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## Adaptive Educational Management in Building an Anti-Bullying Environment and Improving Student Learning Quality

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**Abstract:** Bullying in elementary schools seriously harms students' mental health and learning quality. Schools with limited resources need an adaptive management model to tackle this effectively. This research stems from the gap between ideal anti-bullying policies and real-world challenges. It describes and analyzes adaptive education management at SDN 036 Ujungberung and SDN Cibodas 01 to handle bullying and improve student learning. This research employs a qualitative approach with a case study method and applies the management framework (Planning, Organizing, Actuating, and Controlling) as its theoretical basis. Data were collected through in-depth interviews, participatory observation, and documentation studies. The findings indicate that at SDN 036 Ujungberung and SDN Cibodas 01 implements a contextual, flexible, and collaborative model of adaptive education management. (1) Planning is conducted participatively by establishing a Prevention and Handling of Violence Team (TPPK) and designing realistic programs tailored to resource limitations. (2) Organization is dynamic, with all teachers actively involved in prevention and supervision. (3) Implementation is humanistically integrated into routine school activities through education, habituation, and direct mediation. (4) Controlling and follow-up are carried out continuously through simple yet regular evaluations, the results of which are used for tangible program improvements. The primary challenge of limited human resources is overcome through collaboration and role flexibility. In conclusion, contextual and responsive adaptive management builds safe, inclusive, character-focused school cultures. It successfully cuts bullying and boosts learning quality, even in resource-poor settings.

**Keywords:** Adaptive Education Management, Bullying, Learning Quality, Elementary School.

### INTRODUCTION

Bullying at the elementary school level has increasingly become a critical concern in Indonesian education due to its profound effects on students' psychological, social, and academic development (Ghofur et al., 2022; Wicaksono, 2023). During this formative period of character and identity formation, bullying can induce emotional disturbances such as anxiety, stress, and school phobia, while impairing academic performance and social skills (Ghofur et al., 2022). Consequently, it undermines the creation of a safe, inclusive learning environment, making early intervention essential for fostering resilient, socially aware generations (Bierman

& Sanders, 2020; Supiadi, 2025). Moreover, comprehensive character education management, encompassing positive attitude development and inclusive school environments, has been shown to significantly reduce bullying instances (Ginancar et al., 2024). This is especially pertinent in primary education, where foundational values are instilled and can directly impact a child's future behavior and interaction patterns (Herawati et al., 2022; Lin & Shih, 2024).

Eradicating school violence is both a pedagogical imperative and a legal obligation (Downes & Cefai, 2016; Mayus & Samudra, 2024). Indonesia's Law Number 20 of 2003 on the National Education System mandates holistic student development, encompassing noble character, intelligence, health, and independence goals achievable only in threat-free, child-friendly settings (Irianto et al., 2024). Bullying thus contravenes core educational objectives, positioning school management as pivotal in aligning practices with student protection principles (Wicaksono, 2023). This necessitates robust educational management strategies that specifically address the multifaceted nature of bullying, focusing on prevention, intervention, and post-incident support (Damayanti, 2023). The alarming prevalence of bullying in Indonesian elementary schools, with hundreds of cases reported annually, underscores the urgent need for effective managerial frameworks (Salshabila et al., 2025). These frameworks must not only respond to existing incidents but also proactively cultivate an environment that fosters empathy, respect, and psychological safety for all students (Sulfemi et al., 2021; Wicaksono, 2023).

In practice, combating bullying requires embedding it within comprehensive school management rather than relying solely on teachers or counsellors (Hasibuan & Rizana, 2023). Effective management cultivates positive school cultures, crafts internal policies, engages stakeholders, and sustains prevention mechanisms (Mayus & Samudra, 2024). Yet, studies reveal persistent implementation barriers, including resource shortages, untrained personnel, overburdened teachers, and inadequate intervention training, despite frameworks like Ministry of Education Regulation Number 46 of 2023 (Jatiningsih et al., 2025). Such challenges emphasize the critical need for adaptive management strategies that can navigate these constraints while still effectively addressing bullying within the unique contexts of various schools (Mayus & Samudra, 2024). This necessitates a re-evaluation of current anti-bullying programs, as many existing initiatives in Indonesian elementary schools often lack a deep understanding among staff and students regarding bullying's impact and effective preventive behaviors (Wicaksono, 2023). Furthermore, the alarming statistics, such as 40% of students aged 13-15 reporting physical violence from peers and 50% experiencing bullying at school, highlight the systemic nature of this issue and the necessity for a coordinated, rather than fragmented, response across all educational institutions (Putra et al., 2020).

