



# Anti-bullying Programs in Indonesia: An Integrative Review of Elementary Schools

Vicky Dwi Wicaksono<sup>(✉)</sup>

Universitas Negeri Surabaya, Surabaya, Indonesia  
vickywicaksono@unesa.ac.id

**Abstract.** Cases of bullying that occur in elementary schools are increasing and are enough to attract the attention of world education and psychology experts. Various efforts have been made to reduce the number of bullying behavior. One of them is by creating an Anti-Bullying Program in schools. The purpose of this study is to review the anti-bullying program in primary schools in Indonesia. The results are analyzed using the CIPP model. This study uses literacy review as a research method. There are 100 articles published between 2012-2022 that have been collected from Google Scholar. The 30 articles have been selected for interpretation with several criteria. The results of this study can be used as a reference for improving anti-bullying programs in Indonesia and supporting program development efforts in further research. The results of the study were categorized into five forms of anti-bullying program actions at most, namely 1) Counseling; 2) Habituation; 3) Learning media; 4) Teacher training; 5) Class management. The analysis results show that Counseling actions are the most widely used programs to prevent bullying. 90% of the articles revealed that the programs implemented effectively combat bullying cases.

**Keywords:** Anti-bullying programs · Elementary School · Literature review · Indonesia

## 1 Introduction

Bullying or bullying behavior is an increasingly worrying problem for whomever the victim is, including elementary school students [1]. Bullying is an act of oppression in the form of humiliation, violence, or exclusion of the victim. Bullying is often associated with anger, aggression, violence, hyperactivity, and external problems that can lead to criminality and other harmful effects in the short and long term [2]. Bullying can be the origin of the perpetrator's crime which begins with unpleasant actions against the victim.

Cases of bullying that occur in educational institutions, especially elementary schools, are alarming to the comfort and safety of students in learning. The impact of bullying victims at school causes students to have difficulty interacting in class, where students often experience several emotional and psychological problems such as anxiety, stress, depression, sadness and hopelessness, and difficulty concentrating [1]. In

addition, the increasing number of victims can also threaten the existence of children's right to learn safely and comfortably at school. As a result, if there are no prevention efforts, the culture of bullying behavior will continue to be normalized and damage the morals and behavior of school-age students.

Bullying in schools is like an iceberg, and it is said that only a few cases can be reported and resolved [3]. There are still many victims of bullying in schools that cannot be saved. The cause of this situation is the low awareness of bullying behavior in schools, both educators and students themselves. The Indonesian Child Protection Commission (KPAI) reported that within nine years, until 2019, there were 37,381 complaints of violence against children [3]. The number of reported cases of bullying in education continues to be protected until the International Center for Research on Women (ICRW) says that 84% of Indonesian children experience violence in schools. Data from UNICEF noted that almost 50% of students admitted to having experienced bullying at school [4].

There have been many cases of bullying reported in Indonesia. One was the circulation of a viral video showing a girl beaten by her elementary school-aged friends. The case occurred in a public place, where the perpetrators, who were friends of the same age, punched, slapped, and kicked the victim, who looked silent and frightened. The Women and Children Service Unit (PPA) of the Surakarta Police Satreskrim continues to follow up on the alleged bullying case [5]. Another issue also occurred in elementary school students who experienced continuous bullying to depression. This case began when the victim accidentally broke the wall clock but did not have enough money to replace it. The victim continues to be bullied by his friends and suffers from depression and mental disorders. The victim has been taken to a mental hospital and given medicine. However, the victim continues to be gloomy and afraid to meet people.

Bullying results in disrupted child development due to trauma and fear, especially in the psychological area [6]. In addition to impacting the safety and future of the victim, bullying behavior also affects the bullying attitude that is increasingly attached to the perpetrator if it is not taken seriously. Bullying behavior will become a bad habit that he continues to carry until he grows up and causes more victims. Bullying is also often caused by the failure to control children's emotions. In a village in Padang City, 39 children were found who often physically abuse their friends at school [7]. The interviews revealed that most children did not know how to control their emotions when things triggered their anger [7]. If no action is taken, the failure of these emotional management skills will continue to impact cases of bullying and violence that will continue in the future.

Cases of rampant bullying in schools have become the subject of study by education experts. Many factors make it challenging to reduce the number of bullying cases. The results of the identification in one primary school show that teachers and school residents do not yet have a deep understanding of bullying and its impact on victims and perpetrators; the school management does not yet understand what contributions can be made and what facilities can be provided by schools to prevent bullying cases; students do not understand the meaning of bullying, its impact, and preventive behavior [8].

Schools should be safe and comfortable, providing educational facilities and learning programs that fulfill children's rights. Management and education staff in schools should provide the best service so that every student can learn to the fullest without significant

obstacles and obstacles. However, the high bullying behavior among school students has caused the school's role as an educational institution to run poorly. Efforts can be made to reduce the number of bullying in the school environment to build a positive climate in schools [9]. School climate is related to the experiences students feel while at school. Culture, behavior, and habits at school significantly affect the bullying behavior of students at school. Thus, currently, many schools around the world have established school-based anti-bullying programs. In addition to creating a positive school climate, these programs were initiated to prevent increased bullying cases.

The explanation above is the background for this research. This study aims to review in a literal manner the findings of many relevant articles and sources related to implementing anti-bullying programs in primary schools in Indonesia. The results are analyzed regarding strengths and weaknesses, program objectives, plans, and program implementation processes. The CIPP Model theory developed by Stufflebeam assists the analysis process. The program's effectiveness, impact, and transportability can be applied on a broader scale.

