obtained from classroom observations and semi-structured interviews conducted with the school principal, the fifth-grade classroom teacher, and selected fifth-grade students at SDN 17 Palu. The findings are organized according to the major themes that emerged from the data analysis using the Miles and Huberman interactive model. To provide a clear understanding of how the findings were generated, this section begins with an overview of the field research process, followed by the presentation of the identified forms of bullying, the school's bullying prevention strategies, and a discussion that interprets the findings in relation to relevant theories and previous studies.

Research Process in the Field

The field research was conducted at SDN 17 Palu to obtain comprehensive information regarding bullying behavior and the school's efforts to prevent it among fifth-grade students. Before collecting the main data, the researcher coordinated with the school principal to obtain permission and determine the research schedule. After obtaining approval, classroom observations and observations of the school environment were carried out to identify students' interactions during learning activities, recess, and other school routines that potentially reflected bullying behavior. The observation stage was followed by semi-structured interviews involving the school principal, the fifth-grade classroom teacher, and selected fifth-grade students. The principal was interviewed to obtain information regarding school policies and bullying prevention programs. The classroom teacher provided information concerning classroom management, students' social interactions, and the implementation of anti-bullying education during daily learning activities.

Meanwhile, student interviews explored their experiences as victims, witnesses, or individuals who had observed bullying incidents within the school environment. Throughout the data collection process, field notes were prepared to record contextual information that could not be fully captured through interviews. The collected data were analyzed using the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. During the data reduction stage, interview transcripts and observation notes were coded and grouped according to similarities in meaning. The categorized data were then organized into descriptive narratives and supporting tables to facilitate interpretation. Through this analytical process, three major themes emerged: (1) forms of bullying experienced by students, (2) factors contributing to bullying behavior, and (3) school strategies for bullying prevention. These themes served as the basis for presenting and discussing the research findings in the following sections. The analyzed data revealed several recurring forms of bullying within the school environment. To facilitate interpretation, the findings are summarized in

table 1, which presents the frequency and supporting evidence of bullying behaviors identified through observations and interviews before they are discussed in greater detail.

Table 1. Frequency of Bullying Forms Identified Through Observation and Interviews

Forms of Bullying	Observation Findings	Interview Evidence	Number of Informants Mentioning the Behavior	Category
Mocking classmates by mentioning their parents' names	Frequently observed during classroom interaction and recess	Reported by the principal, teacher, and four students	6	Verbal Bullying
Giving inappropriate nicknames or insulting peers	Frequently observed during peer interaction	Reported by the teacher and three students	4	Verbal Bullying
Pushing classmates during play	Occasionally observed during recess	Reported by the teacher and three students	4	Physical Bullying
Hitting classmates during disputes or excessive joking	Rarely observed	Reported by two students and confirmed by the teacher	3	Physical Bullying

Table 1 indicates that verbal bullying was the most frequently identified form of bullying among fifth-grade students at SDN 17 Palu. The behavior most commonly reported by participants was mocking classmates by mentioning their parents' names, followed by giving inappropriate nicknames. These verbal behaviors were consistently identified through both classroom observations and interviews with the principal, teacher, and students. In contrast, physical bullying, including pushing and hitting, occurred less frequently and was generally associated with excessive joking or conflicts during play. Nevertheless, these behaviors remain forms of bullying because they may cause physical discomfort and psychological distress to victims, particularly when repeated over time. The consistency of information obtained from multiple participants and data collection techniques strengthens the credibility of these findings and demonstrates that verbal bullying remains the predominant issue requiring immediate attention in the school environment.

Based on classroom observations and interviews with the school principal, the fifth-grade classroom teacher, and selected students, the findings indicate that bullying behavior is still evident among fifth-grade students at SDN 17 Palu. The data revealed that bullying occurred predominantly in the form of verbal bullying, particularly through mocking classmates by mentioning their parents' names, giving inappropriate nicknames, and making offensive remarks. In addition, several incidents of physical bullying, such as pushing and hitting, were also identified, although these behaviors occurred less frequently and were generally perceived by students as playful interactions or ordinary jokes. The consistency of information

obtained from observations and interviews demonstrates that verbal bullying remains the most dominant form of bullying within the school environment and continues to pose challenges to creating a safe and supportive learning atmosphere.

