

Teacher-Student Communication in Preventing Bullying Behavior Among Students at Plumbungan Elementary School

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DOI: <https://doi.org/10.61796/icossh.v2i2.463>



Sections Info

Article history:

Submitted: June 14, 2025

Final Revised: July 24, 2025

Accepted: August 10, 2025

Published: September 28, 2025

Keywords:

Teacher communication

Bullying

Interpersonal communication

Group communication

Primary education

ABSTRACT

Objective: This study examines the forms of communication enacted by teachers and students in the prevention of bullying at SDN Plumbungan. Bullying, as a persistent social issue in primary schools, affects students' psychological well-being and social development. Communication serves as a central mechanism for fostering supportive relationships and minimizing social conflict. **Method:** This qualitative case study employed in-depth interviews, participatory observation, and documentation as data collection techniques. Informants were selected purposively, consisting of teachers and upper-grade students (fifth and sixth grades) involved in the school's anti-bullying initiatives. **Results:** Findings reveal that bullying prevention is facilitated through two primary communication patterns: interpersonal and group-based. Teacher-student interpersonal communication is characterized by five key indicators, openness, empathy, supportiveness, positivity, and equality. Group communication, meanwhile, is marked by active student participation, clarity of information, responsiveness to reports, collective emotional support, and constructive feedback. These communication strategies help establish a school climate grounded in mutual respect and emotional safety. The results suggest the need for continuous development of teachers' communication competencies and the integration of anti-violence values into the character education curriculum. **Novelty:** Further research may explore different educational levels or adopt quantitative approaches to assess the effectiveness of these communication strategies.

INTRODUCTION

Schools are social spaces that not only function as places to transfer knowledge but also serve as arenas for character formation and the development of values in interpersonal interactions. In the educational process, communication has a fundamental role as the connector between teachers, students, and all school components [1]. Through communication, values, messages, and behaviors are transmitted and negotiated within social relationships formed in the classroom and the wider school environment. Communication in education is not only understood as a one-way information delivery process but also as a reciprocal interaction that builds understanding, empathy, and social regulation [2]. Two forms of communication most relevant in the context of education are interpersonal communication and group communication [3]. Interpersonal communication is a direct interaction between two individuals characterized by openness, emotional attentiveness, and psychological closeness [4]. In teacher-student relationships, interpersonal communication enables the development of trust, deep understanding, and sustainable social support [5]. Meanwhile, group communication involves more than two people within an interaction system that has specific goals, norms, and structures [6]. In schools, group communication is manifested through classroom discussions, student forums, collaborative activities, and habituation programs that strengthen social solidarity.

Primary education is an important phase in children's social development, as at this stage students begin to form perceptions about values, social relationships, and self-identity. However, schools also often become locations where deviant behaviors emerge, one of which is bullying. Bullying in schools includes acts of harm either physically, verbally, or psychologically that are repeatedly directed at individuals considered weaker [7]. This phenomenon can lead to anxiety, social isolation, decreased learning motivation, even absenteeism and lower student achievement [8]. Education has urgency as the foundation for character building and child development [9]. Through quality education, schools are expected to create a conducive environment to nurture a young generation with integrity, tolerance, and responsibility. Yet, amid its noble functions, schools often become sites of various social challenges, including bullying. This phenomenon can cause anxiety, social isolation, decreased learning motivation, even absenteeism and decline in student achievement [10].

Bullying is a problem that occurs not only in schools but also receives global attention across various social contexts [11]. This behavior includes intentional acts of intimidation, threats, or violence committed by individuals or groups toward others considered weaker [12]. The phenomenon of bullying has become a concern due to its broad impacts, both individually and collectively, on societal well-being. In the school setting, bullying is of particular concern because it disrupts the teaching-learning process and students' overall development.

SDN Plumbungan is a public elementary school located in Sukodono District, Sidoarjo Regency, East Java. As an educational institution, it also faces bullying issues that frequently occur among its students. According to the school principal, Ms. Anita Hidayati, the diverse backgrounds of students at SDN Plumbungan make bullying very possible. Such incidents have indeed happened several times, although their impacts were not too severe. There were no serious physical injuries, only instances of mocking, crying, or in some cases bruises from hitting. However, the more common consequence was when victims of bullying reported the incidents to their parents. Realizing that teachers hold a strategic position as second caregivers after parents, teacher communication becomes one of the key instruments in preventing and handling bullying [13].

