

Bullying Prevention Strategy at State Senior High School 5 Surakarta: The Role of Peer Educators, Parent Involvement, and Cooperation with External Parties

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Abstract

Bullying among students is one of the serious problems that negatively impacts students' emotional health, social relationships, and academic achievement, and its impact is not only felt by the victim physically and emotionally but also affects the learning atmosphere. This study aims to analyze the implementation of anti-bullying policies in State Senior High School 5 Surakarta, focusing on the role of peer educators, parental involvement, and cooperation with external parties. The method used in this study is qualitative with a case study approach and is located at State Senior High School 5 Surakarta. Data was collected through in-depth interviews and observations. The results of this study show that State Senior High School 5 Surakarta has implemented programs in bullying prevention, including through: (1) the role of peer educators in bullying prevention; (2) parental involvement; and (3) cooperation with external parties. The findings of this study demonstrate that peer educators play a crucial role in preventing and overcoming bullying behavior in the school environment. Furthermore, parental involvement and cooperation with DP3AP2KB significantly strengthen efforts to stop it.

Keywords: bullying, peer educator, anti-bullying policy

Abstrak

Bullying di kalangan siswa merupakan salah satu masalah serius yang berdampak negatif pada kesehatan emosional, hubungan sosial, dan prestasi akademik siswa, dan dampaknya tidak hanya dirasakan oleh korban secara fisik dan emosional, tetapi juga mempengaruhi suasana belajar. Penelitian ini bertujuan untuk menganalisis implementasi kebijakan anti bullying di State Senior High School 5 Surakarta, dengan fokus pada peran pendidik sebaya, keterlibatan orang tua, dan kerja sama dengan pihak eksternal. Metode yang digunakan dalam penelitian ini bersifat kualitatif dengan pendekatan studi kasus dan berlokasi di State Senior High School 5 Surakarta. Data dikumpulkan melalui wawancara dan observasi mendalam. Hasil penelitian ini menunjukkan bahwa State Senior High School 5 Surakarta telah melaksanakan program pencegahan bullying, antara lain melalui: (1) peran pendidik sebaya dalam pencegahan bullying; (2) keterlibatan orang tua; dan (3) kerja sama dengan pihak eksternal. Temuan penelitian ini menunjukkan bahwa pendidik sebaya memainkan peran penting dalam mencegah dan mengatasi perilaku bullying di lingkungan sekolah. Selain itu, keterlibatan dan kerja sama orang tua dengan DP3AP2KB secara signifikan memperkuat upaya untuk menghentikannya.

Kata kunci: bullying, peer educator, anti-bullying

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INTRODUCTION

Bullying is not a new thing that we encounter, but it still needs to be realized and addressed. Bullying is one of the disturbing problems, not only at the age level of children but also adults, and it needs to get special attention (Ramadhanti & Hidayat, 2022). Bullying knows no age, education, or gender restrictions, and is often considered a joke, even though it can hurt verbally or physically. Francis et al (2022) Adolescents aged 12 to 18 years have an average bullying prevalence rate of 35%, with 15% of them engaging in bullying activities in person (face-to-face) and through cyberspace. Bullying is an aggressive act Khanifah & Harianto (2024), which is done intentionally with the aim of physically or psychologically disturbing others (Muhopilah & Tentama, 2019). Bullying is not just a spontaneous act, but a repeated, systematic, and often planned act to oppress the victim (Pratiwi, 2024). By referring to data from the Indonesian Child Protection Committee (KPAI) in 2024, child abuse cases are currently still at a relatively high level (Saleh, 2024). Bullying is a serious problem that has a negative impact on students at various levels of education (Gunawan & Kusnita, 2023). Bullying is a serious problem and is commonly encountered in groups of children and adolescents around the world, including in Indonesia (Ulfatun et al., 2021). In Indonesia, there are still many cases of indifference to children's rights that trigger various problems. Because children's physical, mental, and social growth and development need to be well maintained, as their existence must be protected to ensure optimal growth and development in a safe and supportive environment. For this reason, the government stipulates legal regulations regarding the maintenance of children's rights, in accordance with Article 52 of Law Number 39 of 1999, which states that every child is obliged to receive protection from parents, society and the state.

