

EVALUATION OF ANTI-BULLYING PROGRAMS IN PRIMARY SCHOOLS: STRATEGIES AND THEIR IMPACT ON SAFE LEARNING ENVIRONMENTS

Mahmudah *¹

UIN Antasari Banjarmasin
mahmudah.syifa25@gmail.com

Tamjidnor

UIN Antasari Banjarmasin
tamjidnor@gmail.com

Abstract

This literature review aims to examine the effectiveness of an anti-bullying program in creating a safe learning environment in an elementary school setting. The study was motivated by the increasing incidence of bullying in schools which has a negative impact on students' mental health and academic performance. Based on these observations, this study aims to identify evidence-based strategies that can tackle the problem of bullying and promote a positive and supportive learning environment for all students. The research method used a literature review. The results showed that anti-bullying programs that involve all school components, including students, teachers and parents, are the most effective in creating a safe learning environment. Interventions that focused on empathy education, social skills training for students, and training for teachers in recognizing and responding to bullying incidents proved significant in reducing the incidence of bullying. In addition, parental involvement in bullying education and prevention programs had a positive impact in strengthening school efforts. Last but not least, the findings show that restorative approaches that emphasize mediation and conflict resolution are effective in improving relationships between perpetrators and victims, as well as building a more inclusive and supportive school culture.

Keywords: Evaluation, Anti-Bullying Program, Primary School, Strategies, Impact on Safe Learning Environment.

Introduction

In recent decades, the issue of bullying in schools has been at the forefront of discussions on education and child welfare. Bullying, which can be defined as intentional and repeated aggressive behavior towards someone who is unable to defend themselves, not only negatively affects the victim, but also the perpetrator, witnesses, and the school environment as a whole (Dewi & Mulia, 2023). In primary schools, where children spend most of their time, creating a safe learning environment is key to supporting their academic and social development (Aslan & Shiong, 2023).

¹ Correspondence author.

A safe learning environment is a key foundation in ensuring an effective and high-quality learning process in any educational institution. Safety and comfort in the school environment allows students to focus fully on learning without fear or concern of bullying or violence (Aslan, 2019). When students feel safe, they are more likely to actively participate in classroom activities, collaborate with peers, and take intellectual risks necessary for deep learning. Conversely, when children are in unsupportive conditions or feel threatened, this can significantly impair their ability to process information and develop essential cognitive skills (SYAM, 2022).

Furthermore, a safe learning environment also supports students' mental and emotional health, which is a critical component of academic achievement. Stress and anxiety that often arise from bullying or conflict at school can reduce students' ability to concentrate, plan and respond effectively to educational challenges (NURLIA, 2023). By promoting a supportive atmosphere where every student feels valued and recognized, schools can foster a sense of confidence and autonomy that assists students in exploring their full potential (ANDARIRA, 2023). This not only creates individuals who are better equipped to face academic challenges, but also fosters characters who are ready to interact in the wider society with empathy and understanding. However, the presence of bullying can interfere with the creation of such an environment (Wihardiyanto, 2023).

Bullying is universally recognized as one of the serious problems that threaten the safety and well-being of educational environments. It is an aggressive behavior that involves not only physical violence, but also repeated psychological actions aimed at hurting or intimidating the victim (Freska & Kep, 2023). Bullying can take many forms, including verbal taunts, social exclusion, threats, cyberbullying, and physical violence, causing significant negative impacts on the individuals involved. This phenomenon is particularly alarming because it occurs in environments where children and adolescents should feel safe to learn, develop and grow. When such environments are undermined by acts of bullying, the effects are not only detrimental to academic development, but also inflict potentially long-lasting psychological scars (Dahu & Karoba, 2024).

