



The Role of Teachers in Prevent Bullying in Elementary School

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Volume 13 Nomor 1

April 2026: 20-37

DOI: 10.30997/dt.v13i1.22071

Article History

Submission: 12-11-2025

Revised: 04-12-2025

Accepted: 01-04-2026

Published: 30-04-2026

Keywords:

Bullying, School Basic, Role of Teachers, Prevention, PRISMA.

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ABSTRACT

Bullying at school base is problem serious that requires handling systematic. The teacher plays role central in prevention bullying, no only as educator but also a facilitator climate positive class. Review systematic This analyzed 16 articles selected from the Scopus and PubMed databases using PRISMA method for explore strategy effective prevention. Research results show that the prevention program based school like KiVa, SUBS, and PRIMA are proven effective when supported by fidelity and quality implementation high. Intervention based wisdom local, such as Tri Hita Karana e-worksheets and animations Balinese fable "Tat Twam" Asi ", also shows effectiveness in increase literacy and prevention bullying. The review also revealed complexity factor psychological, including paradox connection between empathy and behavior child bullying man as well as impact term long bullying that can ongoing until adult approach comprehensive and sustainable that involves all over community school very required.

1. Introduction

Bullying or *bullying* is phenomenon social at a time problem serious that often appear in the environment education, especially school base (Mayasari et al., 2019). Based on UNICEF report (2015), around 50% of students in Indonesia have experience various form bullying at school (Fitri Silvia Sofyan & Aris Riswandi Sanusi, 2024b), shows that problem This is pressing issues.

Commission Data Protection Indonesian Children's Association (KPAI) reported 226 cases in 2022 violence against children, including violence physical, psychological, and bullying (Fitri Silvia Sofyan & Aris Riswandi Sanusi, 2024a). Efforts countermeasures No only through sanctions, but covers coaching character, planting empathy, as well as role active teachers (Andryawan et al., 2023; Hannin & Jannah, 2024).

The teacher has role strategic as observer social and facilitator who builds climate class positive. Active and sensitive teacher response proven lower frequency bullying (van Gils et al., 2022; Finet et al., 2023; Mawardi, M., 2018). Teachers who participated anti-bullying training such as T-SUPPORT or KiVa show improvement ability



intervention and identification cases (Finet et al., 2023; Hikmat et al., 2024; Aliyyah, RR, 2017). Improvement empathy and skills social-emotional is also proven lower risk student become perpetrator or victims (Devleeschouwer et al., 2025; Mehari et al., 2023). Implementation values character through intracurricular and extracurricular programs can also lower behavior *bullying* (Ariah., 2015; Nurliyah, N., 2017; Putri Hadinata, AS, 2024; Liani Pradini, NP, 2023)

Approach based technology such as gamification and virtual scenarios help teachers teach anti-bullying values in a way interesting (Yang & Lu, 2024). In addition that, collaboration teacher with family and counselor school increase success handling case bullying (Frawley et al., 2023; Horoz et al., 2022).

2. Methods

2.1 Strategy Search

Database used in study This is *Scopus*, known as a scientific database the largest provider access to various publication reputable in the field education, digital literacy, innovation learning and transformation education basic and pubmed known as a website that also provides access to the database for look for literature scientific related various type article.

Strategy in search in *pubmed* and *scopus* covers combination sentence key in Indonesian and English, namely "**School Bullying Prevention**". Search on research This follow outlined guidelines in *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA). PRISMA is method designed reporting For avoid error fundamental moment do review systematic in meta-analysis report (Tricco et al., 2018) (Page et al., 2021).

