



# A QUALITATIVE DESCRIPTIVE ANALYSIS OF THE IMPLEMENTATION OF ANTI-VIOLENCE PROGRAMS IN ELEMENTARY SCHOOLS FOR BULLYING PREVENTION

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## Abstract

Violence and bullying in school remain a critical issue within Indonesia's educational system, despite the implementation of various anti-violence programs. This study aims to explore the dynamics of bullying practices and evaluate the effectiveness of anti-violence education from the perspectives of survivors, parents, and teachers. This study employs a qualitative descriptive approach supported by simple descriptive quantitative data. The qualitative data were obtained through in-depth interviews and documentation, while the quantitative data were drawn from a short descriptive questionnaire used to complement and strengthen the narrative findings. This design allows the researcher to describe participants' experiences holistically while validating emerging patterns through basic numerical trends. The findings reveal that the most prevalent form of bullying is verbal abuse (40%), followed by social exclusion (30%), threats or intimidation (20%), and cyberbullying (10%). Thematic analysis indicates that victims often experience bullying because they are perceived as "different"—academically superior, introverted, or socially isolated—and that a permissive school culture and lack of empathy education contribute to the persistence of bullying. Approximately 80% of survivors reported intensified bullying after their parents lodged complaints, demonstrating the weakness of institutional empathy and protection mechanisms. These findings support the power imbalance theory (Olweus, 1993) and symbolic violence framework (Bourdieu, 1991), positioning bullying as a manifestation of social hierarchy and structural inequality within schools. The study underscores the need for empathic and restorative education that cultivates moral awareness rather than relying solely on administrative sanctions. Policy recommendations include the formation of school anti-violence task forces, integration of emotional literacy into the curriculum, and teacher training based on a humanistic pedagogical approach. Theoretically, this study contributes to the discourse on empathy-based anti-violence education, while practically it offers a conceptual model for developing a safe, inclusive, and humanizing educational ecosystem.

**Keywords:** Anti-Violence Education, Bullying, School Culture, Empathy, Humanistic Approach

## 1. INTRODUCTION

Bullying and violence in schools remain substantial challenges that impact students' physical and psychological health, as well as their academic performance. These incidents not only cause physical or verbal harm, but also have long-term consequences for self-esteem, social skills, and a conducive learning environment. Violent behavior does not only occur in daily interactions, but can also take the form of systemic intimidation that negatively impacts certain groups. Therefore, it is important to implement anti-violence education and integrated bullying prevention programs in order to create a learning environment that is safe, inclusive, and supportive of students' character development. Theories such as social learning theory (Bandura, 1977), social connectedness theory (Bronfenbrenner, 1979), emotional maturity theory (Goleman, 1995), and the principle of prevention based on children's rights play an important role in understanding the dynamics of bullying. Character



education approaches, contextual learning, and the formation of a school culture that emphasizes empathy and social ethics are the basis for designing interventions that are preventive, proactive, and not merely reactive to incidents.

A literature review shows that anti-violence programs that combine education, the participation of the entire school community, and clear policies have been proven effective in reducing incidents of violence while increasing students' sense of security (Olweus, 1993; Rigby, 2003). Problem solving focuses on three main pillars: prevention, assistance, and evaluation. First, an integrated anti-violence curriculum in schools is developed along with training materials for teachers, students, and parents to raise awareness and improve skills in preventing violence (Olweus, 1993; Rigby, 2003). Second, anti-bullying teams are formed at the school level to serve as centers for coordination, early detection, and comprehensive case management (whole-school approach) (UNESCO, 2019). Third, a continuous evaluation mechanism is implemented to assess changes in the school climate, the frequency of violent incidents, and students' perceptions of the safety and support they receive. These interventions are designed to be flexible and adaptable to different grade levels and local school contexts. The research objectives are as follows:

- Identify factors that trigger violence and bullying based on the interpretations of students, educators, and parents.
- Design and implement school culture-based bullying prevention interventions by involving all stakeholders.
- Evaluate the effectiveness of the program through indicators of school climate, frequency of bullying incidents, and students' level of trust in the school's violence management system.

