



Bullying Prevention Strategy Through The Role of Education Center

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ABSTRACT

This study aims to analyze bullying prevention strategies through the role of the Tripusat Pendidikan (Education Tricenter) which includes the government, schools, and the community. The phenomenon of bullying in the current educational environment shows increasingly complex forms, including physical, verbal, social violence, and cyberbullying, which have serious impacts on the psychological condition and development of students. This study uses a descriptive qualitative approach with data collection techniques through in-depth interviews, observation, and documentation. The results of the study indicate that the government plays a role in formulating policies and regulations, schools play a role in implementing character education and counseling services, while the community and parents play a role in character formation and child supervision. However, implementation in the field still faces obstacles in the form of less than optimal synergy between parties. Therefore, a collaborative strategy based on the Tripusat Pendidikan is an important approach in creating a safe, inclusive, and bullying-free educational environment.

1. Introduction

Quality education is not only oriented toward academic achievement, but also toward character development and the creation of a safe and comfortable learning environment for students. A conducive school environment plays a crucial role in supporting children's social, emotional, and moral development as part of efforts to build superior human resources (Ministry of Education, Culture, Research, and Technology, 2023). Therefore, the psychological safety of students is a key foundation in the educational process (Mulyasa, 2022).

However, the phenomenon of bullying remains a serious problem in Indonesian education. Data from the Indonesian Child Protection Commission (KPAI, 2025) shows that bullying cases have increased significantly in the past two years, with more than 2,400 reports in 2024. The forms of bullying that occur include physical, verbal, psychological, social violence, and cyberbullying, which is increasingly growing along with the intensity of digital media use (Martha, 2023). Several emerging cases have



even shown extreme impacts, causing serious mental disorders and loss of life for victims, thus confirming that bullying is no longer a simple issue, but rather a systemic problem within the education ecosystem.

The impacts of bullying are broad, ranging from psychological disorders such as anxiety, depression, and low self-esteem to decreased academic achievement and the emergence of negative social behaviors (Ririn, 2024; Subroto, 2021). In the long term, this condition has the potential to degrade the quality of human resources. Therefore, preventive efforts are needed that are not partial, but rather systematic and collaborative.

Numerous studies have examined bullying prevention through various approaches, such as character education, moral education, internalization of religious values, and the role of teachers and educational institutions (Nabila et al., 2024; Hasan, 2025; Hidayah, 2024). However, most of these studies still focus on a single aspect or specific educational environment. In fact, the concept of the educational trilogy proposed by Ki Hajar Dewantara emphasizes that the formation of student character is the result of synergy between family, school, and community.

Based on this, a research gap exists in the form of suboptimal integration of the three pillars of education in bullying prevention efforts. Therefore, this study aims to formulate a bullying prevention strategy through the role of the educational trilogy, using a holistic and integrated approach. This research is expected to contribute to strengthening collaboration between families, schools, and communities to create a safe, inclusive, and sustainable educational environment.

2. Methods

This research was conducted at Amaliah Ciawi Elementary School in Bogor Regency, an A-accredited private school that has implemented child-friendly school principles and has good synergy between the school, parents, and the community. The research was conducted between November and February.

This research uses a qualitative approach with descriptive methods to gain a deeper understanding of bullying prevention strategies through the role of the educational trilogy. This approach was chosen because it can depict the phenomenon naturally and contextually, based on the perspectives of the informants.

Data collection techniques include: (1) in-depth interviews with school principals, teachers, school committees, government representatives, and community leaders; (2) moderate participant observation to directly observe the implementation of the bullying prevention program; and (3) documentation in the form of policies, SOPs, and relevant activity reports.

Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data presentation, conclusion drawing, and verification. Data validity was ensured through triangulation of sources and methods, and credibility was tested through member checks and peer discussions.

3. Results & Discussion

3.1 Results

3.1.1 Forms and Characteristics of Bullying

Research shows that bullying behavior in today's educational environment is developing in various forms, both directly (offline) and indirectly through digital spaces (online). This phenomenon is no longer simple, but has undergone a transformation along with technological developments and the dynamics of student social interactions.

In general, the forms of bullying identified fall into several main categories. First, physical bullying, which involves violent acts involving direct contact, such as pushing, hitting, kicking, damaging the victim's property, and even extortion. This form is generally easier to recognize because it's visible, but it often occurs in areas with minimal supervision, such as outside the classroom or during recess.