Forms of Bullying at SDN 17 Palu

Based on classroom observations and interviews with the school principal, the fifth-grade classroom teacher, and selected students, the findings indicate that bullying behavior is still present among fifth-grade students at SDN 17 Palu. The data reveal that bullying occurs predominantly in verbal forms, although several incidents of physical bullying were also identified. The consistency of information obtained from different participants through interviews and observations strengthens the credibility of these findings and demonstrates that bullying remains a relevant issue within the school environment. As presented in table 1, verbal bullying was the most frequently identified form of bullying. The behavior most commonly reported by participants involved mocking classmates by mentioning their parents' names, giving inappropriate nicknames, and making offensive remarks. These behaviors were repeatedly observed during classroom interactions and recess and were consistently confirmed by the school principal, classroom teacher, and student participants. Meanwhile, physical bullying, including pushing and hitting, occurred less frequently and was generally associated with excessive joking or conflicts during play.

The school principal acknowledged that bullying incidents still occurred within the school, although they were generally perceived as minor incidents. According to the principal, students frequently regarded teasing and pushing as ordinary play rather than bullying. Similarly, the classroom teacher explained that verbal bullying was more common than physical aggression and often originated from jokes among classmates. These statements were further supported by students' testimonies describing experiences of being mocked using their parents' names, being given inappropriate nicknames, and witnessing peers being pushed or hit during play activities. The convergence of information obtained from the principal, teacher, and students indicates that verbal bullying constitutes the dominant pattern of bullying behavior at SDN 17 Palu rather than isolated individual experiences.

The interview findings also reveal that verbal bullying often develops gradually from interactions initially considered harmless. Several students explained that teasing usually began as casual joking among friends but became emotionally hurtful when repeated continuously. In some situations, verbal teasing was followed by physical actions such as pushing or hitting, indicating that repeated verbal aggression may escalate into physical bullying when left unaddressed. These findings suggest that the transition from joking to bullying is often subtle, making early identification by teachers essential for preventing more serious incidents. The predominance of verbal bullying identified in this study is consistent with previous research. Previous studies have consistently shown that verbal bullying, particularly teasing and insulting peers, is the most common form of bullying in Indonesian elementary schools because it is frequently perceived as harmless social interaction (Najah et al., 2022). Students also tend to normalize verbal aggression due to its

frequent occurrence during peer interactions, thereby reducing their awareness of its psychological consequences (Mudhoffar et al., 2026). Furthermore, verbal bullying tends to occur repeatedly in classroom settings because teachers and students sometimes interpret teasing as ordinary childhood behavior rather than emotional violence requiring intervention (Simatupang, 2021).

These findings are also consistent with the theory of bullying, which defines bullying as repeated negative actions involving an imbalance of power between perpetrators and victims (Samori et al., 2026). According to Olweus, bullying includes verbal behaviors such as mocking and insulting as well as physical behaviors including pushing and hitting. The present findings demonstrate that these characteristics are evident at SDN 17 Palu, particularly in repeated teasing involving parents' names and offensive nicknames that create emotional discomfort for victims. Therefore, although some students perceive these behaviors as harmless jokes, they fulfill the essential characteristics of bullying because they are repetitive, intentional, and capable of causing psychological harm.