Schools are a place for children to interact with peers, where schools must create an environment that is safe, supportive, and allows for positive development for each learner (Setiawan & Saputra, 2024). The realization of anti-bullying schools is a shared responsibility of the entire school community, especially teachers, education staff, and students (Ulfatun et al., 2021). Therefore, bullying prevention strategies do not only involve the school, but also require collaboration between various elements, including peers, parents, and external parties such as institutions or communities that care for others. Teachers need to develop their skills and knowledge to provide adequate education on an ongoing basis (Sulisworo et al., 2024). Teachers play an essential role in building positive relationships between students and also between students and the school environment (Widiyaningsih & Narimo, 2023). In addition, peer factors, social media, and social environment have a significant influence on bullying behavior in early adolescence, where interactions with peers can reinforce or reduce bullying behaviors (Bulu et al., 2019). According to sari & gusdiansyah (2019) the role of peers is very significant in shaping a person's behaviour, including in bullying actions.

Children's education is a shared responsibility carried out by parents and schools Faridhatul Anawaty (2022), where harmonious and sustainable collaboration between the two is the main foundation in supporting children's development holistically, covering academic, social, and emotional aspects. Parents, as educators first and foremost, have a crucial role in instilling the basic, ethical, and moral values that will be the foundation of a child's character (Rouf, 2023), while schools play a role in strengthening the formal learning process, developing social skills, and equipping children with the knowledge and competencies needed to face future challenges (Riset & Universal, 2025). Therefore, solid collaboration between parents and schools is not only important, but essential in creating



a conducive, safe, comfortable, and free learning environment from all forms of bullying, so that every child can grow and develop optimally according to their potential.

Previous research conducted by Idris et al (2024). Efforts to tackle bullying among students require a holistic and integrated approach through the implementation of clear anti-bullying policies. From existing research, this study aims to analyze the implementation of anti-bullying policies in State Senior High School 5 Surakarta, focusing on the role of Peer Educator, parental involvement, and cooperation with external parties.

RESEARCH METHODS

The method used in this study is to use a qualitative method with a case study approach. This research method was chosen because it was able to explain or obtain information related to bullying prevention strategies implemented at State Senior High School 5 Surakarta. This research was conducted at State Senior High School 5 Surakarta, where the school formed a peer educator program involving students as part of its efforts to prevent bullying. Data collection techniques involved detailed interviews and observations conducted throughout November 2024. Interviews were conducted to:

Table 1.

Research Informant Data

Informant/Resource Person	Information
Informant 1	Deputy principal for student affairs
Informant 2	BK Teacher (Guidance and Counseling)
Informant 3	Chief executive of the Child-Friendly School team of State Senior High School 5 Surakarta
Informant 4	Students as the chair of peer educators
Informant 5	Students are members of the peer educator chair

The selection of informants was carried out using the purposive sampling method, which was based on the following considerations:

1. The election of the vice principal is based on his or her strategic role in the student management program.
2. BK teachers are companions who handle various student problems, both academic, social, and personal.
3. The chief executive of the Child-Friendly School team of State Senior High School 5 Surakarta, as the leader, handles and directs the team in carrying out activities that support the realization of Child-Friendly Schools.
4. Students who actively participate in the peer educator team are considered capable of gaining direct experience perspectives.

The research subjects were selected to provide a comprehensive understanding of the strategies implemented by State Senior High School 5 Surakarta in preventing bullying. To ensure the validity of the data, the researcher triangulated the sources by comparing information obtained from the vice principal for student affairs, Guidance and Counseling (BK) teachers, the chief executive of the Child-Friendly School (SRA) and two student representatives from the chairman and peer educator members of State Senior High School 5 Surakarta. The goal is to ensure that the data collected is consistent and trustworthy. After the data is collected, the analysis is carried out by classifying the data



through data reduction, data presentation, and verifying the validity of the data by triangulating the sources and concluding.

RESULTS AND DISCUSSION

Based on an in-depth analysis of the data obtained through a series of direct observations, in-depth interviews with various related parties, it was revealed that State Senior High School 5 Surakarta has taken proactive steps in efforts to prevent bullying by forming a special team consisting of selected students, called peer educators, in addition to other prevention also carried out through the involvement of parents, and also cooperation with external parties. This EER educator plays a crucial role in educating students, providing support, and serving as a liaison between students and the school in addressing bullying issues. Schools have a major role in preventing and handling bullying cases, this is obtained from the results of the following interviews:

" State Senior High School 5 Surakarta has not received a report related to a serious bullying case. Even so, once the school continues to make efforts to prevent bullying, one of which is by forming a peer educator team" (Informant 1, deputy principal for student affairs).

The results of the statement from informant 1 show that the school has never received a report related to bullying cases that lead to serious consequences, even though the school remains active in efforts to prevent bullying by forming a peer educator team, to improve the implementation of children's participation in Child-Friendly Schools. Another statement was also submitted by informant 3.

