



The Principal's Leadership Role to Minimize Bullying in Schools

¹Muhamad Sholeh, ²Windasari, ³Bima Anggana Widhiarta Putra, ⁴Agung Stiawan

^{1,2,3,4}*Universitas Negeri Surabaya*

muhamadsholes@unesa.ac.id

Abstract. Bullying cases in Indonesia are being discussed in the media. The impact of bullying is extremely high, both for the perpetrators and victims of bullying. The principal's leadership is required to creating an anti-bullying school climate. the research was conducted to investigate the school principal's leadership role in creating an anti-bullying school. This research will discuss the role of school principals in creating anti-bullying schools by using systematical literature review (SLR). The search for the literature review database in this study was conducted by analyzing the results of google trends related to the keyword bullying in schools. The main keywords in this research are principal, leadership, bullying. The results of the study will then be screened using the prisma method to obtain a literature review that is in line with the research theme. This study found that principal leadership can help create a positive school climate and reduce the impact of bullying. As a catalyst for creating a good school environment, principal leadership has an important role in improving student achievement and well-being. To achieve this goal, principals should create schools as a safe place for students, where anti-bullying campaigns should be carried out consistently. In implementing anti-bullying policies, principals must have the vision and commitment to lead change

Keywords: Bullying, Leadership, School

1 Introduction

Bullying cases in Indonesia are being discussed in the media. This is due to a murder that was committed by a vocational high school student (SMK) as a consequence of being bullied by his friends [1]. This occurs also due to the high rate of bullying in the education environment in Indonesia. Referring to KPAI data (2020), it was recorded that there were 2,473 reports of bullying that occurred in educational institutions. In addition, based on the results of research conducted by Hosowa, it explains that Indonesia is the 4th highest country in cases of bullying in students. Furthermore, according to it, as many as 41% of students in Indonesia have experienced bullying at school. Moreover, according to [2].

The impact of bullying is extremely high, both for the perpetrators and victims of bullying. The results of research conducted by [3], found that individuals involved in acts of bullying in any capacity (be it as a perpetrator, victim, or both) are at higher risk of developing mental health and/or disciplinary problems that can continue into their adulthood. In accordance with the results of a study conducted by [4], showed that engaging in bullying as a victim or perpetrator can have many negative consequences in the future. A study conducted by [5], showed that bullying perpetrators are significantly more likely to engage in violent crime in the future. In addition to the impacts on perpetrators, the impact on victims of bullying is greater. From research conducted by Arseneault, found that being a victim of bullying will suffer severe mental health disorders such as lack of confidence, moodiness, self-harm, violent behavior and psychotic symptoms that persist for a very long time. Negative effects will also be felt by students who are witnessing the bullying action. The following statement is in accordance with the opinion of [6], which explains that the negative impact of bullying is not only on the perpetrators and victims, but the negative impact also occurs for those who witness bullying.

Considering the many negative impacts that occur due to bullying, there must be preventive action to resolve it. Based on data from [7], 43% of teachers and principals said that bullying is a big problem for their school. Bullying occurs at all levels of school, starting from elementary school and continuing to college [8]. However, based on the results of research conducted by [9], found that bullying behavior occurs most at the senior high school level. This is because students transitioning to high school need a space to build their authority in their peer group [10]. Based on this, it must be a concern for high school principals, including to resolve bullying.

The principal's leadership is required to creating an anti-bullying school climate. This is in line with the results of Prince's research [10], which explains that the principal's leadership role is very important to create an anti-bullying school climate by recognizing the differences and similarities between students. This statement is in the same direction as the statement conveyed by [11], which explains that the leadership role has become an important factor in the successful implementation of school climate change programs to prevent bullying. According to Tappa, explaining that a positive school climate is a reflection of the character of quality school life. A safe, caring, participatory, and responsive school climate can promote attachment and bonding with the school, thus reducing bullying behavior [12].

Referring to the background that has been explained, the research was conducted to investigate the school principal's leadership role in creating an anti-bullying school. This research will discuss the role of school principals in creating anti-bullying schools by using systematical literature review (SLR).

