



School Management Strategy in Preventing and Handling Bullying at SDN 152 Cigagak, Bandung City

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Abstract

The general aim of this research is to describe school management strategies in preventing and dealing with bullying at SDN 152 Cigagak, Bandung City." The specific objectives are to describe: 1) the internal and external environment in preventing and handling bullying at SDN 152 Cigagak, Bandung City, 2) the formulation or formulation of strategies in preventing and handling bullying at SDN 152 Cigagak, Bandung City, and 3) Implementation of strategies in preventing and handling bullying at SDN 152 Cigagak, Bandung City. This research method is descriptive qualitative and data collection techniques are interviews, observation, and documentation. The research subjects were school principals, deputy principals and teachers assigned to the task force team for preventing and handling student bullying. The results of the research show that 1) the internal and external environment in preventing and handling bullying at SDN 152 Cigagak, Bandung City consists of the commitment of the school principal and the formation of a bullying Task Force as well as the involvement of the school committee and parents of students, confirming that preventing and handling bullying is an integral part of school mission, 2) Formulation or strategy formulation in preventing and handling bullying at SDN 152 Cigagak Bandung City, reflected in the school's vision, mission and policies, not only producing students who are academically intelligent, but also responsible, caring and ready to face world challenges with strong character, 3) 3) Implementation of strategies in preventing and handling bullying. Handling bullying at SDN 152 Cigagak, Bandung City consists of implementing a positive culture, the task force team implementing an anti-bullying program with related parties involving parents of students creating a school environment that supports the educational environment. the positive.

Keywords: *strategic management; prevention; bullying.*

INTRODUCTION

School strategic management is very necessary to support educational success or achievement. Schools are institutions or bodies that carry out business in the field of education, both public and private. According to Law Number 57 of 2021 concerning National Education Standards, it is explained that education is a conscious effort carried out in a planned manner to create a learning atmosphere and learning process, with the aim of ensuring that students are able to develop their personal abilities. This involves the formation of spiritual strength, self-control, intelligent morals, noble morals, and competencies needed in the life of society, nation, and state.

School strategic management is an action to take steps to overcome various problems that occur in schools, because schools as educational institutions are always faced with two environments, namely the internal and external environments. The larger an institution, the more complex the problems and the need to interact with its environment, which has implications for difficulty and complexity in decision making, so strategic management is needed.

Referring to expert opinions, there are several definitions of strategic management. According to Salusus (2003:58) the definition of strategic management consists of two words, namely management and strategy. Strategy has the meaning of a general, or state officer or person with important influence, while management, as stated above, means management.

According to J Hoesada (2013:51) strategic management is a word that means humans or groups of people who carry out management activities, who are separate from workers (labor) as human resources managed by management. The term management comes from the verb to manage, meaning control. In Indonesian it can be interpreted as controlling, handling or managing.

According to David Hunger & Tomas L. Wheelen (2003:4) Strategic management is a variety of management efforts and decisions taken that are used to improve performance in the long term.

Akdon (2006:5) explains that when referring to various definitions of strategic management, in essence strategic management is divided into two, the first is management strategy which consists of management, implementation and evaluation. Both strategic management concentrates on the stages of product development and acceptance to the market, financial management and research needed to produce the product.

There are still many definitions of strategic management according to experts that the researcher has not quoted in this paper, but from some of the definitions above, the researcher can conclude that the strategic management that the researcher means is all a series of repeated and continuous managerial decisions and actions which include the activities of formulating, implementing and overall strategy evaluation, both short and long term, in an organization to achieve set goals.

The benefits of strategic management according to Salusus (2003:58) are: a) Identifying opportunities, the organization's ability to organize and clarify existing opportunities, recalculating the capabilities of the organization, analyzing business threats and opportunities and changes in the surrounding environment, looking for the best solutions from weaknesses of the organization. b) Corps spirit, namely the ability of an organization to build togetherness with high enthusiasm in order to increase work productivity. c) Strategic changes, strategic

management is able to adapt to changes that may occur over time so that the organization's goals and mission can run as expected.