2.2 Criteria Exception

Criteria exceptions used between others: (1) Articles that are not occurs in Elementary Education (2) Articles that are not published in 5 years final namely 2020-2024 (3) Articles that can accessible for free (4) articles of a nature study

2.3 Procedure

In the selection process the article on *Scopus*, initially found totaling 244 publications with sentence "*School*" key ***Bullying Prevention Elementary School*** identified through The *Scopus* database search yielded 244 articles. Furthermore, a filtering based on five-year criteria final produced 86 articles and access open (open access) For ensure relevance and accessibility of data, so that amount article reduce into 38 articles. Limit keywords to the words child, bullying and articles in Language English 22 articles were obtained. Steps furthermore is do in - depth review to title, abstract, and content article based on criteria inclusion like suitability topic, context education basic, and focus on bullying in schools basis. Stages of the assessment process eligibility and elimination to a number of article duplicate or not fulfil criteria Additionally, 12 articles were obtained the stated end worthy and relevant For analyzed more carry on.

Whereas screening carried out on *pubmed* at first 361 articles found, conducted five-year screening final produces 141 articles, and free full text into 80 articles, with

keywords speaking English and restricted age children 6 - 12 years old leaving 26 articles. After that article from PubMed and Scopus databases added up so that to 47 pieces article article. Then articles the filtered return Because a number of article considered No worthy, so that articles that are considered proper and appropriate 16 articles remaining. Some big discarded articles Because article the No discuss about bullying that occurs at school basic. All article summarized from the source and analyzed through device Mendeley software for delete duplicate. More to be clear shown in figure 1.