Second, verbal bullying, which is manifested through the use of hurtful language such as taunts, insults, threats, and negative labels toward the victim. This form tends to be perceived as a "joke" by both the perpetrator and those around them, so it often goes unnoticed as bullying, even though it can have significant psychological impacts.

Third, social or relational bullying, which involves ostracizing, ignoring, spreading gossip, or otherwise damaging the victim's social relationships with peers. This form is more subtle and difficult to detect because it doesn't involve direct violence, but it has a significant impact on the victim's self-confidence and social connectedness.

Fourth, cyberbullying, which occurs through digital media such as social media, instant messaging apps, and other online platforms. It includes negative comments, hate speech, the distribution of embarrassing photos or videos, and anonymous intimidation. Cyberbullying has unique characteristics, including its wide reach, rapid dissemination of information, and the potential anonymity of the perpetrator, making it difficult for victims to escape, even outside the school environment.

In addition to these forms, this study also identified a key characteristic of bullying behavior: a power imbalance between the perpetrator and the victim, both physically, socially, and psychologically. Bullying also tends to be repetitive and has lasting impacts on the victim. In many cases, there is also an element of normalization of the behavior within the peer group, where bullying is seen as normal or part of social dynamics.

Furthermore, the development of digital technology has expanded the scope for bullying, blurring the boundaries between school and personal life. Victims experience pressure not only at school but also in the virtual world, which should be a safe space. This demonstrates that bullying has become a multidimensional phenomenon that requires a comprehensive and multidisciplinary approach.

3.1.2 The Role of Government in Preventing Bullying

The government plays a strategic role as a regulator, facilitator, and supervisor in bullying prevention efforts in educational institutions. Research shows that the government has developed various policies oriented towards child protection and the

creation of a safe educational environment, such as child-friendly school programs, guidelines for preventing and handling violence in schools, and strengthening character education. These policies serve as a normative foundation that guides schools in developing structured and sustainable bullying prevention systems.

Beyond regulatory aspects, the government's role is also evident in providing support programs, such as teacher training, strengthening guidance and counseling services, and national campaigns related to child protection. In this context, the government functions not only as a policymaker but also as an actor driving cultural change through educational and social interventions. These efforts demonstrate an awareness that bullying prevention requires a systemic approach involving various stakeholders.

However, the research also revealed that policy implementation in the field still faces various challenges. One major obstacle is the uneven dissemination of the policy to all educational institutions, resulting in varying levels of understanding and preparedness across schools. Furthermore, limited monitoring and evaluation have resulted in some policies not being implemented optimally. In practice, schools still lack clear standard operating procedures (SOPs) for handling bullying or have not systematically integrated the policy into school programs.

Furthermore, challenges also arise in cross-sectoral coordination. Bullying prevention is not solely the responsibility of the education sector, but also involves other agencies such as child protection, health, and digital communications. This lack of integration between institutions has the potential to result in fragmented policies that are less effective in addressing the root causes of the problem.

Therefore, it is necessary to strengthen the government's role through several strategic steps, including: increasing the intensity of comprehensive policy dissemination, strengthening data-based monitoring and evaluation systems, and enhancing human resource capacity in educational institutions through ongoing training. Furthermore, the government needs to encourage cross-sector collaboration and strengthen community-based approaches so that formulated policies are not only normative but also implementable and contextual.

3.1.3 The Role of Schools in Preventing Bullying

Schools play a vanguard role in bullying prevention by creating a safe, inclusive learning environment that focuses on student character development. Research shows that school efforts are not merely reactive to incidents but also preventive through various programs integrated into the school culture.

These efforts include: (1) implementing a character education program that emphasizes the values of empathy, responsibility, and respect for differences; (2) cultivating positive behavior through routine activities such as group prayer, social activities, and value-based learning; (3) providing guidance and counseling services as a safe space for students to express their problems; and (4) implementing strict rules and sanctions against perpetrators of bullying as a form of enforcing discipline and protecting victims.

Furthermore, schools are developing various supporting strategies, such as anti-bullying outreach through posters, school campaigns, and other educational activities. Some schools have even begun integrating bullying issues into the curriculum, both

through subjects and co-curricular and extracurricular activities. This demonstrates that bullying prevention is not merely an additional program but is part of the overall educational process.

The role of teachers is crucial in implementing this strategy. Teachers serve not only as instructors but also as mentors, supervisors, and role models for students. Teachers' attitudes and behaviors in daily interactions serve as direct examples for students to emulate, so teachers' consistency in demonstrating positive values is crucial for the success of bullying prevention. Furthermore, teachers' sensitivity in detecting early signs of bullying is also a crucial factor in early intervention efforts.