Based on the benefits above, it can be concluded that the benefits of strategic management policies are identifying opportunities to be seized, increasing performance enthusiasm and finally making strategic changes.

Implementing strategic management in schools is very important to help the main goals of education, as stated in Law no. 20 of 2003 concerning student development does not only include aspects of academic intelligence, but also involves other aspects such as religious spirituality, morals, social aspects, morals, self-control, personality, and the skills they need to contribute to society, the nation and country. To make all this happen, the role of schools or educators is highly expected, especially in today's conditions, the times are increasingly advanced, violence is rampant, and various forms of deviant behavior that we often see in the media, both print and electronic media. There are still cases of violence at various levels of education, such as behavior that is not in accordance with existing norms and regulations. Therefore, schools, in this case educators, must play an important role in educating students to become good, intelligent and moral individuals.

One form of deviant behavior that is increasingly rampant is bullying. According to Olweus, quoted by Kathryn Geldard, bullying is aggressive behavior or actions carried out intentionally, by a person or group of people, over time and repeatedly, against someone who cannot defend himself. Meanwhile, Sharp and Smith define bullying as a systematic force or abuse of power. David Goodwin defines bullying as being carried out by individuals or groups, with purpose or without purpose, against someone who is weaker or who has less power than themselves, and occurs repeatedly. From several definitions according to the figures above, it can be concluded that bullying is unpleasant behavior or actions carried out by a person or group against weaker people, and occurs repeatedly. Meanwhile, verbal bullying is bullying in the form of words to oppress other people. This form of bullying is the most common form and is easily used to oppress someone. Behavior that is included in verbal bullying is insulting, giving negative nicknames, making fun of, humiliating, humiliating, being racist, and statements containing sexual advances.

According to Goodwin, factors that cause someone to have bullying behavior. There are 3 factors that cause bullying behavior, namely (1) Family relationships. The behavior and various values demonstrated by family members in everyday life will be imitated by children. So that a child will behave like other family members do. In this case, if family members show aggressive behavior or carry out bullying actions, the child will one day imitate this behavior and will carry out bullying actions in the future; (2) Peers. Apart from family members, peers are one of the biggest factors in someone committing bullying. When a child begins to enter adolescence, he no longer depends on his family, but tries to find support from his peers. If their peers have a negative influence, such as carrying out bullying, then one day the teenager will also do the same thing in order to get support from their peers; (3) Media influence. Currently, electronic media such as television and radio often model negative behavior to children. Apart from electronic media, social media such as Facebook, Twitter and Instagram are now also developing which can be accessed by anyone, including children and teenagers. Unfortunately, not all content on social media is positive, there is also a lot of negative content, so children and teenagers who see this will imitate it in the real world.

David Goodwin further explained that there are many things that can cause children to become targets of bullying. Some of the causes are (1) Lack of self-confidence. Children who are quiet, shy and insecure often become victims of bullying. This is because children who are not confident usually do not have the courage to fight back when other people bully them. So that children who bully will continue to repeat their actions; (2) Have no friends. Children who do not have friends are also very vulnerable to becoming victims of bullying, they will not receive help or support when they receive bullying. Children who don't have friends are usually children who have just transferred from another school, new members of a group or children who have difficulty socializing with their environment. For this reason, having a friend or best friend will really help children in improving their interpersonal skills, children will also feel safe and comfortable with themselves. (3) The victim provoked. The meaning of provoking victims is that those who were previously victims of bullying become perpetrators of bullying. Children like this usually have an impulsive nature and do not have good social skills. So when a child becomes a victim of bullying he will try to bully other children or become a perpetrator of bullying. (4) Victim mentality. When children are victims of bullying, children feel that they deserve this behavior. This causes children to feel that they do not need to defend themselves or fight back when they are bullied. So that the perpetrators of bullying will continue to bully them; (5) Feeling worthless. Children who feel they are worthless will always blame themselves when something wrong happens, this makes them very vulnerable to becoming victims of bullying. On the other hand, when children feel valuable, they are less likely to become victims of bullying. This feeling of worth is obtained by children from the surrounding environment such as family, teachers and friends; (6) Believing yourself to be different from other friends. Different children often become victims of bullying. It can get worse if the child believes that they are different from their peers. However, this is different from children who are comfortable with their differences, they will show these differences as their strengths, thus preventing them from becoming victims of bullying.