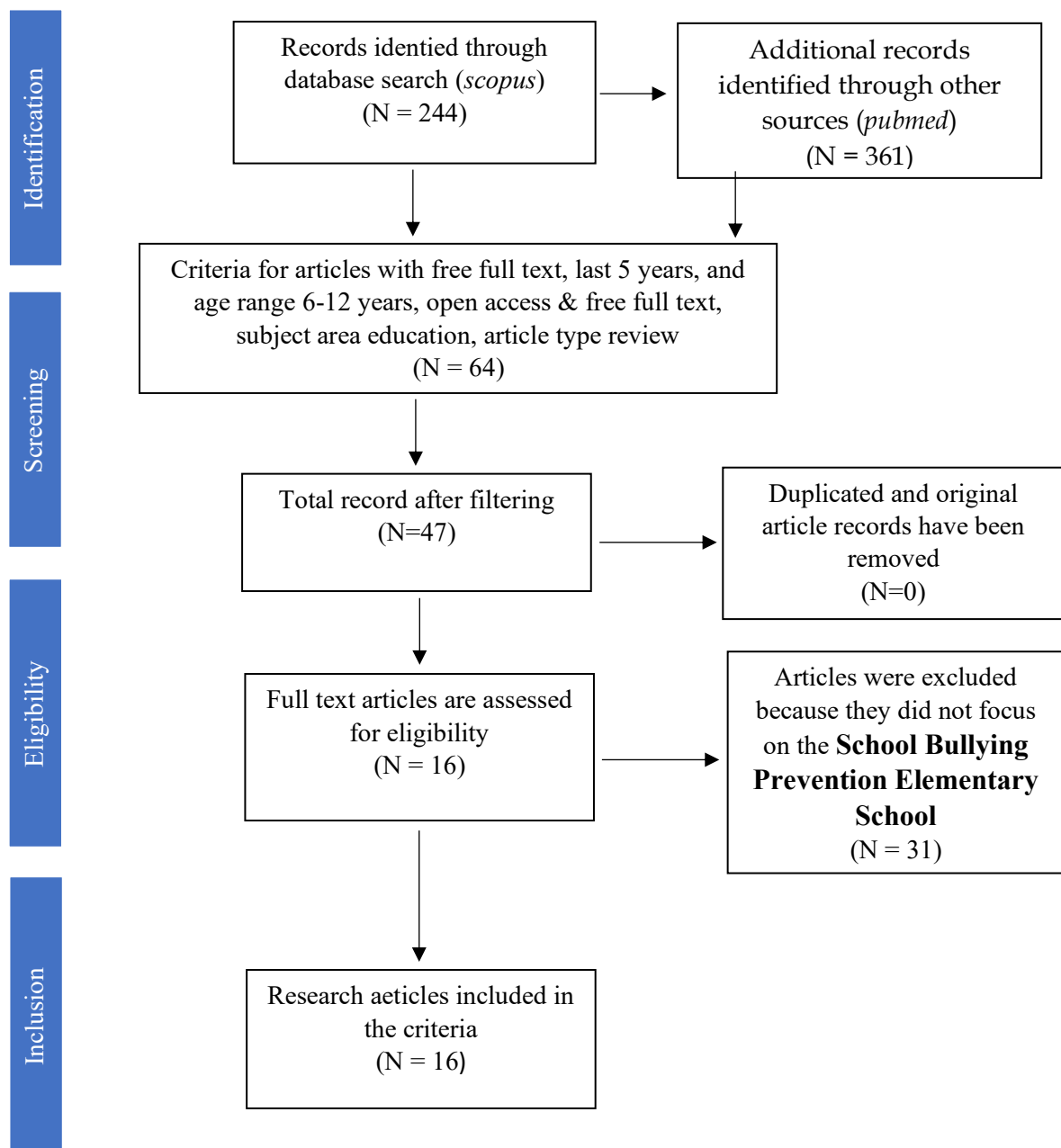


Figure 1 PRISMA Diagram

After it is done analysis to sixth twelve article said, it was found a number of variation method research. Five pieces articles that use method longitudinal research. Group This focus on analysis longitudinal path (Drazdowski et al., 2021) , RI_CPLM model (Devleeschouwer et al., 2025) , longitudinal design (Cooley et al., 2022) ,

longitudinal research (Malamut & Salmivalli, 2021) , and longitudinal studies with prospective fine analysis profile latent (Bettencourt et al., 2023)

Four RCT research, there are 4 articles , effect model mixture (Hoekstra et al., 2024) , RCT with design pre – post – test (Wolfersteig et al., 2022) , RCT with *moderated mediation model* (Tolmatcheff et al., 2024) , and Cluster-randomized trial (van Verseveld et al., 2021) . Fourth characteristics study the in the form of experiment with assignment random and group control. Two articles that combine approach qualitative and quantitative (Megaputri et al., 2025) : (Takash et al., 2024) . Two fruit articles that use method Cross-sectional research , where method This do data collection on one time certain , namely studies cut latitude quantitative (Doumas et al., 2023) and studies cross-sectional program evaluation (Johnson-Shelton et al., 2024) . Two fruit article using the review method is review systematic to existing literature with methodology structured , scoping review with PRISMA (Hikmat et al., 2024) and system review with approach qualitative (Freeman et al., 2024) . A fruit article with R & D method - ADDIE (Analysis, Design, Development, Implementation, Evaluation) model that develops and tests product or intervention model (Sudiana et al., 2024) . One fruit article with method Program Evaluation , a studies that assess effectiveness of the ongoing program walking , studying quantitative program evaluation (Johnson-Shelton et al., 2024) . Article bullying dominated by longitudinal and experimental approaches (RCTs), reflecting need proof strong empirical about development and effectiveness intervention, with variation complementary methodology.

Table 1 Literature Review Matrix (16 Articles)

Author and Title	Methods and Types Study	Contents	Objective Study	Research result
(Drazdowski et al., 2021) A Longitudinal Study of the Bidirectional Relations Between Anxiety Symptoms and Peer Victimization in Urban Adolescents	Type longitudinal research with data collection in 4 waves for 4 years. Analysis longitudinal path.	Review connection lead come back between symptom anxiety with two type bullying by friends peers: direct (physical /verbal) and relational (exclusion) social).	Test connection lead come back between symptom anxiety with bullying direct and relational in adolescents urban during the transition period school.	Prove that symptom anxiety in a way consistent predict improvement risk become a victim of bullying, either direct and relational, during the transition period school .
(Develeschouwer et al., 2025) Longitudinal Relationships Between Empathy and Bullying	This longitudinal study using the RI-CLPM model, with analysis separated For child men and women.	Review longitudinal relationship between two component empathy (cognitive and	Investigate longitudinal relationship between empathy cognitive and affective with behavior bullying of elementary school students with analysis separated based on gender.	Connection empathy and bullying very influenced by gender, where in children man empathy tall