"The selection of the peer educator team is carried out by each class choosing two students to be used as representatives to form management. There are no special criteria for a peer educator team; this team has communication skills, is able to interact, has empathy for friends and cares about the environment. This team was formed on the recommendation of homeroom teachers and classmates" (Informant 3, Chief Executive of the Child-Friendly School team of State Senior High School 5 Surakarta).

According to the information provided by informant 3, the school established a peer educator team to reduce bullying. Given the high likelihood of bullying among close students, the team was formed by appointing two representatives from each class to mediate conflicts. The peer educator team was formed through the selection of two students from each class as representatives. Furthermore, representatives of this class were formed by team management. The choice of peer educators is based on the recommendations of the homeroom teacher and his friends. Those who are selected usually have advantages in communication, are able to interact with anyone, have empathy, and care for the environment.

Peer educators play an important role in efforts to anticipate bullying among their peers. The results of the interview with the informant will be explained in more detail as follows.

"If there are friends who mock each other and lead to verbal bullying, the peer educator team tries to divert to other topics of conversation so that the incident does not continue" (Informant 4, the head of peer educator).

Another statement was also delivered by informant 5.



"As a member of the peer educator team, I try to tell stories from friends who indirectly experience verbal bullying in this way as a solution to solve a problem, and this activity is one of the efforts that is often made so that the classroom atmosphere returns to normal. If there is a friend who confides, I listen attentively and provide the best solution so that they can accept it, using words that are easy for them to understand so that the message I convey can be accepted and understood" (Informant 5, member of peer educator).

From what was conveyed by informants 4 and 5, implementing one of the efforts in preventing bullying can then serve as an example to classmates to be more careful in their speech. Peer educators strive to be reliable and trusted friends, sharing stories and finding solutions to problems through tangible actions, such as providing emotional support and sharing knowledge with their peers.

As part of its commitment to creating a safe and conducive school environment, the school relies not only on a team of peer educators but also establishes a close partnership with students' parents through a parenting group. This partnership aims to build synergy between schools and families in combating bullying. As stated by informant 3,:

"Schools collaborate with parents through the formation of parenting groups to provide information about school activities and child development. In the event of a bullying case, the school prioritises approaches, coaching, and mutual agreement to solve problems and stop the chain of bullying, rather than applying special sanctions. Victims and perpetrators of bullying will receive support through counseling and consultation that is carried out periodically" (Informant 2, guidance and counseling teacher).

The school of State Senior High School 5 Surakarta involves the role of parents in preventing bullying. School supervision is limited to school time, and then the role of parents is needed to form good parenting. One of the efforts is for schools to form communication forums or parenting groups in all classes and levels. The purpose of communication between schools and parents is to provide parents with the right to information about school activities and the development of their children, both personally, academically, and socially, within the school environment. In addition, in handling bullying cases, State Senior High School 5 Surakarta does not impose special sanctions.

On the other hand, schools prefer an approach that focuses more on construction and problem-solving. Schools are more focused on coaching and mutual agreement to solve problems and prevent the recurrence of bullying acts. Victims or perpetrators of bullying will be supported through counseling and periodic consultations. The main goal of this approach is to address the bullying problem as a whole and prevent the recurrence of the behavior in the future.

State Senior High School 5 Surakarta has established a strong cooperation network with various external parties, including Population Control and Family Planning (DP3AP2KB), as part of a comprehensive effort to prevent bullying. This collaboration not only involves elements of school leadership, but also embraces all school residents, including students, teachers, and staff, which is further emphasized through the results of interviews from informant 1, who stated that:



"The school collaborates with DP3AP2KB in preventing bullying through training provided for the peer educator team and socialization for school residents" (Informant 1, deputy principal for student affairs).

The same thing was also conveyed by informant 3.

"The school also collaborates with external parties, one of which is with DP3AP2KB, which organizes socialization for school residents and training for peer educators such as, increasing the capacity of peer counselors to prevent child smokers in child-friendly education units, socialization of prevention of violence against children in educational units through the formation of peer educators, recognizing bullying, consequences, prevention and how to overcome it, and educational seminars on *pertisipaiku* for my school" (Informant 3, The chief executive of the Child-Friendly School team of State Senior High School 5 Surakarta).

As a form of effort to prevent bullying, State Senior High School 5 Surakarta plays an active role in establishing cooperation with external parties. The school collaborates with the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning (DP3AP2KB) in an effort to conduct socialization for school residents and also training for teachers, school staff and peer educators related to bullying.