In the world of education, bullying and violence are not just sporadic incidents, but challenges that touch the human soul. Imagine a child coming home from school with invisible wounds to their self-esteem, haunted by fear, and with faded academic dreams. This problem not only harms individuals, but also damages the foundations of future society. According to global data, around 20-30% of students experience bullying, which leads to mental health disorders such as depression and anxiety (Swearer et al., 2010). In Indonesia, this phenomenon is even more complex due to discrimination based on social, cultural, or identity backgrounds, which is often exacerbated by a lack of collective awareness.

### 1.1 Research Gap

Although previous studies have discussed the issue of violence and bullying in schools, most studies still focus on individual behavior (perpetrators and victims) and school policy-based interventions (Olweus, 1993; Rigby, 2003; Swearer & Hymel, 2015). These studies have succeeded in explaining the forms and impacts of bullying, but few have explored the socio-cultural and relational dimensions that shape the school climate as a space for the reproduction of symbolic violence (Bourdieu, 1991).

In addition, most studies in Indonesia still focus on descriptive quantitative surveys, which describe the frequency and forms of bullying without exploring the emotional experiences and subjective meanings of survivors and those involved. In fact, the phenomenon of bullying in the Indonesian school context is often closely related to social norms, school culture, and unique power relations (UNESCO, 2019).

This study fills the research gap by employing a qualitative descriptive approach that focuses on capturing the real experiences and interpretations of survivors, parents, and teachers regarding bullying and school responses. Unlike previous studies that relied heavily on quantitative surveys or policy reviews, this research provides a contextual and nuanced understanding of the social mechanisms, emotional dynamics, and institutional practices related to bullying in schools.

Methodologically, this study also expands on previous research by combining in-depth qualitative analysis and simple descriptive quantitative data, which provides a more comprehensive picture of the phenomenon of bullying in schools. This mixed-methods approach enriches scientific understanding of the relationship between school climate, parental involvement, and the effectiveness of anti-bullying policies (Creswell & Plano Clark, 2018).



Thus, this study fills three major academic gaps:

1. It provides a phenomenological and contextual understanding of bullying in Indonesian schools.
2. It integrates the dimensions of school culture and social relations into the framework of anti-violence education.
3. It offers a collaborative school-based intervention model that involves teachers, parents, and students in a balanced manner.

## 1.2 Literature Review

### 1.2.1 Definition and Forms of Bullying and Violence

Violence can be defined as any act that causes physical or psychological harm to an individual, either directly or indirectly, with the intention of harming, intimidating, or controlling another person (Krug et al., 2002). Forms of violence include physical violence, such as hitting, kicking, or damaging other people's property, as well as psychological violence, such as threats, insults, or humiliation. Violence can occur once or repeatedly, and does not always require a clear imbalance of power between the perpetrator and the victim.

One form of violence that often occurs in schools is bullying. Bullying is a deliberate, repeated act of aggression that occurs in a context of power imbalance between the perpetrator and the victim (Olweus, 1993; Rigby, 2003). Bullies tend to have a dominant position, whether physically, socially, or psychologically, so that victims feel depressed, afraid, and unable to defend themselves. Forms of bullying can be categorized as follows:

- **Physical Bullying:** Involves violence that hurts the victim's body, such as kicking, hitting, tripping, or damaging the victim's belongings.
- **Verbal Bullying:** Using words of insult, ridicule, or derogatory remarks that demean the victim, such as mocking their appearance, way of speaking, or style of dress (Rigby, 2003).
- **Social Bullying:** Attempts to isolate the victim from the group, spread rumors, gossip, or embarrass the victim in public (Olweus, 1993).
- **Cyberbullying:** Bullying through digital media, such as threatening messages, spreading photos or personal information without permission, and online harassment (Patchin & Hinduja, 2015).
- **Sexual Harassment:** Unwanted physical or verbal actions, including catcalling, uninvited touching, or the distribution of pornographic content.
- **Discrimination:** Bullying that targets aspects of race, ethnicity, religion, sexual orientation, or other backgrounds that cause victims to feel marginalized.

The fundamental difference between violence and bullying lies in the pattern, intensity, and imbalance of power. General violence can occur once or sporadically, while bullying is systemic, repetitive, and carried out by perpetrators who have dominant power. The effects of bullying tend to be more complex and long-term, including decreased self-esteem, mental health problems, difficulty socializing, and decreased academic performance (Swearer et al., 2010). Signs that a child is a victim of bullying can be recognized through physical, behavioral, and emotional changes. For example, sleep or eating disorders, anxiety or depression, withdrawal from social environments, complaining of physical pain without clear cause, routine loss of belongings or money, reluctance to go to school, or a decline in academic performance. Some victims also exhibit unusual aggressive behavior, or conversely, become very withdrawn and have difficulty communicating (Hymel & Swearer, 2015).