2 Methods

This research uses the systematical literature review (SLR) research method. Systematic Literature Review (SLR) is a term for a way of identifying, evaluating, and interpreting all available research that is relevant to the formulation of the problem or topic area under study to answer [13]. According to Jesson [14], systematical literature

review (SLR) uses a comprehensive research procedure to ensure transparency and accuracy by determining research questions, identifying keywords and databases, conducting a comprehensive literature searching, applying exclusion and inclusion criteria, critically assessing the quality of sources, and synthesizing studies. The procedure used in systematical literature review (SLR) research described by [15]. According to them, education research using systematical literature review (SLR) involves: 1) Defining search terms in the database, 2) Determining inclusion criteria, 3) Assessing the quality of each study identified, 4) Synthesizing the results. The approach in this method uses the PRISMA diagram approach [16]

The search for the literature review database in this study was conducted by analyzing the results of google trends related to the keyword bullying in schools. Figure 1 shows the following results:

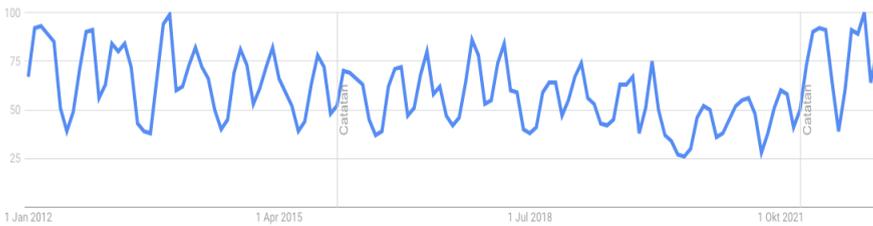


Figure 1. Keyword search results of bullying in schools between 2012-2023

Based on Figure 1, it can be seen that during the period of 2012-2023, the trend on Google is related to the theme of bullying in the school environment. It can be noticed that in 2013 and 2023 the theme of bullying in the school environment is at the highest compared to other years. So that in this study the research period used to search the database is in the range of 2013 to 2023. Furthermore, the keywords used in this research database using synonyms of the main keywords. The main keywords in this research are principal, leadership, bullying. The results of the keyword arrangement are as shown in Table 1.

Table 1. Keywords used in the research

('School principal' OR 'Schoolmaster' OR 'Headmaster' OR 'Pedagogue' OR 'Pedagog' OR 'Head' OR 'Principal' OR 'Head teacher' OR 'Headmistress' OR 'Master')	AND ('Leadership' OR 'Lead' OR 'Direction' OR 'Generalship' OR 'Policing' OR 'Monitoring' OR 'Guidance' OR 'Supervision' OR 'Headship' OR 'Observing')	AND ('Bully' OR 'Bullying' OR 'Persecute' OR 'Intimidator' OR 'Intimidate' OR 'Bullied' OR 'Bullies' OR 'Abusing' OR 'unforgiving' OR 'Harassment' OR 'Coercion' OR 'persecution' OR 'Racist')
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Then to achieve study results that are in line with the research, the next step is to determine the inclusion criteria that are used. The inclusion criteria in this study are as shown in Table 2.

Table 2. Inclusion Criteria

Category	Inclusion Criteria
Publication type	Journal article
Journal	Top 10 journal in each database
Access type	Open access
Subject	Subject only in education
Date Publication	The last 10 years
Research objective	Minimalizing bullying at school
Subject	School principal
Research result	The principal's role in minimalizing bullying at school

The results of the study will then be screened using the prisma method to obtain a literature review that is in line with the research theme. The results of this research prisma diagram as shown in Figure

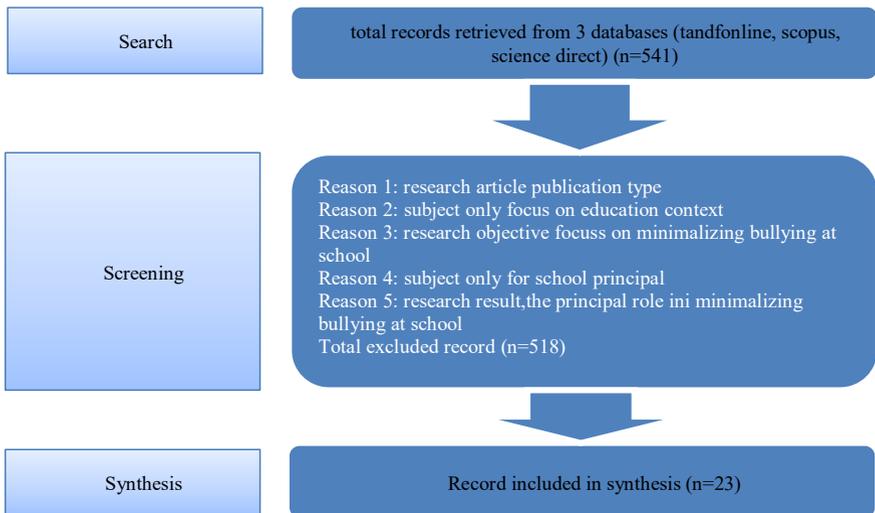


Figure 2. Flowchart For Selection and Analysis Of Included Literature

Based on Figure 2, after the research articles were screened, the research method using SLR used articles that were in accordance with the research discussion regarding the leadership role of school principals in creating anti-bullying schools. The results of data interpretation based on each variable are shown in the following table