This bullying behavior does not only occur among middle school or high school students, but also among elementary school students. The phenomenon of bullying has now become a major concern for all people in Indonesia. The availability of easily accessible information has enabled the public to know more about and witness various forms of bullying, both through print and electronic media. Apart from that, incidents such as brawls between students, brawls between students. The impact of actions like this is that these behaviors become bad examples that are followed by some students, who then imitate this despicable behavior towards fellow students and other members of society (Ahmed and Braithwaite 2004:36).

Based on the results of the Children's Worlds survey in Indonesia, it shows that bullying against elementary school students in West Java has a high incidence rate, with a number of students experiencing physical, verbal and psychological bullying. In addition, data from the International Center for Research on Women (ICRW) in 2015 shows that many students experience violence at school, even involving teachers or school officials as perpetrators. UNICEF data also indicates that corporal punishment of children remains a significant problem in many schools, even though the harmful effects of corporal punishment are known.

So in this case schools have a very important role in handling bullying cases. Bullying must be handled seriously and maximally so that it does not continue to spread and is considered a normal act. Because this has a very bad impact on the victim's psychology in the future.

Usually the school, in this case the principal, will work together with the head of student affairs and teachers in handling this case, by providing outreach regarding the dangers of bullying and continuing to provide motivation for students to be more respectful of each other. Not only that, punishment and sanctions are also needed to make perpetrators of bullying more deterrent. Therefore, schools need to understand how to prevent and handle bullying cases, which have experienced an increase in cases.

Based on the results of research conducted by Syaza (2023:70) regarding school principals' strategies in handling bullying in upper middle schools, the results show that the role of the school, in this case the principal, is very large and influential in arranging strategies to prevent this from happening. The principal's strategy in fostering students' harmonious lives has a very broad meaning, not limited to strategic issues alone. In this case, schools are expected to be able to create an atmosphere that is conducive to the personal development of their students. Because educational institutions are a miniature of the real social life of society.

Based on the results of observations and interviews at SDN 152 Cigagak, Bandung City conducted by researchers, cases of bullying are a serious problem that needs to be addressed immediately, even though the incidents are not frequent but have occurred, starting from bullying or verbal bullying carried out by students against their friends so that students become victims. don't want to go to school. Also physical bullying or bullying, which initially was just a simple problem where students were playing together, but because there was a misunderstanding between them so one of the students took physical action or hit a friend, but the school said the case had been handled and resolved. This phenomenon does not necessarily mean it will not happen again in the future. Therefore, it is important to decide on prevention and treatment through implementing school management strategies as an approach to creating a safer and more comfortable and supportive educational environment.

Therefore, in order to analyze the function of school strategy management in preventing and handling bullying, the author decided to conduct research with the title, "School Strategy Management in Preventing and Handling Bullying at SDN 152 Cigagak, Bandung City."

METHODOLOGY

The method in this research uses a qualitative descriptive method. The descriptive method is a method used to analyze events during the research. This is in line with the opinion of Sugiyono (2013:35) "descriptive research method is a research method carried out to determine the value of one or more independent variables without making comparisons or combining one variable with another"

The focus of this research is to describe and analyze phenomena related to strategic management. Referring to the focus of the research, this research approach uses a qualitative approach. A qualitative approach was used to understand phenomena related to School Strategy Management in Preventing and Handling Bullying at SDN 152 Cigagak, Bandung City. This is in line with the opinion of Moleong (2007:6), that qualitative research is research that aims to understand the phenomena experienced by research subjects.

