

THE IMPLEMENTATION OF A BULLYING PREVENTION SYSTEM IN JUNIOR HIGH SCHOOL

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ABSTRACT

Background	Bullying often occurs in schools in Indonesia, affecting many students and causing negative impacts on their mental health.
Purpose	The main objective of this research is to describe in detail how junior high school Darul Qur'an Al-Wafa implements a bullying prevention system in the school
Research Methodology	The study was conducted using a qualitative case study approach with data collection techniques including open and closed interviews, documentation, and observation. Data processing was done through condensation, data presentation (descriptive), and drawing conclusions. Data validity was ensured through triangulation, prolonged observation, and member checks
Result	The survey data shows that the anti-bullying system in this school is effective, with most classes falling into the "effective" category. Some classes demonstrated better supervision and monitoring, while others still require improvement. Teachers' actions in handling bullying were also quite good, with most classes showing a regular response. Although some classes still need more attention, overall, the efforts of security personnel in monitoring and the use of CCTV, as well as the actions of teachers, have been implemented well
Conclusion	This system is effective in preventing bullying and should be continued and improved
Keywords	Prevention, Bullying, School

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INTRODUCTION

Selama masa pandemi COVID-19, terjadi penurunan signifikan pada kasus bullying tradisional akibat ditutupnya sekolah dan beralihnya pembelajaran ke mode daring, yang mengurangi interaksi fisik antar siswa sebagai pemicu utama bullying (Stewart et al., 2024). Namun, setelah pembelajaran tatap muka kembali diberlakukan, kasus bullying menunjukkan peningkatan bahkan melebihi tingkat sebelum pandemi, menandakan bahwa lingkungan fisik sekolah sangat memengaruhi dinamika bullying (Patte et al., 2024). Di sisi lain, kasus cyberbullying justru tetap stabil atau meningkat selama pandemi, disebabkan oleh tingginya aktivitas daring siswa selama pembelajaran jarak jauh (Cuerdo-Mir & Doncel-Pedrerá, 2023). Kelompok tertentu, seperti laki-laki dan siswa dari ras atau etnis minoritas, mengalami tingkat cyberbullying lebih tinggi (Kennedy & Dendy, 2024). Selain itu, anak dari keluarga berpenghasilan rendah atau yang memiliki gangguan mental dan kebutuhan khusus juga lebih rentan mengalami bullying (Gao et al., 2024; Fujii et al., 2024).

Berbagai dampak psikologis dan sosial akibat bullying sangat signifikan, seperti kecemasan, depresi, hingga pemikiran untuk bunuh diri, terutama pada korban yang terus-menerus mengalami intimidasi (Han et al., 2025). Penelitian di Yunani juga menunjukkan bahwa bentuk agresi tertentu berkorelasi dengan jenis kelamin dan rendahnya prestasi akademik siswa (Bourou & Papageorgiou, 2023). Selain itu, respons stres akibat pandemi turut meningkatkan perilaku bullying, menyoroti beban psikologis besar yang ditanggung siswa selama masa tersebut (Zhang et al., 2022). Bullying juga berdampak pada kualitas tidur yang buruk, terutama ketika dimediasi oleh kecanduan ponsel, meskipun aktivitas fisik dapat menjadi faktor pelindung (Peng et al., 2025). Upaya pencegahan dilakukan melalui program seperti "FUSE" yang meningkatkan kepercayaan diri siswa untuk melaporkan bullying (O'Higgins Norman et al., 2024), serta desain lingkungan sekolah yang memperhatikan visibilitas dan pengawasan (Francis et al., 2022). Oleh karena itu, dibutuhkan kebijakan efektif dan menyeluruh dalam menangani bullying, terutama untuk kelompok rentan (de Oliveira et al., 2025).