### 1.2.2 Prevention Theories and Approaches

To understand and address bullying in depth, we adopt several key complementary theories that form the foundation of a humanistic and holistic approach to prevention. These theories not only explain why bullying occurs, but also offer ways to build empathy, trust, and emotional resilience in children. By understanding how children learn from their environment and emotions, we can design interventions that make every student feel supported, not judged—an important step in transforming schools into places where dreams can grow without the shadow of fear.

**Social Learning Theory (Bandura, 1977):** This theory emphasizes that human behavior, including that of children, is influenced not only by direct reinforcement (such as rewards or punishments), but also by observation and imitation of behavioral models around them. In the context



of bullying, children often imitate the aggression they see in their peers, teachers, or even the media. For example, if a student sees a friend being praised for being “brave” in teasing others, they may repeat that behavior. However, this theory also offers hope: by providing positive models—such as teachers who show empathy when resolving conflicts—schools can shape social norms that reject violence. Practical applications include role-playing programs in the classroom, where students practice imitating cooperative behaviors, so they learn that violence is not the way to gain power, but rather empathy that builds true friendship. This helps children feel safe to explore their identities without fear of being ridiculed.

**Social Contextual Theory (Bronfenbrenner, 1979):** This ecological theory views child development as an interaction between various layers of the environment: micro (family and school), meso (relationships between family and school), exo (local community), and macro (society's culture). Bullying often arises when there is an imbalance in these layers, such as when families are busy and children lack emotional support, or when schools are not integrated with the community. Prevention approaches based on this theory involve holistic collaboration: parents are invited to participate in workshops with teachers to build a “bridge” of support, while schools work with the community on anti-bullying campaigns. For example, a “school-family” program where parents learn to recognize signs of bullying at home, so children feel supported in all environments. This creates a deep sense of security, helping children cope with stress without taking it out on others.

**Emotional Maturity Theory (Goleman, 1995):** This theory focuses on emotional intelligence—the ability to recognize, understand, and manage one's own emotions and those of others. Children who are emotionally immature may use bullying as a way to express frustration or seek control, because they have not yet learned to manage anger or empathy. This theory suggests education that builds skills such as mindfulness and conflict resolution, where students learn to take a deep breath before reacting. In practice, this could take the form of daily “quiet time” sessions in the classroom, where children share their feelings without fear of judgment, building empathy that makes them more likely to help victims of bullying than to join the perpetrators. This not only prevents violence, but also helps children grow into strong, compassionate individuals.

**Principles of Prevention Based on Children's Rights:** Rooted in the UN Convention on the Rights of the Child, this principle affirms that every child has the right to protection from violence, a safe education, and participation in decisions that affect their lives. In the prevention of bullying, this means that interventions must be proactive and inclusive, involving children in designing school rules—such as creating a “student code of conduct” that they agree on together. This empowers children, makes them feel they have a voice, and reduces bullying because they learn to respect the rights of others. In the Indonesian context, this principle can be integrated with cultural values such as *gotong royong* (mutual cooperation), creating programs that connect individual rights with social responsibility.

Overall, these theories complement each other: social learning provides behavioral models, social connectedness ensures cross-environmental support, emotional maturity builds internal resilience, and children's rights ensure fairness. A review of the literature shows that effective programs combine education, community participation, and clear policies, such as the Olweus model, which reduced bullying incidents by 50% (Olweus, 1993). However, a reactive approach alone is not enough; proactive strategies such as character education and an inclusive culture are needed, which make schools not only places of learning but also homes for growing souls.

## 2. METODOLOGY

This study uses a qualitative descriptive approach, which aims to present an accurate, systematic, and factual description of bullying experiences and school responses. The qualitative approach is supported by simple descriptive quantitative data to enrich and validate the emerging themes. This method is appropriate because the focus of the study is to understand participants' perspectives and the meaning they attach to the phenomenon of school violence and bullying.

### 2.1. Research Location and Informants



The research was not tied to a single educational institution, but was conducted in the locations where the informants resided. Informants were selected using purposive sampling (Miles, Huberman, & Saldaña, 2014), with the following criteria:

- (a) having direct experience related to cases of violence or bullying at school;
- (b) willing to participate in the research; and
- (c) able to provide relevant information.