The definition of research subject according to Arikunto (2006:122) is the subject intended to be researched. The research subject actually talks about the unit of analysis, namely the subject that is the center of attention or target. The research subjects here are the principal, deputy principal, and teachers at SDN 152 Cigagak, Bandung City.

Data obtained from respondents through observation techniques, interviews and documentation studies. This data is a description of opinions, knowledge, experience and other aspects. The data is then analyzed and presented so that it has meaning. Interpretive data analysis was carried out referring to theoretical foundations.

Data analysis in qualitative research is carried out before entering the field, during the field, and after completing the field. This is in line with Nasution's opinion as quoted by Sugiyono (2013:244), that analysis begins when formulating and explaining the problem, before entering the field, and continues until the writing of the research results. In qualitative research, data analysis is focused more during the process in the field along with data collection. In reality, qualitative data analysis takes place during the data collection process rather than after data collection is complete.

RESULTS AND DISCUSSION

SDN 152 Cigagak Bandung City was founded in 1983. SDN 152 Cigagak Bandung City is located at Jl Cilengkrang 1 no. 153 Cisurupan sub-district, Cibiru District, Bandung City, West Java Province. SDN 152 Cigagak, Bandung City.

- a. Internal and external environment in preventing and handling bullying at SDN 152 Cigagak, Bandung City.

Bullying in the school environment is a concern. This is serious for many educational institutions, including SDN 152 Cigagak in Bandung City. In an effort to prevent and deal with bullying, this school has carried out an in-depth analysis of the internal and external environment that influences the dynamics of life within it.

Based on an interview with the Assistant Principal for Student Affairs, namely Mr. Aceng Mardani, to prevent bullying, an internal and external environment was prepared. According to Aceng, the internal environment is from the principal's commitment as a leader and the formation of a bullying and bullying task force. Meanwhile, the external environment is the school committee in particular and parents of students in general.

"To prevent bullying, the most important thing is the principal's commitment as a leader to prevent bullying. At SDN 152 Cigagak the principal has a high commitment to preventing bullying so that teachers and education staff also have the same enthusiasm. "Then a Task Force for bullying and bullying was also formed here, including Mr Andrianto, myself (Aceng Mardani), Dian Saifulloh, and Wawan Ruswandi..... Externally with the school committee, it involved the parents of our students too..." (interview with Mr Aceng, 3rd January 2024)

With careful internal and external environment, SDN 152 Cigagak in Bandung City not only prevents bullying effectively but also responds proactively to the ever-changing dynamics in the world of education. These steps not only create a safe and inclusive learning environment but also shape the character of caring and responsible students.

- b. Formulation or formulation of strategies to prevent and handle bullying at SDN 152 Cigagak, Bandung City.

The educational process is not just about academic learning, but also about forming character and creating a safe and inclusive environment. SDN 152 Cigagak in Bandung City has formulated a comprehensive strategy to prevent and deal with bullying in the school environment. According to the school principal, Mrs. Nany, the formula is in the school's vision, mission and policies in preventing and dealing with bullying.

"The school's vision is to prevent and handle bullying with five steps, namely being alert to the signs of bullying practices, caring about students, being observant and sensitive towards students, creating safe classrooms, and actively involving students' parents... " (interview with Mrs. Nany, 3rd January 2024).

"The school's mission in preventing and dealing with bullying is to instill attitudes and faith and devotion to God Almighty, to instill virtuous attitudes and behavior, to instill in students anti-corruption and anti-bullying attitudes, to increase active, effective and efficient learning, to create schools which is safe, comfortable, clean, wholesome, healthy, beautiful and shady/cool, and develops environmental learning to prevent environmental contamination and contamination..." (interview with Mrs. Nany, 3rd January 2024).