However, research results indicate that the effectiveness of bullying prevention programs in schools still faces several challenges. One major obstacle is the limited number of guidance and counseling staff, which hinders optimal case management. Furthermore, an unstructured reporting system results in some cases going undetected or not being handled promptly and appropriately.

On the other hand, a permissive culture still exists regarding mild bullying behavior, such as teasing or joking that leads to humiliation. This behavior is often considered a normal part of students' social interactions, and therefore, it doesn't receive serious attention from schools. However, if left unchecked, this form of mild bullying has the potential to escalate into more serious bullying.

Another obstacle is the suboptimal involvement of all school members, including educational staff and students, in creating a bullying-free environment. Prevention efforts still tend to be focused on teachers or specific groups, so they haven't yet become a collective movement involving the entire school community.

Therefore, strengthening school strategies through a more comprehensive approach is necessary, such as developing clear and measurable internal policies, strengthening a secure and responsive reporting system, and increasing the capacity of teachers and education personnel through ongoing training. Furthermore, it is crucial to build a school culture that consistently rejects all forms of bullying by internalizing positive values in every aspect of school life.

3.1.4 The Role of Society and Parents in Preventing Bullying

Society and parents play a crucial role in shaping children's character and supporting ongoing bullying prevention efforts. Research shows that the family is the primary educational environment, and therefore, the values instilled from an early age significantly influence children's social interactions. Parental involvement in children's education, such as fostering open and intensive communication, providing emotional support, and instilling the values of empathy, responsibility, and respect for others, has been shown to contribute significantly to preventing bullying.

Furthermore, monitoring digital media use is becoming increasingly important in today's era. Parents are not only required to limit device use but also to provide digital literacy to their children so they can use technology wisely and responsibly. In this context, parents play a role as both a mentor and a guide in establishing ethical communication practices in the digital space, thereby minimizing the risk of cyberbullying.

On the other hand, society serves as a social environment that reinforces the values instilled in families and schools. Research shows that a conducive community

environment, with strong social control and enforcement of norms, can prevent the development of deviant behavior, including bullying. The involvement of community leaders, social organizations, and local communities in providing education and social supervision is a supporting factor in creating a safe environment for children.

However, this study also found that not all parents and members of the public have an adequate understanding of the concept and impact of bullying, particularly in the form of cyberbullying, which tends to be more complex and invisible. Some parents still view behaviors such as teasing or verbal bullying as normal in children's development, leading them to pay less attention. This situation indicates a knowledge gap that has the potential to hinder optimal bullying prevention efforts.

Furthermore, parental involvement in school activities is also uneven. Some parents remain passive and leave the responsibility for education entirely to the school. Yet, synergy between parents and schools is key to building a consistent and sustainable educational environment.

Therefore, systematic community education and empowerment efforts are needed, such as through parenting education programs, anti-bullying outreach, and digital literacy training for parents. These activities can serve as a means to increase awareness and capacity among parents and the community in understanding, preventing, and addressing bullying behavior.

3.1.5 Collaborative Strategy Based on Tri-Center Education

The research confirms that bullying prevention will be more effective if implemented through a collaborative strategy involving the three main pillars of education: government, schools, and the community, as outlined in the *Tripusat Pendidikan* concept proposed by Ki Hajar Dewantara. This approach positions these three elements as a unified, complementary system that shapes students' character and creates a safe and bullying-free environment.

The collaborative strategy formulated in this research encompasses several key aspects. First, synchronizing government policies with school programs, ensuring that all regulations related to bullying prevention can be operationally translated at the educational unit level. This includes developing anti-bullying standard operating procedures (SOPs), integrating them into the curriculum, and strengthening reporting systems and responsive case handling.

Second, strengthening communication and partnerships between schools and parents. Research shows that parental involvement in school activities, such as regular meetings, parenting programs, and communication forums, can increase shared awareness in preventing bullying. Open and ongoing communication allows for early detection of potential bullying and expedites the response process.

Third, community involvement as part of social control and strengthening social values. Communities can play a role through educational activities, outreach, and the creation of a social environment that supports positive child development. The involvement of community leaders, local organizations, and communities is crucial in expanding the reach of bullying prevention beyond the school environment.