The impact of bullying on victims is often profound and prolonged, including decreased academic performance, increased absenteeism, mental health disorders such as anxiety and depression, and suicidal ideation or attempts (Ula, 2024). In addition, bullying also damages school climate and culture, creating fear and discomfort among all members of the school community, including students who are not directly involved as victims or perpetrators. This makes bullying not only an individual problem, but also a collective challenge that must be addressed (Buuololo, 2023). By understanding bullying as a serious problem that disrupts a safe learning environment, it becomes important for educational institutions, policy makers and communities to collectively take concrete steps to prevent and address bullying, thereby creating an environment conducive to growth and learning for all students (Bramantha et al., 2023).

Therefore, anti-bullying interventions not only aim to protect victims, but also to educate perpetrators and promote an inclusive and supportive environment in schools.

Although various anti-bullying programs have been developed and implemented in many primary schools around the world, the effectiveness of these programs often varies. Some studies show a significant decrease in the incidence of bullying as a result of implementing certain programs, while other programs may not show a significant impact (Illiyah et al., 2023). Therefore, evaluation of anti-bullying programs is essential to determine what strategies are effective in creating a safe learning environment.

The importance of this evaluation aims to not only identify the components that successfully reduce the incidence of bullying, but also to understand how and why certain strategies are effective in different contexts (Muhammad et al., 2023). Thus, the purpose of this study is to review the existing literature on the evaluation of anti-bullying programs in primary schools, with a focus on the strategies implemented and their impact on safe learning environments. Through this review, it is hoped to provide insights for educators, policymakers, and other practitioners in designing and implementing effective interventions to address bullying in primary schools.

Research Methods

The study conducted in this research uses the literature research method. The literature research method is a data collection technique carried out by reviewing and analyzing written materials such as books, articles, scientific journals, theses, and other sources relevant to the research topic (Kim et al., 2024). This approach is important in the academic world to investigate in depth a topic or research problem by relying on previously documented work or findings (Neset et al., 2024). In the literature research process, researchers develop a conceptual framework, identify variables, and determine relationships between variables by analyzing and synthesizing data from existing sources (Gökçearsan et al., 2024).

One of the advantages of the literature research method is its ability to provide comprehensive insights through a review of various perspectives that have been published around an issue. Researchers can use this method to develop new theories, support or challenge existing theories, and determine future research directions that are evidence-based (Dong et al., 2024). It also allows researchers to evaluate trends and patterns in the literature, identify existing research gaps, and formulate specific research questions (Hiver et al., 2024).

Results and Discussion

Anti-Bullying Program at School

Anti-bullying programs in schools around the world have been implemented with various approaches to address the troubling issue of bullying (Pristia, 2022). These approaches can generally be categorized into preventive, direct intervention, and

educative. Preventive approaches focus on preventing bullying incidents before they occur, through the creation of a positive and inclusive environment. This can include the development of clear school policies against bullying, training for teachers and school staff to recognize and respond to early signs of bullying, and social and emotional learning programs for students, aimed at developing social skills, empathy and self-control. This approach seeks to reduce the risk of bullying by instilling mutual respect and support among students (Hikmah, n.d.).

In the direct intervention approach, the focus is on an immediate and specific response to the bullying incident that occurs. This approach involves identifying and directly intervening with the perpetrators and victims of bullying. Programs such as Zero Tolerance practice this approach by applying punishment to the bully, which could include suspension or expulsion, with the aim of demonstrating zero tolerance towards bullying behavior (Sukma, 2024). In addition, there are also restorative programs that invite perpetrators and victims to participate in mediation, helping them understand the impact of their actions and work together to restore relationships (Megawati, n.d.).

The educative approach to bullying takes the information and awareness route as its main tool. Programs in this category focus on educating students, teachers, and the school community on what bullying is, how to identify it, and how to respond to it effectively (Sofia, 2024). Examples are programs that utilize media (videos, books, and the internet) to spread information about the negative impact of bullying and ways to stop it. This method also often involves awareness campaigns in schools designed to change social norms and reduce the stigma that often prevents victims from reporting bullying (Sari, 2022).