The Role of Peer Educators in Bullying Prevention

The research results indicate that the low number of bullying cases reported at State Senior High School 5 Surakarta is a positive signal. However, prevention and handling of bullying cases must still be carried out, because the lack of clear rules and weak supervision can be a loophole for bullying. (Rena et al., 2021) argues that strict rules and strong school policies are one of the important steps in preventing bullying. Therefore, it is important to continue to carry out bullying prevention efforts that are carried out in an ongoing manner by involving all stakeholders (Adelina & Lestari, 2022). Schools prevent bullying cases through team formation, Peer Educator programs, parental involvement, and cooperation with external parties. From the efforts that have been made, the school hopes that it can be one of the positive steps to prevent bullying. The bullying prevention program carried out by State Senior High School 5 Surakarta aims to increase mutual awareness about the dangers and negative impacts of bullying acts, with the hope of creating a comprehensive anti-bullying program. As Sihidi & Amirudin (2022) agree, Anti-bullying policies are related to the importance of raising awareness, prevention, protection of victims, creating an environment free from bullying, and community collaboration in dealing with bullying in schools.

State Senior High School 5 Surakarta strives to create a safe and child-friendly environment. School, as an educational environment, plays a vital role in protecting students from harmful influences and negative efforts that are contrary to the goals of education (Narimo, 2020). To increase children's participation in the Child-Friendly School program, the School Forming Peer Educator is expected to serve as a positive example of children's involvement in bullying prevention efforts. The formation of Peer Educators can support and assist schools in the application of peer counselling methods that aim to help other students in overcoming the problems they face. The peer counseling method can be implemented by applying the 3L, namely listening, reporting and protecting and applying 3M in the counselling process with peers, namely listening,



understanding and responding (Widiasavitri, 2023). Presence Peer Educator is a positive thing in helping schools in implementing anti-bullying programs because, as stated by Ridha (2019), the limited number of guidance and counseling teachers in schools can hinder the effectiveness of counseling services for students, so peer counseling can be an alternative solution to solve problems at school, especially those related to bullying. Peers can be a source of comfort and a sense of security, as they can form groups where they can learn together and avoid mischievous behavior during adolescence (Setyaningsih et al., 2024). Peers play an important role in counseling guidance, because if a person gets along with bad peers, it can lead to negative behavior. Conversely, if adolescents have positive peers who can be trusted to teach good values, then they will tend to follow a good direction (Khairun et al., 2023).

Role of Peer Educator at State Senior High School 5 Surakarta aims to foster trust among peers by forming friendships that share stories, offer support, and provide companionship when faced with challenges. They will maintain the privacy of friends who are counseling so that they can strengthen interpersonal relationships among State Senior High School 5 Surakarta students. Because with the presence of peers, a person will become more confident because he feels that he has the closest people who are always supportive (Putri et al., 2023). In addition, as a Peer Educator, they play a crucial role in preventing bullying by encouraging their friends to participate in preventing and stopping it. They can also convey any indications of bullying to teachers or school supervisors. Peers act as a source of comfort, attention, appreciation, and willingness to help each other (Sari & Gusdiansyah, 2019). They can also prevent bullying behavior, stop bullying, become good friends, and increase understanding of the dangers and impacts of bullying behavior. By providing the right training and support, students can become agents of positive change in schools. I agree Sari (2023) that student-led initiatives, such as anti-bullying programs, have been effective in preventing bullying. By becoming a Peer Educator, they strive to be always there for their friends and provide examples of positive behavior, proving that they have tried to carry out their role as Peer Educator well to create a safe and comfortable school environment for their friends. Because peer influence has a significant impact on the formation of bullying behavior (I. Sari & Budiman, 2021). Their role as caring and understanding peers is very important in bullying prevention and handling efforts. The existence of peer groups can increase collective awareness among them to understand more deeply about bullying, its impacts, and what dangers it poses (Amsal et al., 2024).

Parental Involvement in Bullying Prevention

Parents hold a great obligation and a very important role in guiding their children (Jatmika, 2018). The role of parents in preventing bullying is crucial, as school supervision is limited to school hours, leaving parents with a significant responsibility to monitor children's development outside of school. Parents need to be actively involved in educating and guiding children, forming good parenting, as well as teaching the values of empathy, respect for others, and resolving conflicts in a positive way. With good parenting, parents can create an environment that supports children to grow into individuals who respect each other (Utomo et al., 2022).