These limitations often render programs maladaptive to local realities and students' developmental stages, necessitating flexible, contextual strategies (Irianto et al., 2024). Adaptive educational management addresses this by tailoring interventions to site-specific needs, leveraging limited resources, and fostering teacher-parent-community collaborations (Triyani et al., 2024). This approach is particularly crucial in regions like North India, where significant bullying cases highlight the need for adaptable and localized solutions (Miftahudin et al., 2023).

By applying core functions planning, organizing, actuating, and controlling schools can build structured yet responsive anti-bullying systems (Putra et al., 2020) This enables periodic evaluations, innovative adaptations to bullying's evolving forms, and tangible enhancements in student learning quality (Mayus & Samudra, 2024; Miftahudin et al., 2023). This paper investigates how adaptive education management frameworks can be effectively implemented in elementary schools to mitigate bullying incidents and concurrently improve the overall quality of student learning outcomes.

Several studies in the fields of education and developmental psychology, such as those conducted by Ghofur et al. (2022), Wicaksono (2023), and Kaloeti et al. (2021), have shown

that bullying has a significant negative impact on students, both in terms of mental health and academic aspects. Ghofur et al. (2022) found that bullying victims tend to experience anxiety, stress, decreased concentration, and even depressive symptoms, which directly hinder their learning process. Meanwhile, Kaloeti et al. (2021) affirmed that various forms of bullying including those triggered by social media use, have been proven to trigger the onset of anxiety and damage the psychological well-being of elementary school students in Indonesia. These findings reinforce the urgency of creating a safe and violence-free learning environment as a prerequisite for improving educational quality.

In addition to the individual impact on victims, several studies also highlight the social and institutional contexts that allow bullying to continue occurring. Rusli et al. (2025) showed that weak adult supervision through media exposure and online games, inadequate disciplinary family parenting patterns, and peer influence contribute to increasing the risk of bullying in the school environment. These studies encourage education experts to emphasize the importance of involving all school community members teachers, principals, counselors, parents, and students in prevention and case-handling strategies. A comprehensive whole-school approach is also frequently promoted as an ideal model for creating a positive school culture and suppressing aggressive behavior.

Despite the growing number of studies addressing the causes and impacts of bullying, there remains a notable gap regarding how managerial processes in resource-limited public primary schools are adaptively implemented to address bullying. Existing research seldom examines how schools strategically adjust their management practices when facing constraints in personnel, facilities, or support systems. Moreover, studies employing the POAC management framework to analyze adaptive strategies in bullying prevention and intervention are still limited. This gap highlights the need for a systematic exploration of how school leaders coordinate roles, execute programs, and monitor interventions within challenging operational contexts.

The novelty of this study lies in its application of an adaptive educational management approach within two public primary schools characterized by limited resources. Unlike previous studies that primarily document bullying-handling practices, this research offers an in-depth analysis of how schools adapt their strategies using the POAC framework. The use of a dual-case study design enriches the analysis by enabling cross-case comparison and the identification of shared patterns as well as contextual differences. As a result, this study proposes a contextually grounded, collaborative, and flexible management model that can serve as a practical reference for other schools seeking to strengthen their bullying prevention and intervention efforts.

This study aims to describe the planning processes of adaptive educational management in handling bullying cases at SDN 036 Ujungberung and SDN Cibodas 01, analyze how school resources are organized to support bullying prevention and intervention efforts, examine the implementation of humanistic and collaborative bullying-intervention practices, evaluate the monitoring and control mechanisms employed to ensure continuous improvement in students' learning conditions, and develop an adaptive educational management model based on empirical findings as a recommendation for other educational institutions

## **METHOD**

This study adopts a qualitative approach with a multiple-case study design. The qualitative approach was selected because it enables an in-depth exploration of the phenomenon of adaptive educational management in addressing bullying, as well as a contextual understanding of how and why such practices are implemented in school settings (Yin, 2018). The multiple-case study design specifically allows the researcher to obtain a comprehensive understanding of the complexity of adaptive management in two different locations, namely SDN 036 Ujungberung and SDN Cibodas 01. This approach facilitates the identification of

shared patterns as well as contextual differences, in which the boundaries between the phenomenon and the context are inseparable, in accordance with the research objective to develop a context-based management model (Stake, 2017).