An important finding of this study is that many students still have difficulty distinguishing between joking and bullying. During the interviews, several participants explained that pushing, teasing, or calling friends by inappropriate names was often intended merely as entertainment and was not considered harmful. This perception reflects the developmental characteristics of elementary school children, who are still developing empathy, emotional regulation, and perspective-taking abilities. From the perspective of social development theory, children at this age tend to evaluate social interactions based on peer acceptance rather than on the emotional consequences experienced by others. Consequently, behaviors that repeatedly embarrass or hurt classmates may become normalized within peer groups when no immediate corrective feedback is provided. This finding suggests that many school-age children fail to recognize the boundary between playful interaction and bullying because repeated teasing has become socially accepted within peer culture, allowing seemingly harmless jokes to gradually develop into repeated acts of intimidation that negatively affect victims' emotional well-being (Prihananto et al., 2024; Sukawati et al., 2021).

The findings of the present study therefore indicate that the persistence of verbal bullying at SDN 17 Palu is influenced not only by students' behavior but also by limited awareness regarding the psychological impact of repeated teasing. Overall, the findings demonstrate that verbal bullying remains the predominant form of bullying among fifth-grade students at SDN 17 Palu, while physical bullying occurs less frequently but still requires attention. The consistency of evidence obtained through observations and interviews confirms that repeated teasing, offensive nicknames, pushing, and hitting are not isolated incidents but represent recurring interaction patterns within students' daily social relationships. These findings highlight the importance of strengthening students' understanding of respectful communication and reinforcing early intervention strategies to prevent seemingly harmless jokes from developing into persistent bullying behavior.

Date 1:

"If we talk about bullying, yes, there are children but the scale is small, like playing around with it even though it is included in *bullying*" (Interview with Mrs. Kartini, as the Principal of SDN 17 Palu, May 13, 2026)"

The principal's statement indicates that bullying incidents continue to occur within the school environment, although they are generally perceived as minor incidents by students. This finding suggests that behaviors such as teasing and pushing have become normalized in everyday peer interactions, making them less likely to be recognized as bullying. Although the principal described these incidents as occurring on a relatively small scale, their repeated occurrence demonstrates that bullying remains a concern requiring continuous monitoring and preventive intervention. This finding is consistent with the classroom observations, which identified recurring verbal interactions that potentially caused emotional discomfort among students.

Dates 2:

"The form of *bullying* is more of a mockery of each other, a fight against calling parents' names so it hurts each student anyway, there is also a fight of pushing like that but they say it's just a joke" (Interview with Mrs. Sukarianti, one of the teachers of SDN 17 Palu, May 13, 2026).

The classroom teacher's explanation reinforces the principal's statement by demonstrating that verbal bullying is the most frequently observed form of bullying in the classroom. According to the teacher, teasing involving parents' names and excessive joking often occur during peer interaction and may gradually develop into physical aggression, such as pushing. The consistency between the principal's and teacher's perspectives strengthens the credibility of the findings through source triangulation, indicating that verbal bullying represents a recurring pattern rather than isolated incidents.

Dates 3:

"Once at school, I was bullied by my parents at school with my classmates, it was a prank at first, suddenly I was bullied and I don't know why, I have also seen friends who were *bullied* physically, sometimes violently but rarely only sometimes" (Interview with Faiq, a student of SDN 17 Palu, May 13, 2026).

Faiq's testimony provides direct evidence that verbal bullying is experienced not only as an observer but also as a victim. His explanation demonstrates that teasing initially perceived as harmless joking can eventually become emotionally hurtful. Moreover, his observation of occasional physical bullying suggests that verbal bullying may escalate into physical aggression when repeated without teacher intervention. These findings illustrate how repeated negative interactions gradually shape an unhealthy peer culture within the classroom. In an interview, he explained:

Dates 4:

"Once, because of my parents' names, I was pushed by classmates often but just played, I have also seen friends being bullied because of the name of my parents" (Interview with Syafiq, a student of SDN 17 Palu, May 13, 2026).