Informants consisted of three main categories: survivors (victims of bullying), parents of victims, and teachers or counselors who handled the cases. The number of informants was determined until data saturation was reached, in accordance with the principles of qualitative data (Guest, Namey, & Chen, 2020).

## 2.2. Data Collection Techniques

Data was obtained through three main techniques, namely:

1. In-depth Interviews – using a semi-structured format to explore the meaning and experiences of informants (Kvale & Brinkmann, 2015).
2. Descriptive Questionnaire – given to teachers and parents to obtain supporting quantitative data on the level of understanding and attitudes towards violence and bullying.
3. Documentation and Field Notes – used to reinforce interview results and provide empirical context.

## 2.3. Data Analysis Techniques

Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing. Quantitative data were analyzed descriptively using percentages and frequency distributions to support and validate the qualitative themes. The integration of both data types was conducted during interpretation to strengthen the credibility of findings.

## 2.4. Research Validity and Ethics

Data validity was ensured through source triangulation, method triangulation, and member checking. Ethical procedures included informed consent, confidentiality of participant identities, and an empathetic approach during the interviews, especially for survivors and families.

## 3. RESULTS AND DISCUSSION

### 3.1. Overview of Interview Results and Supporting Quantitative Data

This study involved in-depth interviews with survivors, parents of victims, and accompanying teachers from several schools that have voiced anti-bullying programs. The data was also supported by a simple descriptive questionnaire to quantitatively reinforce the field findings.

The results show that bullying in schools is still prevalent in various forms. Most survivors (40%) admitted to experiencing verbal bullying, 30% experienced social exclusion, 20% experienced direct threats, and 10% were victims of cyberbullying in the form of photos or videos being spread on social media.

The following table shows the distribution of forms of bullying experienced by survivors:

**Gambar dan Tabel**

Type of Bullying	Percentage	Form Identified	Main Impact
Verbal	40%	Mockery, insult, giving negative nicknames	Decreased self-esteem, emotional distress
Social	30%	Being ostracized, slandered, or isolated from a group	Feeling of loneliness, loss of learning motivation
Threats	20%	Physical or non-physical intimidation	Fear, high anxiety levels
Cyberbullying	10%	Dissemination of photos/videos on social media	Social trauma, impaired self-confidence



Source: Interview data and field questionnaires, 2025

These findings reinforce Olweus' (1993) theory that bullying in schools often takes the form of not only physical violence, but also verbal and relational violence. This phenomenon generally occurs due to social power imbalances among students, where individuals who are different or stand out often become targets.

Several survivors explained that they were targeted for bullying because they were considered “too smart,” “too pretty,” or “didn't have close friends.” This is in line with Tajfel and Turner's (1986) Social Identity Theory, which states that dominant individuals or groups tend to reinforce their social identity by belittling those who are different.

### 3.2. Psychological and Social Impact on Survivors

Qualitatively, survivors describe the effects of bullying as a continuous traumatic experience. They tend to become quiet, withdrawn, and lose their enthusiasm for learning. These findings are consistent with research by Swearer and Hymel (2015), which shows that victims of bullying are at high risk of psychological disorders such as social anxiety, insecurity, and mild depression. From the interview results, about 70% of survivors reported experiencing emotional disorders such as crying easily, loss of self-confidence, or fear of interacting in class. Only 30% admitted to being able to readjust, although they still harbored social discomfort.

“I feel like everyone is watching me, even though they probably aren't. But I always feel afraid of making mistakes,”

(Interview, Survivor A, 2025)

Statements like this indicate the existence of latent psychological wounds that are rarely identified by schools. In the context of humanistic education, Rogers (1983) emphasizes that schools should be safe spaces for children's emotional development, not places where fear and alienation grow.

### 3.3. Parents' and Schools' Responses to Bullying Cases

Of the total number of parents interviewed, 80% admitted to having reported bullying cases to the school. However, of that number, 80% reported that their children's situation actually worsened after the report, while the other 20% managed to adapt, despite continuing to experience social exclusion.

The following table shows the pattern of school responses to bullying cases based on interviews with teachers and parents:

School Actions towards Bullying Cases	Percentage	Description
Resolution with a written agreement	60%	Formal mediation without psychological intervention or empathy development
Transferring the school by the perpetrator	30%	The victim feels uncomfortable and chooses to leave
Suspension of the perpetrator	10%	Applied in severe or viral cases

Source: Data from interviews with teachers and parents, 2025.