This research was conducted at SDN 036 Ujungberung and SDN Cibodas 01. The selection of these sites was based on their characteristics as public elementary schools with relatively limited resources, yet actively implementing anti-bullying policies and strategies (Yin, 2018). These conditions are highly relevant for analyzing the implementation of an adaptive educational management model that is responsive to constraints.

The data sources in this study consist of primary and secondary data. Primary data were obtained from key informants directly involved in the implementation and management of anti-bullying efforts in both schools. These include the principal, who provided insights into strategic planning, policies, and resource organization; members of the Violence Prevention and Response Team (TPPK), who offered in-depth information on implementation processes, case handling, and control mechanisms; and classroom teachers, who provided perspectives on daily practices, student interactions, and challenges in applying adaptive management in the learning environment. Secondary data include relevant documents supporting and reinforcing the primary data, such as school work plans and budget plans, decrees on the establishment of the TPPK, bullying case-handling reports, as well as socialization materials or anti-bullying programs. These documents were used to understand the planning, organization, and control applied in the schools.

Data collection was carried out using three main techniques to ensure richness and depth of information, as well as to support data triangulation. First, structured and semi-structured in-depth interviews were conducted with key informants to explore their perspectives, experiences, understandings, and views in detail regarding the planning process of adaptive educational management in handling bullying, how school resources are organized and utilized adaptively, the implementation of humanistic and collaborative intervention practices, and the monitoring and control mechanisms applied for continuous improvement. Interview questions were tailored for each informant to obtain specific information relevant to their roles. Second, participatory observation was conducted directly by the researcher in the school environment to observe actual practices, student-teacher interactions, social dynamics, and the implementation of anti-bullying programs in daily activities. The focus was on identifying forms of interaction that reflect humanistic and collaborative practices in preventing and addressing bullying, understanding how management adaptation occurs in spontaneous school situations, and observing the development of a safe and inclusive school culture (Yin, 2018). The observation duration was adjusted to ensure adequate coverage and to obtain a comprehensive picture. Third, document analysis involved reviewing both official and unofficial school documents to complement interview and observation data, providing information on the foundations of planning and anti-bullying programs, organizational structures and role distribution in bullying management, and standard operating procedures and evaluation reports related to control and follow-up. Document analysis was also used to verify information obtained from interviews and observations.

The collected data were analyzed using the interactive analysis model by Miles and Huberman, which includes three interrelated activities: data reduction, data display, and conclusion-drawing/verification. Data reduction involved selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, interview transcripts, and documents to identify key themes related to adaptive educational management, planning, organizing, implementation, and control in handling bullying. The reduced data were presented in the form of matrices, narratives, diagrams, or organized tables to facilitate understanding and the identification of relationships among variables, thereby helping illustrate adaptive management processes and compare practices between the two schools. Conclusion-drawing and verification were conducted repeatedly based on the data display, leading to the formulation of an adaptive

educational management model and providing detailed descriptions and analyses to answer all research objectives.

To ensure data validity and the credibility of research findings, triangulation techniques were extensively used, including source triangulation by comparing and cross-checking information from various informants to achieve consistency and confirmation such as verifying principals' policy information with TPPK members and teachers and method triangulation by comparing data from interviews, observations, and documents to ensure alignment between policies, practices, and reports (Camburn & Barnes, 2004). This triangulation aimed to reduce researcher bias and enhance the credibility of the findings related to the effectiveness of the adaptive educational management model

## RESULTS AND DISCUSSION

This study found that SDN 036 Ujungberung and SDN Cibodas 01 successfully implemented a unique adaptive educational management model, characterized by its contextual, flexible, and collaborative approach to handling bullying cases. This model serves as a strategic response to the challenges of limited resources faced by both schools, while also providing empirical evidence of how adaptive managerial approaches can be put into practice. These findings directly address a notable gap in the existing literature concerning how managerial processes in resource-limited public primary schools are adaptively implemented to address bullying, particularly concerning strategic adjustments to constraints in personnel, facilities, or support systems.

### *Planning: Participatory and Realistic*

In both schools, bullying prevention planning was conducted participatively and realistically. The Principal of SDN Cibodas 01 explained that the foundation of their planning was the establishment of a Violence Prevention and Response Team involving all teachers. This decision was not merely due to human resource limitations but a strategic choice to instill a shared sense of responsibility. "With eight teachers at SDN Cibodas 01, it is impossible to form an exclusive team. Instead, we see this as an opportunity for every teacher to feel ownership of this program. Everyone is TPPK," said the principal. This participatory approach ensures that every program designed is relevant to the school's real conditions and has the full support of all stakeholders, aligning with the crucial role of school principals in implementing anti-bullying programs.