3 Findings and Discussion

The role of principal leadership in creating an anti-bullying school climate is substantial. This is in accordance with research conducted by [11] which found that principal leadership interventions to create a positive school climate correlated with a reduction in the total amount of bullying in schools. In line with this, based on research conducted by [12], found that principal leadership can contribute to creating a positive school climate that can reduce the impact of bullying. Furthermore, according to him, in creating a positive school climate, a system must be implemented to reduce bullying and the system must be consistently implemented. The same findings were obtained from research conducted by [17], There is a role of principal leadership in positive student behavior.

The results of research conducted by Entesvag & Roland, on the correlation of school culture and bullying rates. They conducted a study involving 18,767 students and 1932 teachers in 85 schools in Norway found that schools with high and low bullying rates were significantly different in school organizational factors. Schools with high bullying scores reported weak principal leadership roles, weak teacher affiliation, and poor collaborative skills. In contrast, schools with lower bullying scores reported a high level of professional culture including principal leadership, teacher affiliation and collaboration.

The importance of the role of leadership in realizing a positive school environment is strengthened by research conducted by Sebastian & Huang, who found that effective principal leadership is a catalyst for creating a wellbeing school environment that affects student achievement and well-being. According to Preston, Claypool, Rowluck & Green, to create a positive school climate a principal should initially make the school a safe environment. Let children know that when they walk through the door, they are safe whether it is in the classroom, hallway, bathroom, or wherever they are in the school, there is an anti-bullying campaign that is carried out at all times. Similar to Langford et al's (2015) explanation, the school unit is seen as an important pipeline for student learning by providing a safe and secure school environment for all students. The responsibilities of school principals are increasing due to the demands of students and parents that are increasing [18]. Based on research conducted by O'Donovan (2015), interviewing school principals in Ireland, found that the pressure of the principal profession is getting heavier with many demands from various parties. However, despite all that in a paper published by [19], explains that principals are recognized internationally and locally as agents of change as they possess the vision

and skills needed for sustainable leadership and change. Based on the results of research conducted by [20], explained that one of the important roles of principals in decreasing bullying is to be a model of positive behavior for all school members. In the case study, the principals conveyed messages about the importance of respecting and appreciating differences among students. They demonstrate positive and inclusive behavior, create a school culture that respects diversity, and reject any form of bullying behavior. Through these positive attitudes and behaviors, the principals successfully provide a model for students and school staff in dealing with bullying.

The number of cases of bullying in educational institutions is a concern for all parties. Based on the results of research conducted by [21] which found that almost 50% of school principals in Ireland who were sampled in the study had experience dealing with bullying cases. Meanwhile, in the US according to research conducted by [22], found that 14-27% of teenagers in the US have a risk of being bullied. These data illustrate that each bullying case is high in various countries. In addressing bullying, it needs the attention of stakeholders including school principals. Through leadership, principals can create a school climate through policy. In accordance with the results of research conducted by [23], found that principal leadership plays a role in anti-bullying policy innovation and they have a vision and priorities in handling it. Further research conducted by [24], using a sample of 7000 students found that a good school climate will reduce the number of bullying in schools. This is reinforced by research conducted by [6], by examining 142 research schools found that to change the school climate, schools must implement anti-bullying policies. The implementation of anti-bullying policies in schools requires good principal communication [17]. According to Ansary, effective principal leadership in dealing with bullying involves open and effective communication with all related parties, including students, teachers, staff, and parents. The principals under study realized the importance of listening to the complaints and reports about bullying behavior. They provide safe and open communication channels to report bullying incidents and provide support for victims.