From the results of the interviews that have been conducted, State Senior High School 5 Surakarta involves parents in efforts to prevent bullying. Parents will get information about school activities and have the right to information related to the development of their children, both personally, academically and socially in the school



environment. The role of parents in preventing bullying in children is through parenting patterns, approaches to children, good communication with children and also good communication with schools (Stuart & Schultz, 2023). The involvement and role of parents have a positive impact on bullying prevention efforts (Arumsari & Setyawan, 2019). Because successful efforts to overcome bullying require good cooperation between parents and teachers, both need to support each other and share information to provide the best solution. In line with research (Ririn, 2023), collaboration between parents and teachers is essential, as both share the responsibility to address bullying.

In resolving the bullying case, State Senior High School 5 Surakarta emphasizes more on the approach, where the school prioritises coaching and problem-solving. The school focuses on coaching and mutual agreements to address problems and prevent the recurrence of bullying. Both victims and perpetrators of bullying will receive support through counseling and regular consultation. This is supported by research (Januarko & Setiawati, 2013) That the handling method applied to deal with students who are victims of bullying. Perpetrators of bullying are through spiritual mental coaching to prevent the recurrence of bullying cases at school, This approach is considered effective because it not only has an impact on the perpetrators and victims of bullying but also provides a positive influence on other students. Moreover, Bagaskara et al. (2024) we argue that implementing consequences according to policy, providing support to both victims and perpetrators, and involving external parties and parents in better handling, along with regular evaluation to improve bullying prevention strategies, is a way to resolve bullying cases.

The Importance of School Cooperation with External Parties

The results of previous interviews show that to achieve maximum success in preventing bullying, State Senior High School 5 Surakarta collaborates with external parties, one of which is the school in collaboration with the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning (DP3AP2KB) to provide training to teachers, school staff and teams Peer Educator. Training of teachers, staff, and students by external parties, as well as collaboration with child protection agencies, aims to obtain technical advice and provide adequate support for creating a safe school environment and supporting child protection (Eka et al., 2024). Bullying prevention programs are not only intended for Peer Educators; however, it is carried out for all students and school residents. Close collaboration between various stakeholders, including students, parents, teachers, and school staff, plays an important role in creating a comprehensive and sustainable bullying prevention approach. The efforts that the school has made include increasing the capacity of peer counselors to prevent child smoking, socialization of the prevention of violence against children through the formation of peer educators, as well as education about bullying, including the causes, impacts, prevention, and how to overcome it, as well as a seminar which was held to involve all school residents. In line with research Widyaningtyas & Mustofa (2023), the school's commitment is to build strong synergy with various stakeholders to optimise the potential for collaboration that can provide positive benefits for all school residents.

By equipping teachers as agents of change, they not only improve the quality of education but also create a more inclusive school environment, where every student feels accepted and valued and can develop their social and emotional competencies (Jayanti & Umar, 2024). Transparency of communication, active involvement in formulating and implementing bullying prevention policies, and the formation of solid and sustainable



support from all parties are crucial factors in creating a conducive school environment and supporting student development (Adelina & Lestari, 2022). In the training held with DP3AP2KB, State Senior High School 5 Surakarta has attempted to establish a network for bullying prevention that involves external parties, schools, and students. In line with research Jumaah et al (2024), efforts to prevent bullying must involve all components of the school, including students. The cooperation between the school and the DP3AP2KB in organising training for teachers, staff, and Peer Educators has made a positive contribution to bullying prevention efforts in schools. This shows that comprehensive training involving all school components is an effective step in the effort to create a safe and violence-free school environment. Wulandari et al (2024) Additionally, it is argued that collaboration with related external parties can increase awareness in the prevention of bullying in children. Continuous cooperation and strong commitment from all relevant parties are needed in creating a school environment that is in line with the concept of Child-Friendly Schools, which is an environment that is free from all forms of violence and supports children's development comprehensively (Tizaka & Ismail, 2023).

CONCLUSION

Based on the results of research that has been carried out at State Senior High School 5 Surakarta, it can be concluded that the formation of peer educators that has been carried out by schools in preventing and overcoming bullying by involving students as agents of change has proven to be effective in preventing and overcoming bullying cases in State Senior High School 5 Surakarta. This program not only provides students with the opportunity to support each other but also increases awareness and understanding of the importance of mutual respect among others. Meanwhile, parental involvement in monitoring children's development and intensive communication between schools and parents can support bullying prevention efforts, and cooperation with DP3AP2KB can strengthen prevention efforts. Suggestions for future research are expected to use quantitative methods to assess the program's impact on bullying prevention and management, as the information in this study is qualitative.

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