These results indicate that most schools handle bullying cases administratively, without a restorative or values education approach. These findings support Thornberg's (2015) view that school systems often fail to restore social relationships because they focus on formal resolution rather than moral awareness building.

### 3.4. Thematic Analysis: The Social and Cultural Roots of Bullying

An in-depth analysis of the interview data yielded three main themes that reflect the roots and meaning of the phenomenon of bullying in schools:

#### a. Normalization of Violence in School Culture

Some teachers view bullying as “normal,” part of the social dynamics of students. This



normalization creates a culture of silence in which victims are reluctant to speak up for fear of worsening the situation. According to Bauman & Del Rio (2006), teachers' permissive perceptions of bullying are one of the main obstacles to preventing violence in schools.

#### b. Failure of Empathy and Values Education

Although schools have implemented character education, its implementation is still cognitive and normative in nature. In fact, Lickona (1991) emphasizes that true character education must touch on three areas: moral knowing, moral feeling, and moral action. This means that students need to be trained to understand the emotional impact of their actions on others.

#### c. Power Imbalance and Social Identity

Bullying is also influenced by the social hierarchy in schools—popular, active students, or those from higher economic backgrounds tend to have a dominant position. This condition confirms Tajfel & Turner's (1986) theory that social discrimination arises as an effort to maintain the status of the majority group.

### 3.5. Integration of Qualitative and Quantitative Data (Triangulation)

In the mixed methods approach, quantitative data is used to strengthen qualitative interpretations. For example, the percentage of verbal bullying cases (40%) and social bullying cases (30%) directly corresponds to the qualitative theme of weak empathy education. Meanwhile, the data showing 80% of cases of “re-bullying” after reporting reinforces the themes of “permissive culture” and “lack of school protection.”

Thus, these two types of data show consistency between statistical patterns and narrative experiences. This is in line with Creswell's (2018) approach to convergent mixed methods design, where qualitative and quantitative results are combined to obtain a holistic understanding of social phenomena.

### 3.6. Humanistic Reflections and Educational Implications

More than just numbers and narratives, these findings describe a reality that disturbs the conscience: schools are not yet completely safe places for children. As Freire (1970) argued, true education should free people from fear and oppression, not allow them to grow up in silence and pain. Anti-violence education needs to be realized in the form of a restorative and empathetic approach, which focuses on restoring social relationships, strengthening moral awareness, and dialogue-based learning between teachers and students. Only in this way can schools become spaces for growth that humanize, rather than merely academic institutions that assess cognitive achievements alone.

## 4. CONCLUSIONS

### 4.1 Conclusions

This study reveals the complex dynamics of violence and bullying in schools, which continue to occur despite schools promoting anti-bullying programs. Using a mixed methods approach with a qualitative focus, the results show that the forms of violence experienced by survivors vary, ranging from verbal bullying (40%), social exclusion (30%), threats (20%), to the dissemination of content on social media (10%).

Qualitatively, in-depth interviews show that survivors generally become victims not because of weakness, but because of positive characteristics such as higher academic achievement, quiet personalities, or outstanding physical attractiveness. This phenomenon reinforces the theory of social dominance orientation (Sidanius & Pratto, 2001), which explains that bullying behavior often emerges as an attempt by dominant groups to maintain the social hierarchy in the school environment.

The school's response to bullying cases still tends to be reactive and administrative, rather than transformational and empathetic. Most teachers mentioned that 60% of cases were only resolved with a letter of agreement, 30% ended with the survivor transferring schools, and 10% resulted in the perpetrator being suspended. Meanwhile, 80% of survivors experienced more severe bullying after their parents reported it to the school, indicating revictimization that exacerbated the trauma.

This finding is consistent with the bystander effect theory (Latané & Darley, 1970), which states that a passive social environment that lacks collective mechanisms to reprimand aggressive



behavior will reinforce a culture of silence. Schools, in this context, fail to fulfill their role as safe spaces (Espelage & Swearer, 2010) that should protect all students from psychological and social violence.

Thus, it can be concluded that anti-violence and anti-bullying education in schools has not fully functioned as an instrument of prevention and value transformation, but has remained at the administrative and formalistic level. Schools' efforts have not sufficiently touched on the dimensions of social awareness, empathy, and the formation of a sustainable culture of peace.