Among Boys and Girls: A Random Intercept Cross-Lagged Panel Model Study		affective) with behavior bullying of students school base.		precisely can predict improvement bullying, while in women No found connection significant.
(Cooley et al., 2022) Emotion Regulation Attenuates the Prospective Links from Peer Victimization to Internalizing Symptoms during Middle Childhood	Longitudinal design	Review How victimization influence welfare socio-emotional students, with context environment class (composition ethnicity and norms social) as moderating factors connection the .	Test repeat theory mismatch individual-environment with analyze role composition ethnicity class and climate social to connection between victimization and well-being student longitudinally on the sample rural.	Environment positive and diverse classes more effective protecting victims of bullying than just own Friend ethnicity.
(Malamut & Salmivalli, 2021) Rumination as a Mediator of the Prospective Association Between Victimization and Bullying	Longitudinal research	Study This testing development al models Where childhood victimization trigger later rumination increase risk become perpetrator bullying in adolescence.	Study This aim test whether childhood victimization predict behavior bullying in adolescents, with rumination as a mediator who explains mechanism connection the.	Childhood victimization increase behavior bullying in adolescence through mechanism rumination, detachment from the emotions that accompany it.
(Hikmat et al., 2024) KiVa anti-bullying program: preventing bullying and reducing bullying behavior among students - a	Study This is a scoping review using PRISMA guidelines that analyzed 11 studies (RCTs and quasi-experiments) from the CINAHL, PubMed, and Scopus databases through analysis descriptive qualitative.	KiVa Program is anti-bullying intervention s holistic involving multi-party through various activities, can carried out	Objective study This is explore effectiveness and methods implementation of anti - bullying programs KiVa for student.	KiVa Program proven effective reduce bullying through multi-stakeholder approach and methods diverse, with recommenda

scoping review		online/offline, and requires implementation sustainable.		tion implementation sustainable and online platform development
(Sudiana et al., 2024) Interactive Electronic Worksheets Based on Tri Hita Karana for Indonesian Language Subjects to Improve Literacy Skills and Prevent Bullying in Elementary Schools	Study Development "ADDIE" model (Analysis, Design, Development, Implementation, Evaluation) Analysis qualitative and quantitative. Analysis validity use formula Aiken's V . Effectiveness test use analysis statistics MANOVA .	Article This discuss Interactive E-Worksheet development based Tri Hita Karana values which contain narrative and quizzes interactive For increase literacy and prevention bullying in Indonesian language lessons at school base.	developing Interactive E-Worksheets Based on Tri Hita Karana for eye valid, practical, and effective Indonesian language lessons use as prevent bullying at school base.	Interactive E-Worksheet Based on Tri Hita Karana which was developed proven very valid, very practical according to teachers, and effective in increase skills literacy as well as understanding For prevent bullying at school base.
(Megaputri et al., 2025) Changes in bullying behavior through agents of change using the Balinese fable animation "Tat Twam Asi" in Jembrana regency	Method Mixed Methods	Article This discuss intervention innovative prevention bullying at school base through Agent Change Behavior that uses animation Balinese fable "Tat Twam" Asi " for implant mark empathy and equality.	Objective study This is develop and evaluate effectiveness formation Agent Change Behavior that uses animated media Balinese fable "Tat Twam" Breast milk " For reduce behavior bullying at school base.	Research result prove that "Tat Twam" animation Valid " Asi and Agent Change Behavior succeed increase knowledge, attitudes, and prices self students, with attitude and price self become factor key (78%) prevention bullying.
(Takash et al., 2024) Peer Victimization among	Method Mixed Methods Data Analysis Techniques: Wilcoxon Signed -Rank Test and	Article This discuss intervention innovative prevention	Develop and evaluate effectiveness Agent Changes that use animation media Balinese fable "Tat	Very valid animation proven in a way significant