## 2 Method

This study uses the literature review method to review and evaluate anti-bullying programs in several elementary schools in Indonesia. The literature review method is a procedure for collecting several research results that aim to prove and reveal important things that require more study of research results to produce theoretical and conceptual models [10]. The approach used in this review is narrative or integrative review. The integrative review has several characteristics, namely: 1) critical and synthesis; 2) narrow or broad; 3) usually not systematic; 4) qualitative; 5) taxonomy or classification; 6) theoretical models or frameworks; 7) and sourced from research articles, books, and other published writings [10]. The integrative review compares the findings with the theoretical guidance discussed based on parts of the theoretical framework [10].

The data collected is compiled from several academic research, national news sources, and the results of official national statistics. In the early stages of collecting literature, 100 articles were accessed from digital sources, such as Google Scholar, Science Direct, and Directory of Open Access Journals (DOAJ). Preparing the literature review is carried out through several stages: problem formulation, data collection, data evaluation, analysis and interpretation, and public presentation [11]. The topic of this research is to explore various anti-bullying programs implemented in primary schools in Indonesia. The collected literature sources were searched using search keywords: school-based anti-bullying programs, bullying prevention programs, and bullying programs in elementary schools. The search time is limited to the last ten years, 2012-2022. Journal collection criteria determined to meet the qualifications for this literature review are

1. Sourced from national and international journals,
2. The program scale is only limited to schools at the basic education level,
3. The school's location is limited to the territory of the State of Indonesia.

Those articles were collected with several criteria:

1. The articles should discuss anti-bullying programs.
2. The area of the program should be Indonesia.
3. The stakeholder of the program is the primary school.

The articles collected through the screening and elimination process left 30 relevant articles used as data sources for interpretation. The elimination criteria consist of the specification of programs, the completeness of program steps, and conformity between the content of the article and the analytical principles of the CIPP Model. The essays collected are categorized into several forms of anti-bullying programs. There are six reduced anti-bullying programs: counseling or campaigns; habituation movement; learning media or applications; teacher contributions; and classroom management or discipline. The findings then reviewed the advantages and disadvantages of each form of program. In the discussion and discussion section, the results of analyzing categories of documents of anti-bullying programs in elementary schools will be presented based on the theoretical reference of the CIPP Model from Stufflebeam.

### 3 Result and Discussion

#### 3.1 Result

The importance of preventing bullying behavior in schools by organizing an anti-bullying program is that the processes carried out have structured goals, transparent strategies, and efforts and have an excellent sustainability impact. Many schools have initiated school-based anti-bullying programs. With this program, it is hoped that bullying behavior can be prevented by more systematic, consistent, and well-organized steps. Below are the results of categorizing several anti-bullying programs in several elementary schools in Indonesia (Table 1).

##### 1) *Counseling/Campaign*

Counseling or campaigning is one of the anti-bullying programs in elementary schools that is given to students. Extension/campaign programs can be in the form of training, socialization, seminars, and workshops. Most of the extension or training is carried out in a short, well-planned event and has precise activity specifications. One resource person or expert trainer in the extension and training program will provide students with guidance, information, or new skills. The training provided, on average, is in the form of material about bullying/bullying at school and its dangers, perpetrators, and victims of bullying, the causes of school children bullying, and the concept of emotional control through assertive communication [20]. Lecture techniques, question and answer, and mentoring are believed to increase participants' knowledge significantly.

The advantage of this category program is that it can briefly convey the objectives and details of the activities and directly on target. Students, as participants, can now find out what, how, and for what actions are held. However, the drawback is that not all students can easily capture the information and skills provided at one time. Students do not get deep habituation, so it is likely to remember it in a short period.

**Table 1.** Categorization of Anti-Building Programs

Source	Location	Program name	Counseling/Campaign	Habituation Program	Learning Media or Applications	Teacher and Parent Intervention	Class Management/Rules
[12]	Yogyakarta	"STOP" (Aware, Help, and Fight) Module			✓		
[3]		Animated Video Story			✓		
[13]	Yogyakarta	Empathy Therapy		✓			
[6]	Jambi, Sumatra	Anti Bullying Cyber Bully Application			✓		
[8]	Kupang, NTT	Socialization of Conflict Resolution and Bullying Training	✓				
[14]	Yogyakarta	Guidance and Counseling Services				✓	
[15]	Tenggarong, Kalimantan	Security Police and Zippy's Friend		✓			
(Process, 2020)	Padang, Sumatra	The Support Group Method (TGSM)		✓			
[17]	Surakarta	Weekly Character Project		✓			
[18]	Surabaya	Care Teacher, Fight Bullying				✓	
[19]	Yogyakarta	Class Management					✓
[20]	Padang, Sumatra	Emotion Management Training	✓				
[21]	South Tangerang	Stop Bullying Counseling	✓				
[22]	Blitar	Anti- Bullyin Campaign	✓				
[23]	Semarang	Teacher Self-Efficacy Bullying Psychoeducation				✓	
[24]	Sumenep	School- Based Intervention		✓			
[25]	Yogyakarta	Parenting and Teaching Programs				✓	
[26]	Suraya	Bibliocounseling	✓				