Assessments of the effectiveness of various anti-bullying programs suggest that a combination of these approaches is likely to yield better results than the use of any one approach individually. A comprehensive approach that includes preventive, direct intervention, and educative elements, when implemented simultaneously, shows the greatest potential in reducing the incidence of bullying in schools (Marfita, 2024). The implementation of this program must also be tailored to the specific needs and cultural context of the school environment itself, thus requiring the cooperation of all relevant stakeholders, ranging from students, teachers, parents, to the school community at large (MELIANA, 2023).

Continuing the discussion on anti-bullying approaches, a number of studies support the effectiveness of a holistic approach that is balanced between prevention, intervention and education. Programs such as the Olweus Bullying Prevention Program combine these elements by holding regular meetings involving students, changes in school policies, and training for teachers and parents. Such programs seek to not only stop bullying incidents that have already occurred, but also transform the school culture into a safe and supportive community for all students (Karim et al., 2023). These programs often facilitate open discussions about bullying, help build communication

and conflict resolution skills, and create alliances between students as well as between students and teachers (Habiby, 2024).

Parental involvement is also an important component in anti-bullying programs. Parents can offer support at home, monitor children's behavior, and work with schools in formulating prevention and intervention strategies (Sarmila et al., 2023); (Nugraha et al., 2021). Educating parents about the characteristics of bullying and how to respond to it is also very important to strengthen prevention and intervention efforts carried out in schools (Manullang et al., 2021).

When implementing anti-bullying programs, it is important to continuously assess their effectiveness. This evaluation can be done through surveys of students, interviews with teaching staff, and data analysis of bullying incidents that occur. This feedback is important to dynamically adjust the program to improve prevention and intervention plans. In addition, this evaluation also provides an opportunity for active involvement of students in decision-making for the program they are participating in (Habiby, 2024).

The conclusion from the discussion of anti-bullying programs is that there is no single solution that works in every situation. Each school is unique and requires specific strategies tailored to their environment and needs. However, the basic principles that determine the success of anti-bullying programs include commitment from the entire school community, a balanced approach between prevention, intervention, and education, and the use of continuous evaluation methods to ensure the program is effective. Strong support from principals and teachers, cooperation with parents, and student involvement are key in creating a safe and bullying-free learning environment.

Evaluation of the Effectiveness of Anti-Bullying Program Implementation Strategy in Schools

Evaluating the effectiveness of anti-bullying program implementation strategies in schools is an important process to ensure that bullying prevention and intervention activities are delivering the desired results. These evaluations typically involve data collection and analysis, which may include student satisfaction surveys, the number of reported bullying incidents, and student responses to existing programs (Giyono & Rusydi, 2024). Through evaluation, schools can identify aspects of the anti-bullying program that are successful as well as areas that require improvement. Evaluation methods include, but are not limited to, the use of questionnaires routinely administered to students, interviews with faculty and staff, and the collection of anecdotes from students about their experiences (Sholeh, 2023).

One approach in evaluating the effectiveness of anti-bullying programs is to conduct pre-assessments and post-assessments. This involves collecting data before the program is implemented and comparing with data collected after the program has run for a certain period (Ertinawati et al., 2023). This approach allows the assessor to

determine whether the anti-bullying program has successfully reduced the frequency of bullying incidents, improved school climate, or increased students' ability to cope with bullying. In addition, direct observations can also be made in the school environment to see interactions between students as well as teachers' responses to potentially bullying situations (Sari, 2022).

In addition to quantitative methods, qualitative evaluation is also essential to get a comprehensive picture of the impact of anti-bullying programs. Focus group discussions, feedback from counseling sessions, and reflective journals from students and teachers can offer deep insights into the effectiveness of a particular intervention and how well it is received by the school community (Megawati, n.d.). Furthermore, an analysis of relevant school policies and legal frameworks may be required to ensure that acts of bullying are dealt with in an appropriate and effective manner, with the well-being of all students in mind. A multi-method approach to evaluation ensures that schools can develop strategies and implement anti-bullying programs that are sustainable and cover all aspects related to the bullying phenomenon (Hanif, 2022).