Syafiq's statement further confirms that mentioning parents' names has become one of the most common triggers of verbal bullying among students. Although the pushing described by participants was frequently interpreted as playful behavior, repeated physical contact that causes discomfort should still be considered bullying. This finding indicates that students' perceptions of joking differ from the educational perspective, highlighting the need for clearer guidance regarding respectful peer interaction. In an interview, he said:

Dates 5:

"Have you ever seen *bullying*, like seeing a friend making fun of his parents' name, there is also seeing a friend who is fighting for a beating" (Interview with Munifa, Student of SDN 17 Palu, May 14, 2026).

Munifa's testimony demonstrates that bullying at SDN 17 Palu is not limited to verbal aggression but also includes minor physical violence. The coexistence of verbal teasing and physical conflict suggests that bullying behaviors are interconnected and may occur simultaneously during peer interaction. These findings reinforce the observation results presented in table 1, indicating that verbal bullying predominates but is frequently accompanied by physical actions. In the interview, he stated:

Dates 6:

"Friends themselves are bullied, mocked by their parents' names and classmates, maybe sometimes because they don't like it, sometimes suddenly they are used to pushing" (Interview with Zahra, Grade V student of SDN 17 Palu, May 14, 2026).

Zahra explained that bullying sometimes emerged without an obvious reason and was occasionally motivated by personal dislike. This finding indicates that bullying is not always initiated by conflict but may also arise from peer dynamics and social relationships within the classroom. The normalization of teasing and pushing among students suggests that many children have not yet developed sufficient awareness of the emotional consequences experienced by victims. Collectively, the interview findings demonstrate a consistent pattern across all participant groups. The principal, classroom teacher, and students identified verbal bullying as the most frequently occurring form of bullying, particularly through mocking classmates by mentioning their parents' names and giving offensive nicknames. Although physical bullying, such as pushing and hitting, occurred less frequently, these behaviors often originated from excessive joking and were therefore not always recognized as bullying by students themselves. The consistency of evidence obtained through observations and interviews confirms that verbal bullying remains the dominant issue requiring immediate attention within the school environment. The findings from classroom observations and interviews consistently indicate that verbal bullying, particularly mocking classmates by mentioning their parents' names, was

the most frequently identified form of bullying, while physical bullying, such as pushing and hitting, occurred less often. To provide a clearer overview of the identified bullying behaviors and their typical manifestations, the findings are summarized in table 2.

Table 2. Research Findings

Research Focus	Findings	Example Actions
Forms of <i>Bullying</i>	Calling with an inappropriate name	1. Calling his friend with the name of the person beyond.
	Excessive joking and physical violence	1. Joking excessively to the point of pushing each other. 2. Hitting each other.

Based on the findings that have been researched, the forms of *bullying* found at SDN 17 Palu include mocking, calling friends by their parents' names, excessive joking that turns into ridicule, to acts of mild physical violence such as pushing or hitting. The students said that ridicule often arises because of mere jokes. Jokes that were initially considered ordinary and harmless, gradually -developed into painful behaviors for the victim, especially when accompanied by a push or light blow. This condition shows that the boundary between jokes and acts of *bullying* has not been fully understood by some students. This finding indicates that bullying is characterized by repeated negative behaviors involving an imbalance of power between the perpetrator and the victim. According to Olweus, *bullying* can appear in verbal (mocking, insulting) and physical (pushing, hitting) forms, all of which are observed at SDN 17 Palu.

From the results of observations and interviews conducted by the researcher, it can be seen that SDN 17 Palu has implemented several policies to prevent *bullying*. The principal explained that the school has formed a prevention team or anti-bullying team that is tasked with supervising and overcoming bullying cases in the school environment. In addition, in each class a student representative is also appointed as a spy who helps supervise the behavior of peers, so that ridicule or acts of minor violence can be reported and dealt with immediately. The school also invites parents and students to participate in anti-bullying socialization, so that an understanding of the form, impact, and danger of *bullying* can be accepted by all parties involved in children's education. In an interview, the Principal of SDN 17 Palu conveyed the following:

Dates 7:

"If the school policy on *bullying* is the first time, we have formed an anti-bullying team, there is a committee that has been created to deal with *bullying*, so in the classroom it is also the same, so students will be appointed in the class to be spies like that. If there is an anti-bullying socialization, parents and students are also invited to participate in socialization at school so that both parents and students know that bullying is like this, and the consequences of bullying are very bad for children's psychology and children's educational development. So, the school already understands bullying, there are also *workshops* from the related education and child protection offices, education

like a morning apple, and it continues to be included about *bullying* in every learning in the classroom" (Interview with Mrs. Kartini, as the Principal of SDN 17 Palu, May 13, 2026).