Work programs were designed through joint meetings focusing on identifying real-world problems rather than theoretical assumptions, resulting in a series of realistic, low-cost, yet high-impact programs. Examples include integrating anti-bullying messages into Monday morning assembly speeches, launching a "Pojok Curhat" program where students can anonymously report issues, and creating self-made educational media like anti-bullying posters designed by students. This planning demonstrates strong adaptive qualities, where national policies are not adopted verbatim but "translated" to suit the school's capabilities, resources, and internal culture, addressing the need for flexible and contextual strategies.

This participatory and realistic planning directly addresses the issue raised by Wicaksono, (2023) that many anti-bullying programs in Indonesia often lack deep understanding among staff and students. By involving all teachers and tailoring programs to local contexts, these schools foster a strong sense of ownership and shared understanding, transforming national policies into actionable, relevant strategies. This aligns with the "whole-school approach" advocated by Supiadi, (2025) and Rojas-Andrade et al., (2024), which emphasizes involving all stakeholders including parents, teachers, administrators, and community members to create a positive school culture and suppress aggressive behavior. Furthermore, this adaptive planning strategy supports the idea that strategic planning must consider actual resource conditions,

offering a practical solution to the implementation barriers highlighted in previous literature, particularly in how schools adjust their strategies when facing constraints.

### ***Organizing: Dynamic and Collaborative***

Organization at SDN 036 Ujungberung and SDN Cibodas 01 reflects the principle of "structure follows strategy." Because the primary strategy is collective prevention, the organizational structure is fluid and dynamic. Formally, the TPPK has a chairman and secretary, but in practice, this hierarchy is not rigid; "any teacher who first sees an incident is the first responder." This statement emphasizes the shared and flexible distribution of roles and responsibilities. This role flexibility is supported by the use of the school's WhatsApp group as a tactical command center, enabling rapid response to cases, cutting bureaucracy, and ensuring no report goes unnoticed.

This organizational model makes a significant contribution to the literature by demonstrating that organizational effectiveness does not always depend on rigid hierarchical structures but rather on communication and a culture of mutual support. As Tessaro et al., (2023) indicate, effective prevention and management strategies often include the involvement of the entire school community and continuous teacher training. This model effectively overcomes "implementation barriers," such as resource shortages and untrained personnel, which are identified as common challenges in anti-bullying program implementation. The dynamic organization fosters rapid response and collective supervision, which aligns with the importance of involving the entire school community in preventing and handling bullying cases as emphasized by Hasibuan & Rizana, (2023). The findings also affirm that even with a limited number of teachers, effective organizational strategies can create a strong collective supervision system, similar to how the "Zero Violence Brave Club" promotes a culture of zero tolerance to violence by involving the entire school community.

### ***Actuating: Humanistic and Integrated***

The actuating stage is a tangible manifestation of the school's adaptive philosophy, where programs are implemented humanistically and integrated into students' daily lives. Empathy education is not taught as a separate subject but integrated into thematic learning. Storytelling and role-playing methods are often used for younger students to help them understand the impact of bullying from a victim's perspective. When minor conflicts occur, teachers do not immediately impose punishment but conduct simple on-the-spot mediation, focusing on restoring friendships and teaching how to apologize. This approach focuses on habituating positive behaviors and character development from within. Observations show a supportive school climate, with warm and respectful interactions between students and teachers.

This humanistic and integrated implementation directly addresses the negative impacts of bullying on students' mental health and academic performance, as detailed by Ghofur et al., (2022) and Kaloeti et al., (2021). By focusing on empathy education and mediation rather than punitive measures, schools tackle not only the symptoms of bullying but also their underlying causes, such as a lack of emotional intelligence, which is crucial for character building and reducing bullying incidents. This approach aligns with the importance of instilling fundamental values in elementary education for future behavior. The supportive and inclusive school environment created through this implementation is a prerequisite for holistic student development and improved learning quality, fostering a sense of safety and belonging essential for academic success and well-being. This approach contrasts with solely punitive methods, promoting a more sustainable solution by developing positive traits within students.

### ***Controlling: Continuous and Reflective***

Supervision at SDN 036 Ujungberung and SDN Cibodas 01 is carried out with a simple yet essential approach: consistent and reflective. Instead of being burdened by complex

evaluation forms, the schools hold informal monthly evaluation meetings. This forum serves as a space for collective reflection, where teachers share experiences and seek solutions. For instance, after finding that most verbal bullying occurred during recess, the team decided to adjust teacher duty schedules for optimal supervision in play areas. This mechanism transforms the school into a learning organization, where each case is not seen as a failure but as valuable data for refining future prevention strategies.