Young Children in Jordan and their Coping Strategies	analysis linear regression.	bullying at school base through Agent Changes that use animation Balinese fable "Tat Twam" Breast milk " based " mark empathy and equality.	Twam" Breast milk " For reduce behavior bullying at school.	increase knowledge, efficacy self, attitude, and self-esteem self student in prevent bullying.
(Hoekstra et al., 2024) Can classroom seating arrangements help establish a safe environment for victims? A randomized controlled trial	Effect model mixed (mixed-effects models) Primary, secondary, sensitivity, and exploratory analysis	The goal is For see whether intervention simple and fast This can increase the welfare of the victims with create a sense of security and reduce chance For intimidated .	Strategy arrange seating with bring the victim closer to friends and distance themselves from perpetrator proven No effective For increase victim welfare .	Arrange the victim's seat was proven No effective, so that required more interventions comprehensive.
(Devleeschouwer et al., 2025) Longitudinal Relationships Between Empathy and Bullying Among Boys and Girls: A Random Intercept Cross-Lagged Panel Model Study	Longitudinal study using <i>the Random Intercept Cross-Lagged Panel Model (RI-CLPM)</i>	This longitudinal study test connection lead come back between two dimensions empathy (cognitive and affective) with behavior bullying of students school base.	Study This test direction connection between empathy cognitive and affective with behavior bullying, separating within-person and between-person effects, as well as research difference connection based on gender.	Studies This find that although child man with empathy more tall tend not enough do bullying, increase empathy precisely predict improvement bullying later day, while in children Woman No found longitudinal relationship between empathy and bullying.

(Wolfersteig et al., 2022) Empowering Elementary and Middle School Youth to Speak Up and Be Safe: Advancing Prevention of Child Maltreatment with a Universal School-Based Curriculum.	A method randomized controlled trial (RCT) with design pre -post-test and follow-up 6-month follow-up on 2,797 students (kindergarten- grade 8) tested effectiveness Speak Up Be Safe (SUBS) curriculum compared group control use analysis covariance (ANCOVA).	research This evaluate effectiveness of prevention programs persecution child based school universally. The Speak Up Be Safe (SUBS) curriculum is designed For increase knowledge and skills student in prevent and identify abuse and neglect child.	Objective study This is measure effectiveness SUBS curriculum in increase knowledge safety students and provide proof empirical For implementation of prevention programs persecution child based school.	Research result prove SUBS curriculum in general significant increase knowledge and skills prevention persecution children, effective as a universal program based on proof with cost low.
(Tolmatcheff et al., 2024) Examining the Link Between Implementation Fidelity, Quality, and Effectiveness of Teacher-Delivered Anti-Bullying Interventions in a Randomized Controlled Trial.	Measuring fidelity and quality teacher implementation and change variables student using a moderated mediation model with latent change scores.	Study This evaluate influence quality and suitability implementation to effectiveness two anti-bullying interventions that target release of morals and norms social.	Objective study This is test the influence of fidelity and quality implementation to results anti- bullying interventions, as well as understand interactions and mechanisms mediation through change release of morals and norms social.	Fidelity and quality high implementation on strengthen decline moral detachment of students which leads to a reduction bullying, with quality Enough make fidelity not required, but high fidelity can cover quality low, while norm social No changed even though in ideal conditions .
(van Verseveld et al., 2021) Effects of Implementin	Cluster- Randomized Trial Scrambled In groups) Experiment with three group (two condition	Study This evaluate the effectiveness of the PRIMA anti-	Objective study This is test effectiveness of the PRIMA program, comparing effect with and without lesson	PRIMA program is effective reduce victimization