Seorang siswa berinisial R (15), yang dirawat di Rumah Sakit Brimob, mengalami trauma akibat kekerasan fisik di sekolah (DP3AP2KB Depok, 2024). Kasus lain terjadi di Sumatera Selatan, di mana sekelompok siswi SMP menyerang teman sekelas dengan kata-kata kasar dan memaksa korban mencium kaki mereka (Wibowo, 2024). Sementara itu, RE (17), siswa SMA di Jakarta Selatan, menjadi korban bullying berupa pelecehan, kekerasan seksual, dan pemukulan selama dua hari berturut-turut (Paramahansa & Kuwado, 2024). Pencegahan bullying harus segera dilakukan untuk mencegah dampak negatif pada siswa (Rachma, 2022). Guru bimbingan konseling berperan penting sebagai agen perubahan dalam melaksanakan program anti-bullying (Gunawan, 2023). Pencegahan juga bisa melalui pendidikan keluarga, program sekolah, dukungan sebaya, dan kolaborasi komunitas untuk menciptakan budaya bebas kekerasan (Diandra, 2025). Strategi komprehensif melalui pendidikan karakter dan dukungan emosional diharapkan menciptakan lingkungan belajar aman dan kondusif (Fatimah et al., 2024).

Pencegahan bullying di sekolah dapat dimulai dengan pemetaan dan perencanaan model pendidikan yang tepat untuk meningkatkan pengetahuan siswa tentang dampak negatif bullying serta mengurangi kekerasan di lingkungan sekolah (Marhaely et al., 2024). Metode yang digunakan meliputi ceramah, tanya jawab, diskusi, demonstrasi, dan pendampingan, yang terbukti berhasil meningkatkan pemahaman siswa dan menumbuhkan sikap preventif di masyarakat (Najwa et al., 2023). Bullying verbal seperti mengejek bentuk tubuh dan penggunaan kata-kata kasar seringkali dipicu oleh kurangnya pengawasan orang tua serta minimnya dukungan teman sebaya, sementara kepala sekolah berperan penting dalam menjalankan strategi pencegahan dan edukasi (Prasetio & Fanreza, 2023). Pencegahan dan antisipasi bullying ini sangat penting agar anak dapat memahami bullying dan mengetahui tindakan yang harus diambil jika mengalaminya di sekolah (Sari et al., 2024). Selain itu, model Knowledge-Attitude-Practice yang diterapkan di China dengan berbagai intervensi edukatif terbukti meningkatkan kesadaran dan mengurangi bullying (Peng et al., 2022).

Teknik konseling kelompok dengan role-play terbukti efektif dalam mencegah bullying verbal, dengan validasi ahli dan hasil lapangan yang positif (Rahmawati & Setiyowati, 2023). Model Positive Behavioral Interventions and Supports (PBIS), yang melatih staf sekolah memberikan penguatan positif, telah diterapkan luas di AS dan berhasil mengurangi bullying melalui peningkatan iklim sekolah dan perilaku siswa (Ostrander et al., 2018). Program "Bullying&You" di Jerman menggunakan pendekatan intervensi campuran dengan pemantauan berkelanjutan untuk mengurangi bullying serta meningkatkan kesehatan mental (Jantzer et al., 2025). Komponen utama program sukses meliputi pembelajaran sosial dan emosional, seperti program Olweus dan KiVa, yang efektif mengurangi bullying dan memperbaiki iklim sekolah (Shetgiri et al., 2015; Hong et al., 2018). Selain itu, keterlibatan orang tua dalam upaya pencegahan dan peningkatan hubungan orang tua-anak sangat penting untuk keberhasilan program (Washington-Nortey et al., 2025).