This simple yet regular and reflective evaluation model demonstrates a high degree of managerial maturity. This controlling function supports the idea that applying the POAC framework builds a structured yet responsive anti-bullying system, enabling periodic evaluations and innovative adaptations. The schools' ability to continuously learn and adapt from their own experiences is at the core of the adaptive management implemented. This allows for adjustments to prevention strategies in the future and effectively addresses the alarming prevalence of bullying in elementary schools, as highlighted by Salshabila et al., (2025), and supports the goals of anti-bullying education to build a positive culture among students. This approach contrasts with less systematic monitoring, ensuring that interventions remain relevant and effective over time.

### ***Challenges and Adaptive Solutions***

The primary challenges faced by both schools were limited human resources (with only eight teachers for 223 students) and facilities (no dedicated counseling rooms or specialists). However, these challenges were met with entirely adaptive solutions. Human resource limitations were overcome by maximizing collaboration and role flexibility. The lack of formal facilities was addressed with creativity, such as transforming a library corner into a "quiet area" for mediation or light counseling. Most importantly, the schools built strong social capital a positive culture fostered through exemplary behavior. The Principal emphasized, "Our best solution is to be an example. When children see us respecting and helping each other, they will imitate it. That is the strongest foundation of our anti-bullying program."

The ability of SDN 036 Ujungberung and SDN Cibodas 01 to transform limitations into strengths through collaboration, flexibility, and creativity affirms that adaptive management is key to successfully creating a safe and quality learning environment. These findings are highly relevant to previous literature that shows resource constraints often become a significant challenge in implementing anti-bullying policies. The adaptive solutions applied in both schools effectively overcome common implementation barriers such as shortages of resources and untrained personnel. By building strong social capital and emphasizing exemplary behavior, the schools align with the principles advocated by Hasibuan & Rizana, (2023) and Rusli et al., (2025), which underscore the importance of involving all community members and fostering a positive school culture in anti-bullying efforts. This demonstrates how school management can effectively align with student protection principles despite significant operational challenges, creating a foundation for improving student outcomes.

In conclusion, this study fills a crucial gap in the literature regarding how managerial processes in resource-limited public primary schools are adaptively implemented to address bullying, specifically through the POAC framework. The findings from this dual-case study which allowed for cross-case comparison and the identification of shared patterns as well as contextual differences reinforce the position of adaptive educational management as a practical solution. The proposed model emphasizes the importance of participatory planning, dynamic organizing, humanistic actuating, and reflective controlling as key components for creating a positive and effective school culture in combating bullying, even amidst limitations. This model can serve as a valuable reference for other educational institutions seeking to strengthen their bullying prevention and intervention efforts.

## CONCLUSION

This study describes and analyzes the adaptive management model used by SDN 036 Ujungberung and SDN Cibodas 01 to address bullying and enhance student learning quality. Based on the findings and discussions, the conclusions are:

First, in planning, both schools adopt participatory and realistic approaches. They initiate planning via collective dialogue and shared responsibility, involving all teachers in the Violence Prevention and Response Team. This yields low-cost, high-impact programs adapted from national policies to local resources and contexts, overcoming limitations through ownership and creativity.

Second, in organizing resources for bullying prevention, the schools use dynamic, collaborative structures. The Violence Prevention and Response Team has fluid roles, allowing any teacher to respond first. Limited human resources are addressed via collaboration and tools like WhatsApp groups, reducing bureaucracy, speeding responses, and fostering staff support.

Third, in implementing interventions, the schools apply humanistic, integrated methods. Empathy education integrates into thematic learning via storytelling and role-playing. Minor conflicts receive mediation focused on restoring relationships and apologies, promoting positive habits and character development for holistic growth and better learning.

Fourth, in monitoring, the schools conduct continuous, reflective supervision through informal monthly meetings. These enable collective reflection and adjustments, such as revised supervision schedules. Bullying cases become data for improvement, turning schools into learning organizations.

Finally, the findings yield an adaptive management model for other schools: participatory planning, dynamic organizing, humanistic actuating, and reflective controlling. It shows how innovation, collaboration, and exemplary behavior transform constraints into strengths, guiding safe, inclusive cultures that reduce bullying and boost learning outcomes.

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