Referring to the research results conducted by [25], found that anti-bullying policies can reduce bullying actions by 17%-23%. This is also in accordance with the research findings of [7], in his study found a reduction in bullying actions in schools that implemented anti-bullying policies. In a study by Sabia and Bass (2017), conducted in the US found that schools that implemented anti-bullying policies could reduce 3%-4.5%, while the implementation of stricter policies could reduce 8%-12% of actions. Furthermore, the imposition of sanctions on bullying perpetrators can reduce as much as 17%. Based on the results of a systematic analysis conducted by Jimenez-Barbero (2016), it explains that anti-bullying policies that focus on certain types of behavior will have a significant impact, such as focusing on reducing physical violence. However, a more in-depth study conducted by [26], showed that a good anti-bullying program must be made universal or comprehensive, which means that the policy must explain anti-bullying actions starting from the definition of bullying, prevention strategies, and including reporting rules and sanctions. In addition, the results of observations in 25 schools in Australia conducted by Rigby (2017), found that the strengthening of victims is the most frequently used strategy in schools, followed by restorative practices or sanctioning the perpetrators and mediation between victims, perpetrators, parents and teachers. On the other hand, in the UK, based on the findings of Thompson & Smith (2017), in strengthening the positive school climate, the policies used by principals to

reduce bullying are; strengthening citizenship learning, involving school councils and parents, creating anti-bullying curricula and the last is sanctioning. According to [12], policy implementation is insufficient, there must be a commitment to creating a disciplinary climate to reduce bullying in schools. Furthermore, according to [11], to make changes in school climate, principals must be ready, able, and committed to leading the changes.

In addition, training for the whole school community is supportive of the program's success [27]. According to Swain-Bradway, key aspects of prevention efforts include a holistic theoretical approach based on social ecology theory, social emotional learning, supportive behaviors, developmental appropriateness, leadership teams, and program assessment. Thus, an extra core element is related to training staff to address bullying. In line with [11], training staff on how to address bullying will be correlated with the success of the policy in reducing bullying. This study also found that principals play a role in providing training and raising awareness about bullying in schools. They support training for teachers and staff to recognize the signs of bullying, handle incidents effectively, and implement prevention strategies. In addition, according to Fancera, principals also ensure that students are educated about the negative impact of bullying and the importance of creating a safe and inclusive environment. Principals can conduct various trainings for teachers and staff to help them recognize the symptoms of bullying and bullying incidents that may occur among students [28]. According to him, this training could also include strategies to deal with bullying incidents, either directly or through the role of mediator, as well as how to involve parents or guardians in handling bullying cases. Principals can involve parents in training and awareness-raising efforts on bullying. Involving parents allows for consistency in the approach to handling bullying between school and home. Parents can also become partners in bullying prevention efforts by teaching their children about respecting diversity and dealing with conflict positively. The principal can establish an anti-bullying team in the school consisting of students, teachers, staff and parents. This team is responsible for designing and implementing various activities aimed at addressing bullying, raising awareness, and creating a safe and inclusive school environment. The team can also act as a monitor and support provider for victims of bullying.

4 Conclusion

A safe and bullying-free school climate is a priority for many educational institutions. Based on research, the role of principal leadership in creating an anti-bullying school climate is significant. Principal leadership interventions to create a positive school climate correlate with a decrease in the number of school bullying. This study found that principal leadership can help create a positive school climate and reduce the impact of bullying. As a catalyst for creating a good school environment, principal leadership has an important role in improving student achievement and well-being. To achieve this goal, principals should create schools as a safe place for students, where anti-bullying campaigns should be carried out consistently. In implementing anti-bullying policies, principals must have the vision and commitment to lead change. Effective principals are instrumental in innovating anti-bullying policies and prioritizing how to deal with it.

To improve the effectiveness of anti-bullying policies, training for the whole school community is essential. Principals play a role in providing training and raising awareness about bullying in schools, including teaching students about the negative impact of bullying and the importance of creating a safe and inclusive environment. Principals can also involve parents as partners in bullying prevention and response efforts. Involving parents ensures consistency in the approach to handling bullying between school and home. School anti-bullying teams consisting of students, teachers, staff and parents can also help design and implement activities to address bullying, raise awareness and create a safe and inclusive school environment. This study shows that the implementation of anti-bullying policies correlates with a reduction in bullying in schools. The implementation of a comprehensive policy, including a definition of bullying, prevention strategies, and reporting and sanctioning rules, proved effective in reducing bullying. The results also show that sanctions on bullying perpetrators can reduce the number of bullying acts. In this case, victim empowerment and restorative approaches are also strategies that are often used in schools. With the leadership role of the principal, effective policies, training for the entire school community, and cooperation between schools and parents, it is expected to create a safe and bullying-free school climate.

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