*(continued)*

**Table 1.** (continued)

Source	Location	Program name	Counseling/Campaign	Habituation Program	Learning Media or Applications	Teacher and Parent Intervention	Class Management/Rules
[27]	Suraya	Group Guidance Simulation Technique	✓				
[28]	Makasar, Sulawesi	Molly Polly			✓		
[29]	Yogyakarta	SIMCA App			✓		
[30]	Jakarta	Golden Circle Method		✓			
[31]	Bandang	Picture Book "Let's Fight Bullying"			✓		
(Judge, 2019)	Semarang	School Contribution to Anti-Bullying Program				✓	
[33]	Pekalongan	SAY NO to Bullying	✓				
(Mardiyah & Gratitude, 2020)	Surakarta	Role Play Method Education		✓			
[35]	Makassar	Teacher Reward and Punishment Program				✓	
[36]	Sragen	Stop Bullying Illustration and Poster		✓			
[37]	Yogyakarta	Teacher Care				✓	
[38]	Pacitan	Anti Bullying Campaign	✓				
[39]	Pangkal Pinang	Bullying Early Warning System					✓
[40]	Yogyakarta	Bullying Psychoeducation	✓				
[41]	Magelang	Child-friendly Village of Rukun Residents	✓				

## 2) Behavioral Habituation Program

This anti-bullying program is planned on an ongoing basis. The habituation program is based on rules, provisions, or behavior patterns that students must do regularly and continuously. Students can never forget and repeat the specified behavior patterns through

this program. They can become a new culture that is attached to them. However, the process of supervision and monitoring in this program must be carried out strictly because if not, many students may violate it, causing the program not to run effectively. Therefore, several schools apply several methods of monitoring, such as the installation of CCTV, the provision of police patrols for teachers who will go around during recess, or the provision of security police by students to reprimand them constantly, supervise; and give examples to their peers [15].

The habituation program requires cooperation from several parties, such as school principals, teachers, and guardians of students, to third parties, namely counselors or psychologists [24]. This collaboration is needed to create a climate that fully supports the habituation program. So that wherever students are active, they will always comply with the habituation program. Behavioral habituation programs can instill new skills in children. Like the Empathy Therapy program, students are invited to have an in-depth meaning of empathetic behavior with some cognitive materials, provide simulations of situations that can encourage children to empathize, respond to children's understanding of what empathy is according to themselves, and set individual boundaries so that children can become more empathetic. Understand how sympathy is given [42]. Providing simulations so children can do the role-play method can help students develop skills, initiative, communication, problem-solving, self-awareness, and work cooperatively [43].

Habituation programs can run well if they involve peer support. One of the programs that can increase children's cooperation, knowledge, attitudes, and psychomotor to prevent bullying behavior is The Support Group Method [16]. This method requires peer participation to work together to combat violence. So that in one school climate, there is a shared awareness and understanding aligned to combat bullying.

### 3) *Learning Media/Applications*

Submission of information and knowledge about the importance of preventing bullying can be submitted through learning media. As we know, there are many forms of learning media. Learning media can be in the form of print or digital. Learning media can make it easier for students to capture information or convey messages. Interesting learning media can encourage students' curiosity to understand a topic. Suppose the anti-bullying program is delivered through engaging learning media. In that case, the awareness to avoid bullying will also be conveyed to students quickly.

Presentation of exciting visualizations without bringing up scenes of violence, using everyday stories, and giving characters in story books can make it easier for students to accept the contents of messages in the book [44]. However, obstacles will arise from students' different learning styles. Not all students can easily understand something from the same media. Various student learning styles, such as verbal, audio, written, image, and kinesthetic, will make it difficult for schools to design appropriate learning media.

### 4) *Contribution of teachers and parents*

The involvement of teachers in anti-bullying programs will be beneficial. As parties meet students more in teaching and learning activities every day, teachers can more easily control and control their students. Teachers better understand the character and

behavior of each student. Thus, this advantage can be used as a data source to design anti-bullying programs or prevent bullying. Implementation of programs that are tailored to the character of students can increase the success rate of the program. Not only that, but teachers can also carry out their monitor function to keep an eye on students every day. Supervision is essential to prevent students from taking actions beyond the reach of parents.

Schools are parties that play a role in designing anti-bullying curricula and programs. The teacher's task is to implement the program and applying anti-bullying values in learning [32]. Besides supervision, teachers must also establish good cooperation and communication with parents to guide and supervise their students to avoid cases and bullying behavior. Learning designs that teachers can apply are cooperative learning, playing methods, and role-playing [25]. Teachers and parents can also collaborate in providing trauma healing to victims and perpetrators of bullying cases [45]. The school committee can also hold a program of teacher and parent meetings so that teachers can provide simulation examples to guide and familiarize children's behavior to avoid bullying [25]. Thus, the resulting risk can be minimized. However, teachers' limited time, energy, and knowledge about dealing with bullying are also obstacles to this method.

### 5) *Class Management and Rules*

This method is similar to the teacher's contribution. The role and skills of teachers in combating bullying behavior are also needed in classroom management. Classroom management means creating a pattern of regulation and flow of teaching and learning activities in the classroom to support the prevention of bullying in the school. This effort can be made through seating arrangements, rules for making friends, routine group discussions in turns, and the implementation of character values on the sidelines of learning. In addition, making class rules that are agreed upon with students can also support the implementation of class arrangements that are run.

Class management aims for students to develop individual responsibility for their behavior and self-control, help students behave by class rules and teacher warnings, and generate responsibility to be involved and actively participate in all activities [46]. Several approaches that can be taken in classroom management include 1) the Power Approach; 2) the Threat Approach; 3) Freedom Approach; 4) the Teaching; 5) the Behavioral and Social-Emotional Change Approach; 6) Group Approach [46]. This method's weakness is the teacher's consistency and good monitoring to maintain student behavior. If students are allowed to continue to violate, then this program will not run well.