Sistem anti-bullying di SMP Darul Qur'an Al-Wafa memiliki peran penting dalam menciptakan lingkungan belajar yang aman dan positif dengan tujuan mengurangi kejadian bullying serta menanamkan nilai empati, kebersamaan, dan saling menghormati. Namun, implementasinya menghadapi tantangan seperti rendahnya kesadaran, pemahaman, dan keterbatasan sumber daya. Keberhasilan pencegahan bullying sangat bergantung pada keterlibatan aktif seluruh komunitas, termasuk siswa, guru, orang tua, dan pengelola pesantren. Strategi yang terencana dan kolaborasi antar pihak pesantren sangat diperlukan, terutama dalam peningkatan kapasitas guru untuk mengidentifikasi dan menangani kasus bullying. Integrasi kurikulum pendidikan karakter dan nilai agama juga penting untuk menumbuhkan empati, kasih sayang, dan keadilan pada siswa. Penelitian ini merupakan langkah awal yang perlu dilanjutkan dengan evaluasi efektivitas strategi dan pengembangan kebijakan komprehensif agar SMP Darul Qur'an Al-Wafa dapat menjadi model pencegahan bullying yang dapat diadopsi institusi lain (Simatupang & Faisal, 2021).

Penelitian ini mengisi gap terkait kurangnya kajian mendalam mengenai implementasi sistem anti-bullying berbasis pesantren, khususnya di SMP Darul Qur'an Al-Wafa yang menghadapi tantangan rendahnya kesadaran, pemahaman, dan keterbatasan sumber daya. *Novelty* dari penelitian ini terletak pada pendekatannya yang menggabungkan nilai-nilai pendidikan karakter dan agama Islam dalam pencegahan bullying berbasis komunitas sekolah. Tujuannya adalah menggambarkan sistem anti-bullying yang diterapkan serta menganalisis peran pendidik dan petugas keamanan dalam mencegah bullying. Dampaknya, penelitian ini diharapkan meningkatkan kesadaran kolektif dan peran aktif semua pihak, menjadi dasar perbaikan kebijakan, serta mendorong integrasi pendidikan karakter yang efektif dan menyeluruh. Dengan demikian, SMP Darul Qur'an Al-Wafa dapat menjadi model pencegahan bullying yang layak diadopsi oleh lembaga pendidikan lain (Cahyani & Widodo, 2022).

RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design. A case study was chosen because this research focuses on a specific phenomenon in the context of a particular school, namely junior high school Darul Qur'an Al-Wafa. In data collection, the researcher uses various techniques, including open and closed interviews, direct observation, and documentation. Open interviews are conducted with relevant parties such as the school principal, educators, security personnel, and students who have experienced or been involved in bullying. Closed interviews are conducted using closed questionnaires (without names) to obtain more systematic information from 20 students using a Likert scale as a reference for filling out the questionnaire. Observation is carried out in the school environment to observe interactions between students, teachers, and security personnel, as well as to monitor the effectiveness of the system being applied. Documentation in the form of notes or reports related to the anti-bullying policies implemented at the school, as well as procedures used in handling bullying cases, is also collected.

The data processing in this study is done through the stages of condensation, presentation, and conclusion drawing. Data condensation is done by selecting and focusing on information relevant to the bullying prevention system. Irrelevant data is filtered to facilitate analysis. After that, data presentation is carried out in the form of descriptive narratives or tables, making the findings easier to understand and analyze. Conclusion drawing is done by finding patterns and relationships from the collected data, which helps evaluate the effectiveness of bullying policies and the roles of educators and security personnel. To ensure the validity of the data, the researcher uses triangulation, prolonged observation, and member checking techniques. Triangulation compares data from various sources to verify the truth of the information. Prolonged observation is conducted to gain a deeper understanding of the bullying system phenomenon in the school, while member checking is used to confirm the findings with respondents to ensure the accuracy of the data, particularly the questionnaires used in this study.

RESULT AND DISCUSSION

Anti-Bullying System at Junior High School Darul Qur'an Al-Wafa

The factors causing bullying include both internal factors within children and external factors such as family, school, community, and peer groups (Abdullah & Ilham, 2023). Junior High School Darul Qur'an Al-Wafa has successfully implemented an effective anti-bullying policy, creating a safe environment that supports the learning process for the students. According to the school principal, the system implemented includes a comprehensive set of strategic measures, including:

1. **Intensification of Student Activities.** The intensification of student activities, including education, sports, and extracurricular activities, has proven effective in reducing the chances of bullying. These positive activities channel the students' energy into more beneficial directions, although continuous monitoring is still necessary to prevent fatigue that could affect their well-being. Extracurricular programs and activities involving all students also play an important role in strengthening relationships among students, reducing the potential for bullying. Students adhere to this policy by refraining from bullying and trying to report any bullying they witness or become aware of.
2. **Collaboration in Supervision among Musyrif.** Solid coordination among musyrif (supervisors) ensures that the supervision and guidance system runs effectively. Regular meetings are held to evaluate bullying prevention measures and make them more effective. Technology is also used by installing CCTV in strategic locations, supporting intensive monitoring and providing visual evidence to handle bullying incidents while also acting as a deterrent for perpetrators. Students receive information about bullying, including its definition, forms, perpetrators, victims, consequences, and ways to overcome it, and commit to stopping and fighting bullying to foster empathy among students (Agustina et al., 2022).
3. **Use of CCTV.** The presence of CCTV in strategic locations also supports surveillance, allowing musyrif to handle bullying incidents or potential conflicts promptly. Additionally, the pesantren regularly educates students about the dangers of bullying and the importance of mutual respect. Religious values that teach positive behavior and respect for one another are also integrated as part of the character-building process for students. Regular group discussions and activities help strengthen the bond between students, create a more harmonious environment, and prevent bullying. CCTV documentation also functions as part of the effort to create a safe and conducive environment. With consistent supervision, a personalized approach, and good coordination between musyrif and teachers, the pesantren creates a harmonious atmosphere, reducing potential conflicts, and supporting students to interact respectfully and appreciatively.

4. Monitoring by Musyrif in the Pesantren. The dormitory environment at the Pondok Pesantren plays a crucial role in preventing bullying at junior high school Darul Qur'an Al-Wafa Bogor. The general musyrif and room musyrif, through their intensive interaction with the students who live together in the same area, require effective supervision to ensure that bullying does not occur. The general musyrif is responsible for overseeing all areas of the pesantren, such as classrooms, courtyards, and mosques, and taking action if suspicious behavior is observed. Meanwhile, the room musyrif focuses on supervision within the students' dormitory rooms, ensuring they feel safe and comfortable, and listening to complaints that may lead to bullying. The school takes preventive measures such as socialization and lectures, as well as curative efforts through guidance for perpetrators, support for victims, and persuasive approaches to both parties (Marasaoly & Umra, 2022).

To assess the effectiveness of the anti-bullying system at junior high school Darul Qur'an Al-Wafa, the researcher distributed questionnaires to 20 students randomly to determine how effective the system is. The following data was obtained:

Table 1: Results of Anti-Bullying System Questionnaire Collection at the School

No.	Class	Indicator				Average
		Compacting Student Activities Effectively Reduce Bullying	Supervision by Musyrif Effectively Reduce Bullying	CCTV Monitoring Effectively Reduces Bullying	Monitoring by Musyrif Effectively Reduce Bullying	
1	Class VII 1	3	4	4	3	3.5
2	Class VII 2	4	3	4	4	3.75
3	Class VII 3	2	3	3	2	2.5
4	Class VII 4	3	4	3	3	3.25
5	Class VII 5	4	5	5	4	4.5
6	Class VII 6	3	3	3	3	3.0
7	Class VIII 1	4	4	4	4	4.0
8	Class VIII 2	5	4	5	5	4.75
9	Class VIII 3	3	4	4	3	3.5
10	Class VIII 4	3	3	3	3	3.0
11	Class VIII 5	4	4	4	4	4.0
12	Class VIII 6	3	4	4	3	3.5
13	Class IX 1	4	4	4	5	4.25
14	Class IX 2	4	3	4	3	3.5
15	Class IX 3	5	5	5	4	4.75
16	Class IX 4	4	4	4	4	4.0
17	Class IX 5	3	4	3	4	3.5
18	Class IX 6	3	3	4	3	3.25
19	Class IX 7	4	5	4	4	4.25
20	Class IX 8	3	4	3	4	3.5
Average Total						3.6