"We have committed to the school policy at SDN 152 Cigagak by forming a Task Force team to prevent and handle bullying. There is also training that discusses bullying, the importance of teaching the values of diversity, character and cooperation." (interview with Mrs. Nany, 3rd January 2024).

At SDN 152 Cigagak in Bandung City, prevention and handling of bullying is reflected in the school's vision, mission and policies.

c. Implementation of strategies to prevent and handle bullying at SDN 152 Cigagak, Bandung City.

Implementation of strategies for preventing and dealing with bullying at SDN 152 Cigagak, Bandung City refers to the school's strategy. SDN 152 Cigagak, Bandung City, is building a positive school culture. Students are invited to have empathy, cooperation and respect diversity.

Teachers and staff at SDN 152 Cigagak, especially the Task Force team, also received special training in detecting and dealing with bullying. This training covers psychological and communication aspects. The goal is for teachers to provide appropriate treatment to students who experience bullying and strategies to prevent bullying.

Schools hold anti-bullying outreach at school and collaborate with the community or invite resource persons related to bullying such as psychologists, police, education services, and coordinate with related parties.

Schools also actively involve parents in efforts to prevent bullying. Through meetings and outreach, parents are given the knowledge to recognize signs of bullying and contribute to creating a safe environment at school and at home.

Schools also create bullying reporting services that are open and easy to access. Students or parents are welcome to report any bullying incidents without fear. The school is committed to responding to every report seriously, ensuring that remedial steps are taken promptly and effectively.

The school also has a program for preventing and handling bullying in the form of: (1) Making a Declaration or making an agreement against bullying and bullying at school (2) Holding meetings with teachers and parents to socialize bullying and (3) Socializing with related parties such as the Education Department and police regularly.



(Source: Documentation of teacher, parent and teacher declaration activities anti-bullying and bullying students on 22 December 2023)

Implementing a strong and focused strategy, SDN 152 Cigagak is designed to create a learning environment that upholds character values. This was conveyed by the Principal of SDN 152 Cigagak that educational culture must form students with character as in the Pancasila student profile.

“...The school wants its students to have character according to Pancasila. Students who believe in Almighty God, civilized students...” (interview with Mrs. Nany, 3rd January 2024).

CONCLUSION

Based on the research results obtained through observation, interviews and documentation, researchers drew several conclusions:

- a. Lingkungan a. Internal and external environment in preventing and handling bullying at SDN 152 Cigagak, Bandung City
- b. The internal and external environment in preventing and handling bullying at SDN 152 Cigagak, Bandung City consists of the commitment of the school principal and the formation of a bullying and bullying Task Force as well as the involvement of the school committee and parents of students is appropriate. The internal and external environment that has been wisely designed at SDN 152 Cigagak, Bandung City emphasizes that preventing and handling bullying is not just a slogan, but an integral part of the school's mission.
- c. Formulation or formulation of strategies to prevent and handle bullying at SDN 152 Cigagak, Bandung City.

The formulation or formulation of strategies in preventing and dealing with bullying at SDN 152 Cigagak, Bandung City, reflected in the school's vision, mission and policies, is correct. The school not only produces students who are academically intelligent, but also responsible, caring, and ready to face world challenges with strong character.

- d. Implementasi strategi dalam mencegah dan menangani perundungan di SDN 152 Cigagak Kota Bandung.

Implementasi The implementation of strategies in preventing and dealing with bullying at SDN 152 Cigagak, Bandung City consists of implementing a positive culture, the Task Force team implementing an anti-bullying program with related parties and involving the

students' parents is very appropriate. By building a solid foundation through the commitment of the principal, bullying task force, school committee, and involvement of parents, SDN 152 Cigagak, Bandung City has a strong foundation in preventing and dealing with bullying. The synergy between these elements creates a school environment that supports the positive growth and well-being of the entire educational community.

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