Bullying victims often experience psychological pressures such as anxiety, fear, and depression [14]. This condition can affect their mental health, as well as influence behavior and social relationships outside of school. Beyond psychological impacts, bullying also affects students' academic aspects. Victims tend to lose learning motivation, feel uncomfortable at school, and experience a decline in academic achievement [15]. In some cases, victims even choose to avoid school entirely, resulting in high absenteeism or dropping out.

A positive and supportive school climate is also essential in creating a good learning atmosphere [16]. Schools must be free from bullying and have social support systems for students. In bullying incidents, students play roles either as perpetrators or victims [17]. Perpetrators are students who actively commit acts of intimidation – verbal, physical, or

social—toward others. Victims, on the other hand, are those targeted by such intimidation or violence. Parental involvement in school activities and support from the surrounding community are also crucial for the school's success.

Teachers have a vital role in addressing bullying in schools, as students are often closer and more open to teachers [18]. Teachers can create safe learning environments by instilling values of tolerance and empathy, while also acting as mediators in resolving conflicts between perpetrators and victims. Teachers also provide psychological support to victims to help rebuild their self-confidence and educate perpetrators to understand the negative impacts of their actions. As role models, teachers can demonstrate fairness and respect for diversity, thereby fostering an inclusive school culture free from bullying.

SDN Plumbungan has demonstrated an active response in addressing bullying cases within the school by facilitating communication between the school and parents. These efforts are carried out through mediation involving both perpetrators and victims, especially when incidents occur on school grounds, such as physical fights that trigger parental anger. In such situations, the school invites both parties to clarify the incident and establish open communication aimed at mutual understanding that bullying cannot be tolerated in any form. Beyond handling individual cases, the school also organizes meetings with all parents as a form of collective communication. These meetings are educational and neutral, designed to strengthen shared awareness of the dangers of bullying and instill values of empathy, social responsibility, and peaceful conflict resolution. This strategy positions communication as a means to build trust, reduce potential misunderstandings, and prevent conflict escalation among students as well as between families and the school.

The legal foundation for student protection from violence is also affirmed in Law No. 23 of 2002 on Child Protection, particularly in Article 54, which states that children inside and around schools must be protected from all forms of violence, whether by educators, school administrators, or peers [19]. In this context, the school's mediative communication approach becomes an integral part of protecting and strengthening an educational ecosystem that is safe and child-friendly [20]. Families and schools, which should initially serve as places for children to grow and develop, may instead become sources of violence. This can cause trauma in children, both physically and psychologically, during developmental stages and may have long-term impacts [21]. This study aims to examine how interpersonal and group communication are used by teachers in efforts to create a school environment free from bullying. By mapping the communication indicators applied, this study seeks to deeply understand the role of communication in shaping a supportive, dialogical, and inclusive learning ecosystem for all students.

RESEARCH METHOD

This research employs a qualitative descriptive method, which aims to describe and explain social phenomena in depth based on non-numerical data. This approach was chosen because it is capable of providing a comprehensive understanding of the problem

under study, namely the phenomenon of bullying at SDN Plumbungan through communication between teachers and students. This study does not attempt to manipulate or intervene in existing variables but rather seeks to understand situations in their natural context.

The main subjects of this research are the Principal of SDN Plumbungan as well as the teachers and students of the school. The focus of the study lies in their experiences and perspectives regarding bullying cases that have occurred, as well as the efforts made by the school to resolve such issues. The object of this research is the communication process that takes place between teachers and students in efforts to prevent and address bullying. Several informants were used to provide information about bullying cases at SDN Plumbungan, namely the principal, teachers, and students. In total, there were six informants: the Principal, three teachers, and two students.

Table 1. Informant data.

Name	Position
Anita Hidayati, S.Pd., M.Pd.	Principal
Wiwik Kristiana, S.E., S.Pd.	Grade 6 Teacher
Uswatun Khasanah, S.Pd.	Grade 1 Teacher
Mochamad Noor Ahmadi, S.Pd., M.Pd.	Grade 5 Teacher
Muhammad Rifan Hidayat	Grade 6 Student
Chezillia Aura Niesa Zahris	Grade 6 Student

This research uses purposive sampling, a method of deliberately selecting subjects based on their relevance and understanding of the research topic. The chosen informants include teachers with direct experience in handling or preventing bullying, as well as students who have experienced or witnessed bullying at school. This technique allows the researcher to obtain in-depth data aligned with the research focus, particularly concerning communication patterns between teachers and students in bullying prevention efforts.

Data collection was conducted through in-depth interviews with the Principal and several teachers at SDN Plumbungan. These were carried out face-to-face to maximize interaction between the researcher and informants, including observation of body language and facial expressions. The interview results were recorded and transcribed to ensure accuracy and facilitate the analysis process.