From this statement, it appears that the school does not only rely on written regulations, but also translates them into real practices, such as team formation, socialization, and regular education. Schools are also open to working with the education office through workshops that discuss child protection and prevention of violence in schools. In addition, anti-bullying materials are included in classroom learning, so that students not only hear advice outside the classroom, but also learn systematically about the importance of maintaining a safe and ridiculous school environment. Apart from the principal's explanation, bullying prevention strategies were also explained by one of the teachers. In the interview, the teacher stated that:

Dates 8:

"Here there is indeed an anti-bullying team created, the team is teachers at this school as well as representatives of the students in each class. Bullying cannot be underestimated because it can have fatal consequences for children. Then we teachers every morning must have to convey education related to bullying, and we even include it in the subject as well" (Interview with Mrs. Sukarianti, one of the teachers of SDN 17 Palu, May 13, 2026).

The teacher's explanation strengthened that the school does view *bullying* as a serious problem that has the potential to harm children's psychological and academic development. The application of anti-bullying education during the morning apple and the inclusion of this material into various subjects shows systematic and sustainable prevention efforts. The presentation explained by the teachers and principals was also confirmed by Zahra, a student of grade V of SDN 17 Palu with the following presentation.

Dates 9:

"The preventive measure is usually there are rules made by the school, then usually there are also people who are told to participate in socialization as soon as they are explained about bullying every morning when they enter class" (Interview with Zahra, Grade V student of SDN 17 Palu, May 14, 2026)

The same thing was also conveyed by Munifa, a grade V student of SDN 17 Palu, who stated the steps/actions of the school to prevent *bullying* behavior by providing understanding and understanding during the subjects presented as follows.

Dates 10:

"If you come from school, usually the teacher tells you that if you can't do it because of your friends, let alone use your parents' names like that, it is also said that you should not be rude to friends, you must be good friends and you should not be enemies" (Interview with Munifa, Grade V student of SDN 17 Palu, May 14, 2026)

Munifa also explained regarding the actions of teachers who provide actions to prevent *bullying* behavior, as follows: "The rules are more about the rules of words, such as you can push or beat your friends, you can do it because of that (Interview with Munifa, Grade V student of SDN 17 Palu, May 14, 2026). According to the results of observations that have been made by researchers in the field, the strategy used is exactly what has been conveyed by several speakers. Thus, it can be concluded that SDN 17 Palu has several policies and concrete steps to prevent bullying, ranging from team formation, socialization with parents, to the integration of anti-bullying materials in daily teaching and learning activities. Based on the findings obtained from classroom observations and interviews, several bullying prevention strategies implemented by the school were consistently identified. To provide a clearer overview of these strategies, the findings are summarized in table 3.

Table 3. The Role of Teachers and Schools in Prevention Bullying at SDN 17 Palu

Research Focus	Research Results	Example Actions
Bullying Behavior Prevention Strategy by Schools	The school has set up an anti-bullying team consisting of teachers and student representatives from each class to supervise and handle <i>bullying cases</i>	1. The teacher and the student representative in the classroom monitor during breaks and class hours. 2. Representative students report friends who are often shunned or ridiculed to the homeroom teacher.
	Anti-bullying education in the morning apple	3. Every morning, teachers deliver education about the prohibition of <i>bullying</i> and the importance of maintaining safety and security at school.
	Integration of anti-bullying materials in the classroom	4. Anti-bullying materials are included in daily learning activities, so that students learn mutual respect through teaching materials.
	Anti-bullying socialization with parents	5. The school invites parents and students to participate in anti-bullying socialization, so that parents also understand the form and impact of <i>bullying</i> .
	Cooperation with the education office	6. The school participated in <i>workshops</i> and training from the education office related to child protection and prevention of violence in schools.