Instructions for filling out: 1 (very ineffective), 2 (ineffective), 3 (fairly effective), 4 (effective), 5 (very effective). Decision making: if the average score is 0.1 - 1.0 (very ineffective), 1.1 - 2.0 (ineffective), 2.1 - 3.0 (fairly effective), 3.1 - 4.0 (effective), 4.1 - 5.0 (very effective). Based on the data collection from the anti-bullying system questionnaire, the average total score was 3.6, indicating that the efforts to reduce bullying at this school can be considered effective. The average scores obtained for each class vary, ranging from 2.5 to 4.75. Classes with higher effectiveness, such as Class VII 5 (4.5) and Class VIII 2 (4.75), showed better ratings in supervision and monitoring indicators, which play an important role in bullying prevention efforts. This suggests that the supervision actions taken in these classes are well implemented. However, there are classes with lower scores, such as Class VII 3 (2.5), indicating that some indicators need improvement to enhance the effectiveness of the anti-bullying system. Nevertheless, most classes fall into the "effective" category, with average scores ranging

from 3.1 to 4.0, reflecting that the school's efforts to reduce bullying have been fairly successful. Going forward, focusing on improving indicators that are still weak in certain classes can further increase the overall effectiveness of the anti-bullying system.

The Role of Teachers in the Anti-Bullying System at Junior High School Darul Qur'an Al-Wafa

Junior high school Darul Qur'an Al-Wafa Bogor has a systematic approach to identifying and addressing bullying cases. Teachers and class advisors at junior high school Darul Qur'an Al-Wafa often detect bullying through changes in students' behavior, such as becoming quieter or showing different behaviors. In addition, information about bullying is also obtained through reports from peers or musyrif (supervisors). Teachers strive to recognize students who may potentially be victims or perpetrators of bullying early on so that preventive measures can be taken. The role of teachers in bullying prevention is carried out through group guidance, individual counseling, semester-end and semester-start guidance, and collaboration with parents to advise students and monitor their behavior (Firmansyah, 2021).

Teachers regularly advise students about the dangers of bullying and emphasize that such behavior is against Islamic teachings. Good coordination between teachers, class advisors, and musyrif is also key in ensuring that bullying prevention measures are effectively implemented. This routine coordination has proven effective in handling bullying issues at the pesantren. The impact of the teachers' role includes the creation of a positive school culture, student awareness about the consequences of behavior, changes in behavior, increased bullying reporting, and improved collaboration between the school and parents. Thus, this research emphasizes the importance of supporting teachers in bullying prevention and integrating bullying prevention education into teacher training programs (Choiriyah et al., 2024).

Collaboration between educators at junior high school Darul Qur'an Al-Wafa and musyrif at the pesantren plays an important role in creating a safe environment and supporting the development of students' character. Through early identification of changes in students' attitudes and good coordination, the learning environment at junior high school Darul Qur'an Al-Wafa becomes more conducive, comfortable, and safe for all students. Teachers play a varied role, including the application of character education, offering advice, providing group and individual guidance, and taking firm actions in addressing bullying to create a safe learning environment in the school (Aldama et al., 2024).

To strengthen relationships among students and prevent conflicts, the pesantren often holds discussion sessions and group activities with junior high school Darul Qur'an Al-Wafa. Through these activities, potential conflicts can be detected early, so preventive measures can be taken to prevent the escalation of bullying. A personal approach with students is also applied, with musyrif listening to complaints and providing advice. Coordination between musyrif and teachers or class advisors is crucial for monitoring students' progress and taking swift and appropriate actions. Teachers play a role in preventing and addressing bullying by observing students' behavior, offering advice, giving warnings, calling parents, and resolving issues according to existing regulations (Harahap & Toni, 2023).