## 3.2 Discussion

### 1) *Indonesia's Primary School Anti-bullying Program*

Based on the results of the recapitulation table of anti-bullying programs in schools collected from several regions in Indonesia, they have been grouped into several implementation methods. The government has promoted child-friendly school programs in various formal educational institutions in Indonesia [41]. This program is intended to reduce cases of violence and bullying among students. However, each school has been



able to independently develop various anti-bullying programs to combat bullying in their schools. Based on the grouping of bullying programs in schools can be concluded through the Fig. 1.

Based on the literature review findings, many anti- bullying programs are implemented in elementary schools in Indonesia. Based on the implementation method, the findings are grouped into five major categories of bullying programs. From the results of the recapitulation of the number of anti-bullying programs in each category, it can be concluded that the variety of anti-bullying programs with counseling or campaign methods obtained the highest number. At the same time, class management and discipline are the least methods. These findings have a relatively strong common thread with increased bullying among students. Due to the increasing number of cases and rampant bullying behavior in this country, bullying has become a severe problem. So there is a need for a massive, weighty, systematic, continuous campaign involving many parties to suppress bullying cases.

Anti-bullying programs in primary schools are found in various cities in Indonesia. The following results from calculating the number of regions implementing an anti-bullying program (Fig. 2).

Based on the findings of the diagram above, DI Yogyakarta Province is at the top level as the area with the most significant number of schools developing anti-bullying programs in elementary schools. Many factors, such as education level, publication

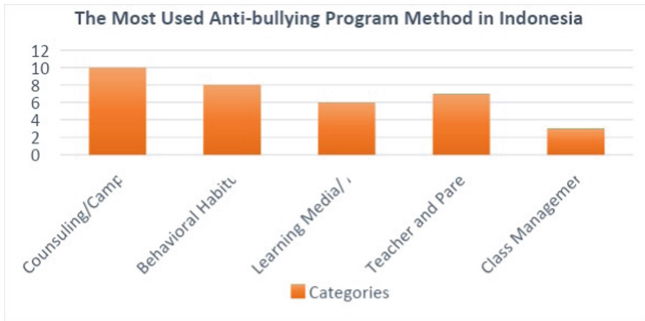


Fig. 1. The Most Widely Used Anti-bullying Program Methods in Indonesia



Fig. 2. Regions with the Most Development of Anti-Building Programs in Indonesia

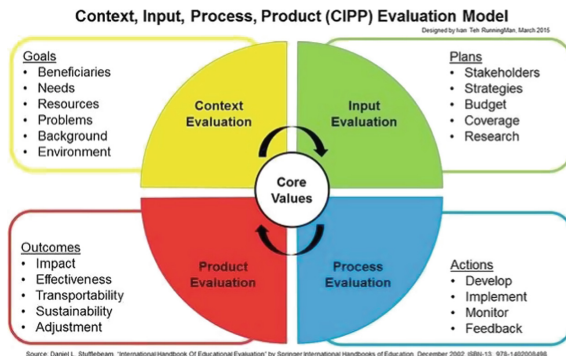
review level, demographic conditions, to social differentiation in the area, can cause this high number. The Yogyakarta area is often dubbed the City of Students. There are many universities in Yogyakarta, and the number of students makes Yogyakarta an overseas place to study and continue their education. The high number of college students in Yogyakarta can be the cause of the many school programs that are studied and analyzed in various kinds of literature. Anti-bullying programs may have been promoted in multiple elementary schools in Indonesia. However, only a few schools have had the opportunity to be studied by researchers, such as lecturers and students.

## 2) *Anti-bullying Program Analysis with CIPP Theory Model*

Our review highlighted inconsistencies in reporting theoretical and conceptual frameworks in bullying intervention programs [47]. Each program will be analyzed based on the framework of an educational evaluation model. The model used in this study is The CIPP Model. Program analysis and evaluation help identify social factors that exist in program implementation. Each implementer can use the results of studies and observations to improve, change behavior, and mutually enhance the quality of each program [48] (Fig. 3).

To present the results of the literature review objectively, in this section, we need a theory related to the research topic. There are many theoretical models of program evaluation in education, one of which is The CIPP Model. This research aims to review various anti-bullying programs implemented in schools. Therefore, an appropriate evaluation model for educational programs is needed to produce a critical and theoretical review. The CIPP Model is a comprehensive and detailed model that focuses on assessing four main parts of the program. This model was developed by Stufflebeam [49]. This model was first used to help develop and achieve accountability in American school programs. The CIPP model can be defined as a comprehensive framework for directing the evaluation of programs, projects, personnel, products, and evaluation systems [50].

The parts of the program are context, input, process, and product. Components of the model, according to Nouraei et al. (2020). that is :



**Fig. 3.** The CIPP Model (Stufflebeam, 2002).

1. **Context Evaluation:** This section contains what problems must be solved in an environment.
2. **Input Evaluation:** This section contains how a program is realized. This section requires a work plan and details of the necessary stakeholder contributions.
3. **Process Evaluation:** In the process section, the thing that needs to be reviewed is how the program runs. This section involves monitoring and evaluating activities in the program.
4. **Product Evaluation:** What is evaluated in this section is whether the program is successful. This last section requires a review of a program's impact, effectiveness, sustainability, and transportability.

### 3) *Context Evaluation*

According to the CIPP model, the program evaluation process can be started with context evaluation. The evaluation context is the background, problems, and needs of an environment that is the cause of the emergence of a program. The anti-bullying program is the result of an analysis of the issues and conditions of each school in fighting bullying behavior. So that the context of the program being implemented can be by the problem in the elementary school environment, the context evaluation for six categories of anti-bullying programs will explain in the Table 2.