Table 3 shows that the role of teachers and schools at SDN 17 Palu in bullying prevention is quite systematic. Schools set up anti-bullying teams that involve teachers and student representatives to monitor and report acts of ridicule or violence. In addition, teachers provide anti-bullying education every morning and integrate this material into classroom learning, so that students not only hear the rules, but also learn mutual respect. The school also held socialization with parents and participated in *workshops* from the education office related to child protection, so that *bullying* prevention is not only the responsibility of teachers, but also involves parents and educational institutions. Thus, the role of teachers and schools can be seen in the form of team building, supervision, regular education, and cooperation with outside parties, all of which aim to create a safe and bullying-free school environment.

Based on interviews and research, there are still students who do not fully understand the form of bullying and its impact. Some students still consider teasing or mild encouragement to be playful and don't realize that such behavior can cause embarrassment, heartache, and even long-term trauma. This ignorance is in line with the *theory of bullying* presented by (Furi et al., 2025) explaining that many students blur the line between jokes and bullying, so that repeated ridicule or minor physical acts are often considered normal, when in fact they are already a form of *bullying*. at SDN 17 Palu, this condition shows that even though policies and education are already in place, it is still necessary to strengthen students' understanding through a positive approach be more contextual, interactive, and repetitive so that they truly understand the boundaries between jokes and *bullying*, as well as the negative consequences for themselves and their friends. In the prevention strategy section, it can be seen that SDN 17 Palu has taken several steps regularly, which are in accordance with the principle of prevention or prevention, namely preventing bullying before it occurs, not just dealing with it when a problem has occurred. Some of the strategies implemented include:

1. Forming an anti-bullying team consisting of teachers and student representatives from each class. This team is tasked with supervising and reporting if they see a friend who is being ridiculed or experiencing violence, so that teachers can handle it immediately.
2. Insert anti-bullying materials in classroom learning, so that students not only hear advice during morning apples, but also learn about the importance of respecting friends and not mocking.
3. Provide anti-bullying education every morning, with a simple explanation that mocking parents' names, physical or friends' backgrounds is bad behavior and is prohibited at school. Hold anti-bullying socialization with parents and students, so that parents also understand what *bullying* is and its impact on children's psyche and education.
4. Participating in *workshops* from the education office on child protection and prevention of violence in schools, so that teachers have a stronger understanding of how to handle and prevent *bullying*.

These measures demonstrate that the school not only relies on written regulations but also implements them consistently through daily educational practices. Such an

approach reflects the principles of effective bullying prevention, which emphasize the integration of supervision, education, and positive school culture to reduce bullying behavior.

4. Conclusion

This study concludes that verbal bullying remains the most common form of bullying among fifth-grade students at SDN 17 Palu, particularly through mocking classmates by mentioning their parents' names, giving inappropriate nicknames, and making offensive remarks. Although physical bullying also occurs, it is generally perceived by students as joking, indicating that many children still have difficulty distinguishing between playful interaction and bullying. The findings also show that the school has implemented various preventive strategies, including establishing an anti-bullying team, integrating anti-bullying values into classroom learning, conducting regular awareness activities, involving parents, and collaborating with the local education office to promote a safer school environment. The study successfully identified both the dominant forms of bullying and the comprehensive prevention strategies implemented by the school. However, the persistence of verbal bullying indicates that preventive efforts should be continuously strengthened through character education, empathy-based learning, and consistent collaboration among teachers, school leaders, parents, and students. These findings highlight the importance of sustainable school-wide initiatives in fostering respectful interactions and minimizing bullying behavior in elementary schools.

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