Impact on Safe Learning Environment

Building a safe and conducive learning environment is one of the main objectives of implementing anti-bullying programs in schools. The direct impact of an environment protected from bullying and intimidation is the improvement of students' psychological well-being (Zahro et al., 2024). When students feel safe, they are more likely to focus on learning and actively participate in class and extracurricular activities. Conversely, fear of bullying can lead to anxiety, decreased motivation to learn, and even avoidance of school. Therefore, a safe learning environment is not only important for students' mental health but also essential for improving academic achievement (Fadhilah, 2022). In this kind of environment, students tend to develop a sense of belonging to their school community, promoting respect and empathy among peers, which is key in encouraging permanent anti-bullying attitudes (Aslan & Setiawan, 2019).

In addition to the positive impact on individual students, a safe learning environment contributes to creating a positive culture within the school community as a whole. Teachers and faculty feel more supported to implement innovative educational initiatives when they are not burdened with the need to constantly address discipline or bullying issues. Students, teachers and parents become more involved in school activities and decisions, creating a reinforcing circle of support for all community members (Maulani, n.d.). Such an environment facilitates open and constructive communication, strengthens social networks within the school, and helps reduce social isolation - a factor often associated with being a victim or perpetrator of bullying. The long-term impact of a safe learning environment therefore extends beyond the classroom walls, contributing to the formation of a society that is more understanding

and empathetic towards the issues of bullying and violence in schools (Liestyasari, 2023).

The process of creating a safe learning environment allows all students, without exception, to realize their full potential. When concerns about personal safety are reduced, students can be more open to taking intellectual risks and collaborating with their peers in solving problems together (Cholilah et al., 2023). This inclusive and supportive education not only shapes critical thinking but also reinforces the values of social skills such as cooperation and tolerance. Students who feel supported and safe are more likely to develop proactive attitudes in the face of challenges and will be better equipped to lead and contribute positively in the future (Marhaely et al., 2024).

Continuing to invest in the development and maintenance of safe learning environments is not just limited to direct interventions against bullying. It also includes efforts to strengthen guidance support systems, ongoing teacher training to recognize and address potential problems before they escalate, and creating more effective policies that prevent any marginalization or discrimination (Jayadi et al., 2024). The result is the creation of a strong foundation from which all students can succeed, strengthening the school community and fostering a new generation that is more empathetic and just. Thus, the importance of maintaining and continuously improving safe learning environments should not be underestimated as the foundation of high-quality and holistic education (Akrima, 2023).

Conclusion

Studies on the implementation of anti-bullying programs in primary schools show that such initiatives significantly contribute to the creation of a safe and supportive learning environment. Successful anti-bullying programs decrease the incidence of bullying and harassment among students, allowing them to concentrate better on academic tasks and participate actively in school life. In an environment free from the fear of bullying, students also show improvements in mental health and psychological well-being, which is important for their overall growth and development. In addition to these direct impacts, the creation of a safe learning environment also strengthens relationships between students, teachers and parents, thus promoting a positive culture in schools that rejects bullying behavior and supports addressing problems before they develop more seriously.

Furthermore, the importance of an evidence-based approach in evaluating and implementing anti-bullying programs cannot be underestimated. Through careful research and program adaptation based on empirical findings, schools can ensure that their interventions are effective and relevant to the unique needs and challenges facing their communities. Ongoing assessment of anti-bullying programs helps improve prevention strategies and provides the necessary feedback to refine and adapt initiatives. By using best practices backed by strong data, schools are able to develop

programs that not only prevent bullying but also build students' social and emotional competencies, forming a stronger foundation for a safe and inclusive learning environment.

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