### 4) *Input Evaluation*

Implementing the anti-bullying program that has been initiated will only be able to run correctly with the support of stakeholders. In addition, the program cannot run itself if there is no strategic design, conceptual framework, or program implementation guide. Strategy formulation is needed so that the program that is run can successfully achieve the goals that have been set. Various variables are considered to measure the likelihood of success of an anti-bullying program in primary schools. The input evaluation for six categories of anti-bullying programs is in the Table 3.

### 5) *Process Evaluation*

Process evaluation is concerned with how the program will be run. Any anti-bullying program must go through many processes before achieving success. Process evaluation is needed so that the program runs smoothly. Suppose some obstacles interfere with the smooth running of the process. In that case, they must be dealt with immediately so as not to cause a more significant impact, namely program failure. Things that can be evaluated from the process of implementing the anti-bullying program are: 1) How is the concept of the program developed from time to time; 2) How is the process of implementing the program to all environmental elements; 3) What is the procedure for supervising program implementation; 4) and 5) Are there any minor responses and consequences during the program. The process evaluation for six categories of anti-bullying programs will explain in the Table 4.

### 6) *Product Evaluation*

**Table 2.** Context Evaluation

Categories	Goals		
	Beneficiaries	Needs Resources	Background
Counseling/ Campaign	Specific, detailed, to the point, right on target	A purposive event -	Low awareness of students about bullying
Habituation Program	Can train students continuously Cultivating awareness together with continuous habituation	Students need to get used to remembering; skills must be embedded deeper. -	Students often need to remember the information at a glance. There are no activities to change student behavior
Learning Media/Applications	Make it easier to understand anti-bullying messages.	Intermediary media is needed for students to understand the importance of avoiding bullying behavior.	Students do not understand why they should not bully
The intervention of teachers and parents	The collaboration of teachers and parents can create optimal supervision, guidance, and habituation.	Supervision and understanding of student needs	It is not easy to monitor student behavior in everyday life. Not all programs can suit the character of students.
Class management and discipline	Creating an organized and mutually agreed cultural pattern and procedure for behavior Growing students' responsibility to obey the rules	It takes habituation that is agreed upon by all students so that students can carry out with full awareness	Students are often forced with habituation that must be done Students often ignore the teacher's advice and messages

Product evaluation of anti-bullying program results is always in the final stages. The evaluation results at this stage determine the failure or success of the program. The achievements of anti-bullying programs in schools can be seen in how much impact the program has on dealing with bullying problems or how effective the program is in preventing bullying behavior. Suppose the resulting implications and level of effectiveness are high. In that case, the next thing to evaluate is whether this program can be applied sustainably in various situations and other groups.

The result of product evaluation is a determinant of the success of the program. However, the program analysis process must also consider other related evaluation factors and stages, such as student participation, level of monitoring, and the strategies designed. Product evaluations related to impact, effectiveness, sustainability, and ease

**Table 3.** Input Evaluation

Categories	Plans	
	Stakeholders	Strategies
Counseling/ampaighn	Teachers, schools, or parties outside the school (social institutions, official institutions, university students or lecturers)	It is carried out regularly with various concepts and themes for each event. Using the role-play method, playing and discussing together.
Habituation Program	Teachers, principals, and education staff.	Implemented continuously with consistent program evaluation and monitoring Teachers or students hold patrols as police representatives
Learning Media/Applications	Teachers and outsiders as providers of development proposals (students or college lecturers)	Designed and adapted to students' learning styles Using various media, the content is a slice of life and avoids violent information.
The intervention of teachers and parents	Teachers, principals, school committees, and parents	Balanced and sustainable communication Implementation of character education in every lesson Conditioning learning activities that can minimize gaps in students
Class management and discipline	Teachers, principals, education personnel	Involve students and teachers to develop strategies jointly It takes teacher creativity to use various approaches, such as social- emotional, group work, freedom, and behavior change

of application could not be analyzed due to research methods' limitations and the article data's relevance. However, based on the findings, 90% of the articles revealed that the implemented programs effectively combat bullying cases. Most of the programs have been implemented regularly and continuously.

**Table 4.** Process Evaluation

Categories	Actions		
	Develop	Monitor	Feedback
Counseling/Campaign	Collaborate with other experts outside the school	School management needs to conduct an event evaluation to measure the effectiveness of an event.	Measuring tools are needed, such as a pretest-posttest or behavioral change Observation sheets.
Habituation Program	Provide reminder facilities and supporting services (posters, slogans, and wall magazines)	Patrol, CCTV, all parties monitor each other, point system for program firmness.	Measuring tools are needed, such as a pretest-posttest or behavioral change observation sheets.
Learning Media/Applications	Presenting information in various forms of media, posters, books, slogans, educational games	Every media design must pass the validation of due diligence before being circulated.	Measuring tools are needed, such as a pretest- posttest or a question sheet on changes in cognitive understanding.
The intervention of teachers and parents	I want to create a pattern of cooperation and communication that supports students. Routine simulation of student parenting at home by teachers to parents	Regular meetings are held either directly or indirectly to update student progress	Teachers and parents give each other input and suggestions and share tips for treating children Cooperation in providing trauma healing or raising awareness
Class management and discipline	Creating a synergistic relationship and cohesiveness between teachers and students for one goal	The principal needs to evaluate what changes have been made by the homeroom teacher and his students.	This can be done by distributing student satisfaction questionnaires with class management prepared with friends and homeroom teachers.