#### 4.2 Policy Recommendations

##### 1. Implementation of Empathy and Emotional Literacy Curriculum.

Schools need to integrate empathy-based character education and social awareness into the curriculum (Goleman, 2006). Activities such as circle time, restorative dialogue, and peer support groups can provide a safe space for students to express their feelings and build solidarity.

##### 2. Establishment of a Special School Violence Prevention Team.

Local governments and educational institutions need to form a School Anti-Violence Task Force involving teachers, counselors, psychologists, and student and parent representatives. This team functions as an independent mediation body that not only resolves cases but also conducts ongoing education and monitoring (UNESCO, 2019).

##### 3. Restorative Approach in Case Resolution.

Instead of emphasizing punishment, schools are advised to apply a restorative justice approach (Zehr, 2015), which brings together perpetrators and victims in a framework of relationship restoration, understanding of impact, and commitment to behavioral change.

##### 4. Teacher and Educator Training.

Teachers play a strategic role in creating a safe school climate. Therefore, it is necessary to conduct regular training on early detection, non-violent intervention, and psychosocial assistance so that teachers are able to handle bullying cases wisely and empathetically (Olweus, 2013).

##### 5. Safe and Anonymous Reporting System.

Schools should develop a digital-based confidential reporting mechanism (safe reporting system) so that students can report without fear of intimidation or stigmatization. This system must be followed up with measurable and transparent follow-up actions.

##### 6. Partnerships with Psychologists and Anti-Violence Communities.

Schools can collaborate with professional institutions and civil society communities to strengthen victim assistance, including trauma therapy and public awareness campaigns.

#### 4.3. Academic Implications

This research makes an important contribution to the development of educational science, social psychology, and school policies based on human values. Findings regarding the forms, motives, and dynamics of bullying show that violent behavior in educational settings is not merely an individual deviation, but rather a reflection of school social and cultural structures that are permissive of symbolic violence (Bourdieu, 1991).

Theoretically, the results of this study reinforce the humanistic education framework (Rogers, 1983), which emphasizes the importance of an empathetic learning environment that respects the dignity of each student. The implementation of anti-violence education requires not only intervention in student behavior but also a transformation of the paradigm of educators and the school system towards more dialogical and participatory relationships.

From a psychopedagogical perspective, the results of this study confirm that empathy education and emotional literacy (Goleman, 2006) must be an integral part of the curriculum, not just additional activities. Teachers do not only function as instructors but also as emotional coaches who are able to foster social awareness and conflict resolution skills in students.

This study also emphasizes the importance of a cross-disciplinary approach in the study of anti-violence education, which combines theories of educational sociology, developmental psychology, and school culture studies. Thus, these results are expected to serve as a reference for academics, policymakers, and education practitioners in designing policies and teacher training that are more



focused on the psychological safety of students.

#### 4.4. Recommendations for Further Research

Although this study has provided a comprehensive overview of the phenomenon of violence and bullying in schools, there are several limitations that could be opportunities for further research:

##### 1. Limitations in the scope of locations and number of participants.

This study focused on in-depth interviews with survivors, parents, and teachers, without the systematic direct involvement of school institutions. Further research is recommended to expand the area and increase the number of participants from various types of schools (public, private, madrasahs, Islamic boarding schools, and inclusive schools) in order to reveal variations in social and cultural contexts.

##### 2. Longitudinal approach.

Subsequent research needs to use a longitudinal design to trace how survivors' experiences and school interventions affect students' psychological well-being in the long term. This approach will strengthen understanding of the effectiveness of anti-bullying policies at the practical level.

##### 3. Exploration of teacher dynamics and school organizational culture.

Further research could examine in greater depth how teachers, principals, and educational staff perceive symbolic violence and power relations in schools. Such studies are important for developing a whole-school approach model (Rigby, 2020) that integrates policies, values, and daily practices in violence prevention.

##### 4. Integration of technology and digital ethics.

Given the finding that 10% of bullying cases involve social media, further research could also examine the relationship between digital literacy, cyber ethics, and online bullying behavior, especially among adolescents who are active on digital platforms.

Thus, this study is expected to serve as the initial foundation for the development of anti-violence education policies based on research, empathy, and value transformation—a step toward a safe, inclusive, and humane school ecosystem.

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