g Multiple Components in a School-Wide Antibullying Program: A Randomized Controlled Trial in Elementary Schools	experiment + one group control)	bullying program in schools base with compare various level implementat ion program components.	students, as well as research connection between amount program components with strength the effect.	and support for the perpetrator, with multi-component and combination implementati ons teacher-student training give results the best, even though need study more carry on.
(Freeman et al., 2024) Effectiveness of School Violence Prevention Programs in Elementary Schools in the United States: A Systematic Review	1. review systematic with approach qualitative	Article This analyze effectiveness of prevention programs violence in schools US base in handle violence physical, relational, and cyber along with strategy its implementat ion.	Study This aim For identify prevention programs violence in schools US basis, assess its effectiveness, and knowing tool as well as methods used For its improvement.	Prevention program violence in schools US-based – especially those based on SWPBIS, Positive Action, and SEL – proven effective reduce violence and increase behavior positive. The success of the program is very depends on consistent implementat ion, expectations clear behavior, and involvement all over community school.
(Bettencourt et al., 2023) Long -term consequences of bullying involvement in first grade	2. A prospective longitudinal study analyzing data from trials controlled randomized controlled trial (RCT) with	Study This study impact term length of childhood bullying to life mature young, with	Objective study is identify bullying patterns in grade 1 and their relationship with results adults, and research role mark reading and suspension	Study identify three subgroup of bullying victims, where victims with

		use Analysis Profile Latent	focus on mechanisms connector like performance academic and suspension school.	as mechanism connector.	involvement high and medium risky more big For did not graduate high school on time time and involvement justice criminal - a relationship that is partly explained by the value read low and suspension in school medium.
(Doumas et al., 2023) The Association between Internalizing Symptoms and Witnessing School Bullying and Defending Behavior: An Analysis of Gender Differences among Elementary and Middle School students	3.	studies cut quantitative cross-sectional with analysis moderation	Study This study connection between symptom internalization with witness oppression and behavior defend, with research gender roles as moderators.	Objective study is test connection symptom internalization with bullying and gender roles, as well as give recommendation prevention.	Witnessing oppression trigger depression, with response different based on gender.
(Johnson-Shelton et al., 2024) Program Evaluation of the radKIDS® Youth Personal Empowerment Safety Education Program.	4.	studies program evaluation use survey quantitative cross-sectional	Study This evaluate effectiveness of prevention programs bullying a child who focuses on development skills safety and empowerment	Objective study is evaluate effectiveness of the radKIDS® program in develop skills safety, reducing victimization, and empowerment development psychosocial child.	Research result confirm effectiveness of the radKIDS® program in teach skills safety and SEL, but need repair in flexibility training, time training and

psychosocial child school base.	supervision implementati on.
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3. Results & Discussion

3.1 Results

Prevention program-based school universally proven effective, such as the KiVa, SUBS, and PRIMA programs (Hikmat et al., 2024; Wolfersteig et al., 2022; van Verseveld et al., 2021). The success of the program is influenced by the fidelity and quality of the implementation (Tolmatcheff et al., 2024) as well supervision adequate (Johnson-Shelton et al., 2024).

Impact term long bullying Enough serious, like risk failed education medium and engagement law (Bettencourt et al., 2023). Mechanism development confirm relatedness between childhood victimization with behavior teenage bullying through rumination (Malamut & Salmivalli, 2021).

On the side psychological, empathy own connection paradox with behavior child bullying men (Devleeschouwer et al., 2025). Exposure as witness bullying also triggers symptom internalization with difference gender response (Doumas et al., 2023).

Intervention based culture local, such as Tri Hita Karana and animation Balinese fable Tat Twam Breast milk, proven effective increase literacy and prevention bullying (Sudiana et al., 2024; Megaputri et al., 2025; Takash et al., 2024). Intervention structural simple like arrangement the victim's sitting position is not effective (Hoekstra et al., 2024).