To assess the effectiveness of teachers' roles in addressing bullying at junior high school Darul Qur'an Al-Wafa, the researcher conducted closed interviews by distributing questionnaires to 20 randomly selected students. The following data was obtained:

Table 2: Results of Anti-Bullying System Questionnaire Collection at the School

No.	Class	Indicator				Average
		Teacher advises students not to bully	Teacher listens to complaints from bullying students	Teacher holds discussions to address bullying	Teacher coordinates with the pesantren to address bullying	
1	Kelas VII 1	3	4	4	3	3.5
2	Kelas VII 2	4	3	4	4	3.75
3	Kelas VII 3	2	3	3	2	2.5

4	Kelas VII 4	3	4	3	3	3.25
5	Kelas VII 5	5	5	5	4	4.75
6	Kelas VII 6	4	3	4	4	3.75
7	Kelas VIII 1	4	4	4	5	4.25
8	Kelas VIII 2	5	4	5	5	4.75
9	Kelas VIII 3	3	3	3	3	3.0
10	Kelas VIII 4	4	4	4	3	3.75
11	Kelas VIII 5	3	5	4	4	4.0
12	Kelas VIII 6	3	4	4	3	3.5
13	Kelas IX 1	4	4	4	5	4.25
14	Kelas IX 2	4	3	4	3	3.5
15	Kelas IX 3	5	5	5	5	5.0
16	Kelas IX 4	4	4	4	4	4.0
17	Kelas IX 5	3	4	3	4	3.5
18	Kelas IX 6	4	5	4	4	4.5
19	Kelas IX 7	3	3	4	3	3.25
20	Kelas IX 8	3	4	3	4	3.5
Average Total						3.7

Instructions for filling out: 1 (very rarely), 2 (rarely), 3 (fairly often), 4 (often), 5 (very often). Decision-making criteria: if the average is 0.1 - 1.0 (very rarely), 1.1 - 2.0 (rarely), 2.1 - 3.0 (fairly often), 3.1 - 4.0 (often), 4.1 - 5.0 (very often). Based on the questionnaire results, the overall average score of 3.7 indicates that teachers are taking actions to address bullying with a fairly high frequency. Actions such as advising students, listening to complaints, holding discussions, and coordinating with the pesantren are being carried out regularly, with the average score for most classes falling between 3 (fairly often) and 4 (often). This indicates that teachers consistently address bullying issues at the school. However, there are variations in implementation across different classes. Some classes, such as Class IX 3, received the highest score (5.0), showing that teachers take very frequent actions to address bullying. However, there are classes with lower scores, such as Class VII 3 (2.5), indicating room for improvement in the frequency of bullying interventions. Overall, the results suggest that teachers are fairly active in implementing the anti-bullying system, but some classes still need more attention to make the efforts more consistent and effective across all classes.

The Role of Security Personnel in Bullying Prevention at Junior High School Darul Qur'an Al-Wafa

Security personnel at junior high school Darul Qur'an Al-Wafa Bogor revealed that efforts to address bullying are carried out through several measures, including routine patrols across the pesantren area. However, the existing detection system is reactive, responding only to reports from students, teachers, or musyirif (supervisors). Currently, there are no specific procedures for bullying prevention, and although security personnel try to document incidents, there is no formal system to ensure that all cases are properly recorded. The training received by security personnel is also general, without specific modules that address bullying prevention or handling. Routine patrols by security personnel at junior high school Darul Qur'an Al-Wafa help maintain general security, as documented in CCTV footage. However, due to the reactive nature of the patrols, there is a risk that bullying incidents may not be addressed promptly or effectively. Therefore, there is a need for the development of more proactive protocols and specialized training focused on bullying prevention and early detection.