## 4 Conclusion

Based on the results of the discussion above, it can be concluded that the most developed anti-bullying program in Indonesia consists of five methods, namely 1) Extension/campaign; 2) Habituation of behavior; 3) Learning media and applications; 4) Teacher training; 5) Class management and discipline. Based on the results of the table

analysis, primary schools in Indonesia mostly use the Counseling/campaign method in implementing their anti-bullying programs. This method is influenced by the problem of bullying, which is quite severe, and the high number of student cases. The rise of bullying cases among students has resulted in preventive action being used at the level of a large-scale campaign and involving many parties systematically so that bullying cases can be suppressed.

Based on the analysis of the calculation of the number of schools in each region, Yogyakarta is the area that has the most significant number of schools in developing anti-bullying programs in elementary schools. The five categories are reviewed narratively based on goals, plans, actions, and outcomes. Each type of bullying has different strengths and weaknesses when viewed from the stage of the context behind the program. There are input, support, and strategy from all parties involved, the process of program implementation and supervision, and the final product that shows the impact and effectiveness of the program. Based on the findings, 90% of the articles revealed that the implemented programs effectively combat bullying cases. Most of the programs have been implemented regularly and continuously.

## References

1. I. M. S. Gunawan, I. M. S. Nuraeni. Gunawan, and Nuraeni., "Pemberian Layanan Infomasi Sebagai Upaya Pencegahan Perilaku Perundungan Pada Siswa di Sekolah.," *Lambung Inov. J. Pengabd. Kpd. Masy.*, vol. 6, no. 2, pp. 64–68, 2021.
2. D. T. Anggraeni, A. Kumara, and M. S. Utami, "Validasi Program Remaja 'STOP' (Sadar, Tolong, dan Perangi) Bullying untuk Mengurangi Intensi Perilaku Bullying pada Siswa SMP.," *Gadjah Mada J. Prof. Psychol.*, vol. 2, no. 2, p. 73, 2016, doi: <https://doi.org/10.22146/gamajpp.33359>.
3. T. G. Sutaji and Y. C. Yoedo, "Peran Guru Kristen Untuk Menolong Murid Sd Korban Perundungan Melalui Cerita Video Animasi.," *Aleth. Christ. Educ. J.*, vol. 2, no. 1, pp. 69–83, 2021, doi: <https://doi.org/10.9744/aletheia.2.1.69-83>.
4. D. Selby and F. Kagawa, *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. 2012.
5. A. Sunaryo, "Polisi Sebut Pelaku Bullying di Solo Diduga 8 Anak Sekolah Dasar .," p. 2020, 2020.
6. N. Heryani, A. Asmuni, and A. F. . Nasution, "Pengembangan Aplikasi Strategi Pencegahan Perilaku Perundungan (Bullying) pada Sekolah Dasar di Kota Jambi.," *J. Akad. Baiturrahim Jambi*, vol. 9, no. 2, p. 190, 2020, doi: <https://doi.org/10.36565/jab.v9i2.213>.
7. Y. Arif and R. Sarfika, "Pelatihan Manajemen Emosi Sebagai Upaya Pencegahan Perilaku Kekerasan Pada Anak Usia Sekolah.," *JMM (Jurnal Masy. Mandiri)*, vol. 5, no. 1, pp. 114–124, 2021, [Online]. Available: <http://journal.ummat.ac.id/index.php/jmm/article/view/3328/pdf>.
8. Y. M. Nitte, A. M. D. Rafael, V. R. Bulu, and A. Y. Benu, "SOSIALISASI RESOLUSI KONFLIK DAN PELATIHAN PENCEGAHAN PERILAKU BULLYING DI SD INPRES SIKUMANA 2 KOTA KUPANG.," vol. 2, no. 1, pp. 18–22, 2022.
9. D. Diana, "Apa Cara-Cara Terbaik Mencegah Perundungan Di Sekolah.," *J. Lazuardi*, vol. 4, no. 2, pp.94–98,2021,doi: <https://doi.org/10.53441/jl.Vol4.Iss2.63>.
10. H. Snyder, "Literature review as a research methodology: An overview and guidelines." *J. Bus. Res.*, pp.333–339,2019,DOI: <https://doi.org/10.1016/j.jbusres.2019.07.039>.
11. H. M. Cooper, "The Integrative Research Review : A Systematic approach.," *Appl. Soc. Res. Methods Ser. 2, Thousand Oaks Sage.*, 1984.