3.2 Discussion

From the results analysis six twelve article, which does study to effort prevention bullying at school base show There are five groups. First is Effectiveness of Program Based Schools and Factors Implementation. Articles study This in a way consistent show that the prevention program implemented bullying universally in the environment school proven effective. Programs such as KiVa (Hikmat et al., 2024) , SUBS (Wolfersteig et al., 2022) , and PRIMA (van Verseveld et al., 2021) has show significant results in reduce behavior bullying . However, the effectiveness of these programs very depends on quality implementation, where the fidelity aspect (suitability) with protocol) and quality delivered by the playing teacher role critical. Findings disclose that second aspect This can each other compensate - high fidelity can cover low quality , and vice versa (Tolmatcheff et al., 2024) . This strengthened with statement that emphasizes importance consistency implementation and engagement all over community school (Freeman et al., 2024) .

Grouping second state impact term length and mechanism psychological reveal consequence Serious from childhood bullying to development term long. A invention that victims of bullying in grade 1 are at risk more tall For No finish education intermediate and involved in system justice criminal (Bettencourt et al., 2023) . Mechanism underlying psychology found Enough complex , where research identify rumination as a mediator between childhood victimization with behavior bullying in

adolescence (Malamut & Salmivalli, 2021). Temporary That A article For prove that symptom anxiety in a way consistent predict improvement risk become a victim of bullying, especially during the transition period school (Drazdowski et al., 2021).

Next in the group third that is intervention-based culture and wisdom local, presenting approach innovative through utilization wisdom local in intervention prevention bullying. Developing a worksheet based on proven Tri Hita Karana values effective increase literacy and prevention bullying (Sudiana et al., 2024). Approach use animation Balinese fable "Tat Twam" Asi " through Agent Change Behavior. Research results they show improvement significant in knowledge, attitudes, and prices self-students, with effectiveness reached 78% in factor key prevention bullying (Megaputri et al., 2025): (Takash et al., 2024).

Group fourth disclose complexity factor psychology and gender roles. Where articles in group This reveal connection complex between factor psychological and behavioral bullying. Discovery paradox Where improvement empathy precisely predict improvement behavior child bullying men, while in women No found significant relationship (Devleeschouwer et al., 2025). Findings This reinforced by articles that identify difference response based on gender exposure as witness bullying (Doumas et al., 2023). Regulations emotions also play a role as a moderator in connection between victimization and symptoms internalization, highlighting importance a considerate approach aspect emotional in intervention (Cooley et al., 2022).

Group fifth emphasize importance evaluation comprehensive to various form intervention. Intervention structural simple like arrangement the victim's seat turned out to be No effective, so that required a more approach comprehensive (Hoekstra et al., 2024). In radKIDS® program evaluation confirms effectiveness of the program in teach skills safety, but highlight the need repair in flexibility training and supervision implementation (Johnson-Shelton et al., 2024). Findings This in a way collective confirm that approach partial and isolated No Enough For handle problem complex bullying in school base.

4. Conclusion

Prevention bullying at school base need approach comprehensive, systematic, sustainable, and involving all over community Schools. The success of the program is influenced by strong design and implementation. quality. Intervention must started since early, integrating learning social-emotional, and tailored with context culture. Collaboration between stakeholders interest absolute required.

Acknowledgments

On the occasion This saying accept love is conveyed to Head of the Master of Elementary School Teacher Education Study Program, University of Tanjungpura Pontianak, father Mother lecturers and the entire academic community of the PGSD master's program at the University Tanjungpura Pontianak, in particular lecturer guardian eye Scientific Writing lecture, Mr. Prof. Dr. Y. Touvan June Samodra, M.Pd and Mrs. Dr. Ricka Testi Muskania, M.Pd, all colleague PGSD Masters students Class

B 2025/2026 , as well as husband and children who always provide support that is not there stop .

Hopefully all assistance and support that has been given get appropriate reward from Almighty God One.

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