To assess the effectiveness of the security personnel's role in addressing bullying at JUNIOR HIGH SCHOOL Darul Qur'an Al-Wafa, the researcher conducted closed interviews by distributing questionnaires to 20 randomly selected students. The data collected is as follows:

Table 3: Results of Anti-Bullying System Questionnaire Collection at the School

No.	Class	Indicator	Average
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		Security often patrols the school	Security monitors CCTV to prevent bullying	
1	Kelas VII 1	4	3	3.5
2	Kelas VII 2	2	4	3.0
3	Kelas VII 3	3	3	3.0
4	Kelas VII 4	5	4	4.5
5	Kelas VII 5	3	2	2.5
6	Kelas VII 6	4	4	4.0
7	Kelas VIII 1	4	5	4.5
8	Kelas VIII 2	2	3	2.5
9	Kelas VIII 3	3	3	3.0
10	Kelas VIII 4	5	4	4.5
11	Kelas VIII 5	4	2	3.0
12	Kelas VIII 6	3	5	4.0
13	Kelas IX 1	5	5	5.0
14	Kelas IX 2	4	3	3.5
15	Kelas IX 3	3	4	3.5
16	Kelas IX 4	5	4	4.5
17	Kelas IX 5	3	3	3.0
18	Kelas IX 6	4	5	4.5
19	Kelas IX 7	3	4	3.5
20	Kelas IX 8	5	4	4.5
		Average Total		3.5

Instructions for filling out: 1 (very rarely), 2 (rarely), 3 (fairly often), 4 (often), 5 (very often). Decision-making criteria: if the average is 0.1 - 1.0 (very rarely), 1.1 - 2.0 (rarely), 2.1 - 3.0 (fairly often), 3.1 - 4.0 (often), 4.1 - 5.0 (very often). The results of the anti-bullying system questionnaire show that most classes have an average score between 2.5 and 4.5, reflecting a relatively high frequency of security patrols and CCTV monitoring. With an overall average of 3.5, most classes fall within the "often" category according to the filling guidelines, indicating that monitoring is conducted regularly. Classes such as VII 4, VIII 1, IX 1, and IX 4, which received an average of 4.5, show that surveillance actions are carried out very frequently in these classes, which can help prevent potential bullying. However, some classes such as VII 5 and VIII 2 recorded a score of 2.5, indicating that surveillance frequency in these classes needs to be increased. Nonetheless, overall, the school's monitoring system has proven effective in preventing bullying and ensuring student safety. Efforts such as security patrols and CCTV monitoring play an important role in creating a safer environment, but some classes still require more attention to ensure more consistent and widespread surveillance.

CONCLUSION

Based on the data collected through the questionnaire regarding the school's anti-bullying system, it can be concluded that the efforts to reduce bullying at this school are quite effective, with an overall average of 3.6. This average indicates that, overall, the monitoring and supervision actions taken by the school, both by security personnel and teachers, are working well. Classes such as Class VII 5 and Class VIII 2 show higher scores (4.5 to 4.75), meaning the anti-bullying efforts are being implemented very effectively. However, some classes, such as Class VII 3 with a score of 2.5, indicate that some aspects still need more attention to improve their effectiveness. In addition, the questionnaire results regarding teachers' actions in addressing bullying show an overall average score of 3.7, which also reflects a high frequency of teachers' efforts in handling bullying, such as advising students, listening to complaints, and holding discussions. Class IX 3 with a score of 5.0 indicates that teachers are very frequently addressing bullying, while classes with lower scores like Class VII 3 still need more attention. Overall, although there are some classes that require improvement, the anti-bullying system at this school can be said to be effective and should be continued and enhanced to create a safer and

more comfortable school environment. Some strategies to create anti-bullying policies include the active role of the school in prevention, implementing a Child-Friendly School (Sekolah Ramah Anak), and training human resources in collaboration with external parties (Widyaningtyas & Mustofa, 2023). Future research could explore factors that influence the effectiveness of bullying interventions in the classroom, such as student composition and teacher-student relationships. Furthermore, it is important to evaluate the impact of more intensive monitoring, such as security patrols and CCTV, in reducing bullying incidents. Research could also examine the role of collaboration between teachers, students, and parents in strengthening the anti-bullying system to improve the overall success of the program at the school.

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AUTHORS' CONTRIBUTION

- Author 1 : Conceptualizer, Data Collector
Author 2 : Conceptualizer, Data Collector, Report Writer
Author 3 : Research Methodology, Administration, Data Validation
Author 4 : Research Methodology, Translator

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