12. D. T. Anggraeni, A. Kumara, and M. S. Utami, "Validasi Program Remaja 'STOP' (Sadar, Tolong, dan Perangi) Bullying untuk Mengurangi Intensi Perilaku Bullying pada Siswa SMP," *Gajah Mada J. Prof. Psychol.*, vol. 2, no. 2, p. 73, 2016, doi: <https://doi.org/10.22146/gamajpp.33359>.
13. A. Fatimatuzzahro and I. Miftahun Nimah Suseno, "EFEKTIVITAS TERAPI EMPATI UNTUK MENURUNKAN PERILAKU BULLYING PADA ANAK USIA SEKOLAH DASAR," *J. PETIK*, vol. 3, no. 2, pp. 1–12, 2017.
14. A. Setiowati and S. I. A. Dwiningrum, "STRATEGI LAYANAN BIMBINGAN DAN KONSELING DI SEKOLAH DASAR UNTUK MENGATASI PERILAKU BULLYING Arum," *Elem. Sch.*, vol. 7, pp. 188–196, 2020.
15. N. Nursasari, "Penerapan Antisipasi Perundungan (Bullying) pada Sekolah Dasar di Kota Tenggarong," *SYAMIL J. Pendidik. Agama Islam (Journal Islam. Educ.)*, vol. 5, no. 2, pp. 187–208, 2017, doi: <https://doi.org/10.21093/sy.v5i2.926>.
16. M. Putri, "Pengaruh Pendekatan Metode The Support Group Method (Tsgm) Terhadap Pencegahan Perilaku Kekerasan Pada Anak Di Sekolah Dasar," *J. Psikol.*, vol. 11, no. 1, pp. 32–36, 2020.
17. Ramadhanti and M. T. Hidayat, "Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar," *J. Basicedu*, vol. 6, no. 3, pp. 4566–4573, 2022.
18. Z. Ulya, "Efektivitas Pelatihan 'Care Teacher, Fight Bullying' untuk Meningkatkan Keterampilan Pembinaan Anti-Bullying pada Guru Sekolah Dasar," *Anal. J. Magister Psikol. UMA*, vol. 11, no. 1, pp. 60–71, 2019.
19. A. Prastowo, "Manajemen Kelas Untuk Mencegah Perundungan Verbal Di SD Tumbuh 3 Yogyakarta," *Quality*, vol. 5, pp. 307–332, 2017.
20. Y. Arif and R. Sarfika, "Pelatihan Manajemen Emosi Sebagai Upaya Pencegahan Perilaku Kekerasan Pada Anak Usia Sekolah," *JMM (Jurnal Masy. Mandiri)*, vol. 5, no. 1, pp. 114–124, 2021.
21. D. Prihartono and S. Hastuti, "Sosialisasi penyuluhan stop bullying di SD Negeri 02 Lengkong Wetan Serpong Kota Tangerang Selatan," *Pros. Semin. Nas. Pengabd. ....*, no. September 2019, 2019.
22. I. T. Sihidi and Z. Amirudin, "Anti-bullying campaign at the Mambaus Sholihin Islamic Boarding School 2 Blitar," *Community Empower.*, vol. 7, no. 3, pp. 434–441, 2022, DOI: <https://doi.org/10.31603/ce.5788>.
23. S. A. G. Amawidyati and A. H. Muhammad, "Program Psikoeduaasi Bullying Untuk Meningkatkan Efikasi Diri Guru Dalam Menangani Bullying Di Sekolah Dasar," *Intuisi J. Psikol. Ilm.*, vol. 9, no. 3, pp. 258–266, 2017.
24. A. Mufrihah, "Perundungan Reaktif di Sekolah Dasar dan Intervensi Berbasis Nuansa Sekolah," *J. Psikol.*, vol. 43, no. 2, p. 135, 2016, doi: <https://doi.org/10.22146/jpsi.15441>.
25. F. M. Firdaus, "Upaya Mengatasi Bullying di Sekolah Dasar dengan Mensinergikan Program Sekolah dan Parenting Program melalui Whole-School Approach," *Didakt. J. Pendidik. Sekol. Dasar*, vol. 2, no. 2, pp. 49–60, 2019, doi: <https://doi.org/10.21831/didaktika.v2i2.28098>.
26. O. D. Pertiwi and E. Christiana, "Bibliokonseling Dalam Bimbingan Kelompok Untuk Meningkatkan Pemahaman Siswa Kelas V Sekolah Dasar Tentang" *J. BK UNESA*, pp. 246–252, 2020.
27. R. Devayanti and E. Christiana, "Bimbingan Kelompok Teknik Simulasi Untuk Meningkatkan Pemahaman Siswa Kelas V Sekolah Dasar Tentang Perundungan," *J. BK UNESA*, pp. 253–259, 2020.
28. N. H. Makkatenni, A. T. Bamba, R. Sidar, N. Ariqah, F. Psikologi, and U. N. Makassar, "MOLLY POLLY : PERMAINAN BERBASIS MEDIA PEMBELAJARAN UNTUK MENGEDUKASI ANTI PERILAKU," *J. Psikol. Insight*, vol. 5, no. 2, pp. 81–95, 2021.