Fourth, develop integrated programs that integrate the three pillars of education, such as parenting education, anti-bullying campaigns, and digital literacy. These programs are not only informative but also transformative in building collective

awareness and changing behavior. In the digital context, literacy is key to preventing increasingly complex cyberbullying.

Furthermore, research results show that the effectiveness of collaborative strategies depends heavily on consistency, commitment, and coordination among stakeholders. Without strong integration, prevention efforts tend to be fragmented and lack significant impact. Therefore, a clear coordination mechanism, structured role allocation, and a continuous evaluation system are necessary to ensure the strategy's successful implementation.

This Tri-Centered Education approach emphasizes that bullying prevention cannot be addressed by a single party but must be implemented holistically, systematically, and sustainably. Synergy between the government, schools, and the community will create an educational ecosystem that consistently instills the values of empathy, tolerance, and respect for others. Thus, this collaborative strategy serves not only as a preventative measure but also as a foundation for building a healthy, inclusive, and civilized educational culture.

3.2 Discussion

The results of this study indicate that the phenomenon of bullying in educational environments has a complex and multidimensional form, including physical, verbal, social, and digital (cyberbullying) aspects. This finding is in line with the classification of bullying proposed by Olweus (1993), which states that bullying is aggressive behavior that is carried out repeatedly with an imbalance of power between the perpetrator and the victim. In the context of technological developments, forms of bullying have also undergone a transformation into the digital space, as explained by Kowalski et al. (2014) that cyberbullying has unique characteristics in the form of anonymity, wide reach, and more persistent impacts than conventional bullying.

From a theoretical perspective, the phenomenon of bullying can be explained through Urie Bronfenbrenner's developmental ecology approach, which emphasizes that individual behavior is influenced by the interaction of various environmental systems, from family to school to community. In this context, bullying is influenced not only by individual factors but also by the surrounding social environment. This reinforces research findings that bullying prevention requires the simultaneous involvement of various parties.

The government's role in this study demonstrates a crucial regulatory function, yet it still faces challenges in implementation. This aligns with UNESCO's findings (2019), which state that many countries have anti-bullying policies in place, but their effectiveness is often hampered by weak implementation and oversight at the school level. Therefore, policies need not only be formulated normatively but also be accompanied by contextual and sustainable implementation strategies.

At the school level, research shows that character education programs, guidance and counseling services, and teacher role models are important factors in preventing bullying. This finding is consistent with Albert Bandura's social learning theory, which states that individual behavior is learned through observation and imitation of models around them (Bandura, 1977). In this context, teachers as role models have a significant influence in shaping students' social behavior. Furthermore, research by

Espelage and Swearer (2011) also confirms that a positive and supportive school climate can significantly reduce bullying rates.

On the other hand, the role of parents and society in this study indicates that the family and social environment play a significant role in shaping children's character. This is in line with research by Hong and Espelage (2012), which states that parental involvement, particularly in the form of communication and supervision, can be a protective factor against bullying behavior. Furthermore, low digital literacy among parents also poses a challenge in dealing with cyberbullying, as Livingstone and Smith (2014) noted that parents' lack of understanding of their children's digital world can increase the risk of exposure to negative behavior online.

Furthermore, the main findings of this study emphasize the importance of a collaborative strategy based on the Tri-Center for Education, which involves the government, schools, and the community in an integrated manner. This concept aligns with the thinking of Ki Hajar Dewantara, who emphasized that education is a shared responsibility between families, schools, and the community. From a modern perspective, this collaborative approach is also supported by the whole-school approach theory proposed by UNESCO (2019), which emphasizes the importance of involving the entire education ecosystem in creating a safe and inclusive environment.

Thus, the results of this study strengthen the argument that bullying prevention cannot be achieved in isolation but must be achieved through a systemic and holistic approach. Integration of government policies, educational practices in schools, and family and community support is key to creating a bullying-free educational ecosystem. The Tri-Center Education approach proposed in this study provides both conceptual and practical contributions to formulating more effective and sustainable bullying prevention strategies.

4. Conclusion

This research shows that bullying in educational settings is a complex phenomenon encompassing physical, verbal, social, and cyberbullying, with serious impacts on student development. Preventive efforts have been implemented by the government through policies, by schools through character education and counseling services, and by parents and the community through value formation and supervision. However, implementation still faces various obstacles.

Therefore, bullying prevention requires a collaborative approach through **the Tri-Center for Education approach**, involving the government, schools, and the community. The synergy between these three parties is key to creating a safe, inclusive, and sustainable educational environment.

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