29. I. Maulidhiyaa, "Aplikasi Social Identity Model Of Collective Action (Simca) Pada Partisipasi Siswa Dalam Tindakan Kolektif Anti-Perundungan Di Sekolah," UNIVERSITAS ISLAM INDONESIA, 2021.
30. M. Halimah, "PENANGANAN PERILAKU PERUNDUNGAN DI SEKOLAH DASAR MEMAKAI METODE GOLDEN CIRCLE (Studi Di SDN Tanah Sereal 03 Pagi Jakarta)," INSTITUT ILMU AL-QUR'AN (IIQ) JAKARTA, 2020.
31. A. B. Nandya, I. D. A. D. Putra, and S. H. Komariah, "Perancangan Buku Cerita Bergambar Tentang Edukasi Pencegahan Bullying Untuk Anak Sekolah Dasar Designing Picture Book About Education on Preventing Bullying for Children Primary," *e- Proceeding Art Des.*, vol. 4, no. 3, pp. 817–823, 2017.
32. L. Khakim, "GAMBARAN PERAN SEKOLAH DALAM PENCEGAHAN SCHOOL BULLYING DI SD NEGERI NGESREP 01 SEMARANG," UNIVERSITAS MUHAMMADIYAH SEMARANG, 2019.
33. S. Solehuddin *et al.*, "SAY NO to Bullying : Edukasi Konsep Berfikir Anak Usia Sekolah Dasar di Kelurahan Benda Kergon Pekalongan," 2017.
34. S. Mardiyah and B. A. Syukur, "PENGARUH EDUKASI DENGAN METODE ROLE PLAY TERHADAP PENINGKATAN PENGETAHUAN TENTANG PENCEGAHAN BULLYING PADA ANAK SEKOLAH DASAR," *J. Kesehat. Kusuma Husada*, pp. 99–104, 2020.
35. N. Nurhaedah, A. D. R. Tati, and I. Irwansyah, "Upaya Guru dalam Menangani School Bullying Siswa di Sekolah Dasar," *Publ. Pendidik.*, vol. 10, no. 1, p. 26, 2020, doi: <https://doi.org/10.26858/publikan.v10i1.12535>.
36. V. NARWASTU, "Perancangan Komunikasi Visual Kampanye Sosial Stop Bullying ! Untuk Anak-Anak Usia Sekolah Dasar (Sd) Di Wilayah Sragen," UNIVERSITAS NEGERI SEBELAS MARET SURAKARTA, 2011.
37. E. W. Saptandari and M. G. Adiyanti, "Mengurangi bullying melalui program pelatihan 'Guru Peduli' [Reducing bullying through 'Teacher Care' training]," *J. Psikol.*, vol. 40, no. 2, pp. 193–210, 2013.
38. F. SYAFITRI, "KAMPANYE ANTI BULLYING UNTUK MENCEGAH BULLYING PADA SISWA SD NEGERI PACITAN," UNIVERSITAS MUHAMMADIYAH SURAKARTA, 2018.
39. H. Harjanto Setiawan, "Pengembangan Sistem Peringatan Dini Perundungan Pada Pelajar Di Kota Pangkalpinang," *Sosio Konsepsia*, vol. 7, no. 2, pp. 62–78, 2018, doi: <https://doi.org/10.33007/ska.v7i2.1199>.
40. O. D. Kumala, E. P. Sari, and T. P. Widayaningsih, "Psikoedukasi Untuk Menurunkan Perilaku Bullying dan Pembentukan Kader Anti-Bullying di SD Y," *Pros. Semin. Nas. Mewujudkan Masy. Madani dan Lestari seri 9 "Pemukiman Cerdas dan Tanggap Bencana" 24 Oktober 2019 Disem. Hasil-Hasil Pengabd. teman*, no. Oktober, pp. 27–37, 2019.
41. H. Maulida and R. Y. P. W., "Communication Behavior At Child Friendly School of Magelang City," *Prodi Ilmu Komunikasi, Fak. Ilmu Sos. dan Polit. Univ. Tidar*, no. 39, pp. 239–251, 2021.
42. A. Fatimatuzzahro and I. Miftahun Nimah Suseno, "Efektivitas Terapi Empati Untuk Menurunkan Perilaku Bullying Pada Anak Usia Sekolah Dasar.," *J. PETIK*, vol. 3, no. 2, pp. 1–12, 2017, [Online]. Available: <https://journal.institutpendidikan.ac.id/index.php/petik/article/view/145>.
43. S. Mardiyah and B. A. Syukur, "Pengaruh Edukasi Dengan Metode Role Play Terhadap Peningkatan Pengetahuan Tentang Pencegahan Bullying Pada Anak Sekolah Dasar.," *J. Kesehat. Kusuma Husada*, vol. 11, no. 1, pp. 99–104, 2020.
44. . B. Nandya, I. D. A. D. Putra, and S. H. Komariah, "Perancangan Buku Cerita Bergambar Tentang Edukasi Pencegahan Bullying Untuk Anak Sekolah Dasar Designing Picture Book About Education on Preventing Bullying for Children Primary.," *E- Proceeding Art Des.*, vol. 4, no. 3, pp. 817–823, 2017.

45. L. Khakim, "Gambaran Peran Sekolah Dalam Pencegahan School Bullying Di Sd Negeri Ngesrep 01 Semarang," *Angew. Chemie Int. Ed.* 6(11), 951–952., pp. 5–24, 2018.
46. I. Victorynie, "Mengatasi Bullying Siswa Sekolah Dasar Dengan Menerapkan Manajemen Kelas Yang Efektif," pp. 28–41, 2017, [Online]. Available: <https://jurnal.unismabekasi.ac.id/index.php/pedagogik/article/view/1273/1140>.
47. J. R. Rawlings and S. A. Stoddard, "A critical review of anti-bullying programs in North American elementary schools." *HHS Public Access- J.Sch Heal.*, vol. 89, no. 9, pp. 759–780, 2019.
48. Y. C. Wang, S. W. Lin, and C. H. Lee, "Conducting an evaluation framework for disaster management under adaptive organization change in a school system." *Conduct. An Eval. Framew. disaster Manag. Under Adapt. Organ. Chang. a Sch. Syst. Sustain.*, vol. 12, no. 16, pp. 1–19, 2020, [Online]. Available: <https://doi.org/10.3390/su12166615>.
49. V. T. K. Anh, "Evaluation Models in Educational Program: Strengths and Weaknesses.," *VNU J. Foreign Stud.*, vol. 34, no. 2, 2018, [Online]. Available: <https://doi.org/10.25073/2525-2445/vnufs.4252>.
50. D. Stufflebeam, "Evaluation Models: Viewpoints on Educational and Human Services Evaluation.," *CIPP Model Eval. D. L. Stufflebeam, G. F. Madaus, T. Kellaghan*, pp. 279–318, 2000.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