Data were analyzed using a thematic method, by identifying key patterns in the informants' narratives, categorizing them into relevant themes, and interpreting them according to the research context. The validity of the data was reinforced through source triangulation, by comparing information from the Principal, teachers, and students to examine consistency or differences in perspectives. In addition, member-checking was conducted by reconfirming the interview findings with the informants to ensure the researcher's interpretation remained aligned with their intended meanings. This step was taken to enhance the validity and reliability of the research data.

RESULTS AND DISCUSSION

The results of interviews with homeroom teachers, the principal, and students at SDN Plumbungan indicate that communication between teachers and students plays an important role in efforts to prevent bullying in the school environment. This study found that the forms of communication used are divided into two main approaches: interpersonal communication and group communication. Interpersonal communication appears in direct interactions between teachers and students, characterized by empathy, openness, supportive attitudes, positive attitudes, and equality. Meanwhile, group communication is manifested through collaborative activities such as class discussions, social programs, and forums that foster collective awareness of anti-violence values. One concrete example is the annual program “Putra Putri Persahabatan” held every July, aimed at fostering self-confidence, empathy, solidarity, and providing a space for social reflection for teachers and students to discuss the dynamics of peer relationships, including bullying cases that arise.

The first indicator, openness, is evident in the existence of a trusted dialogue space between teachers and students, making them feel safe to express their views and feelings. This openness is reflected in the active involvement of teachers and students in the “Putra Putri Persahabatan” program, which creates a comfortable and empathetic atmosphere [30]. Students such as Rifan and Aura stated that they feel more comfortable confiding in teachers because they are listened to without being judged. This phenomenon aligns with the opinion of Syam Nasution et al, who emphasized that students tend to close themselves off after experiencing bullying, thus making the teacher’s role crucial in reopening safe communication spaces.

The second indicator, empathy, also serves as the foundation of interpersonal communication. Teachers seek to understand the emotional conditions of students, both victims and perpetrators of bullying, through a personal approach and a classroom atmosphere filled with compassion. According to Mrs. Wiwik and Mrs. Us, a family-like atmosphere in the classroom helps unify perspectives for the well-being of students. Meanwhile, Rifan and Aura mentioned that the value of empathy is instilled through daily learning activities, such as helping each other. These findings support the theory of Mahira & Yuliana, which states that empathic communication builds healthy social interactions and fosters emotional awareness among students.

Furthermore, the supportive attitude of teachers also plays a significant role in preventing bullying. Principal Anita Hidayati and Teacher Wiwik emphasized that teachers, as substitutes for parents at school, consistently instill values of empathy, respect, and tolerance for differences in race, religion, appearance, special needs, and economic status. Support is also evident through collaborative activities such as teamwork and the provision of rewards to students who demonstrate positive behavior. Teachers Uswatun and Noor Ahmadi added the importance of communication in disseminating bullying prevention not only to students but also to the entire school community. This aligns with the theory of Rusnadi et al, which argues that interpersonal support creates a sense of security while strengthening social relationships.

The next indicator is a positive attitude, manifested through constructive language, inspirational messages, and appreciation for students' good behavior. Teachers Wiwik and Noor, for example, emphasized messages such as "Education is the key to success" and "Stay humble" to foster learning motivation. According to Rifan and Aura, the teachers' positive attitudes help them remain enthusiastic about pursuing their dreams. Thus, a positive attitude functions not only as a communication strategy but also as a preventive effort against bullying through the cultivation of collaboration and solidarity.

The principle of equality also plays an important role in communication between teachers and students. Principal Anita Hidayati emphasized that every student has the right to express their feelings, whether as victims or perpetrators of bullying, without discrimination. Teachers serve as neutral listeners who provide space for expression for all students. This is supported by the statements of Mrs. Wiwik and Mrs. Us, who asserted that teachers must be the first to protect and provide a sense of safety. Students also experience equality in daily practice, as they are taught to express opinions politely. These findings are consistent with the research of Zita & Azmi Saragih, which shows that equal communication fosters a conducive social climate and reduces the potential for conflict in schools.

The integration of interpersonal and group communication is also evident in students' involvement in class discussions on bullying issues. Teachers open dialogue spaces, provide concrete examples, and enforce anti-bullying rules firmly. The role of teachers in preventing bullying includes creating a positive environment, detecting and addressing deviant behavior, enforcing school policies, and coordinating with parents [31][33]. Teachers also serve as facilitators of reconciliation, not only imposing punishment but also guiding conflict resolution through dialogue and collaboration. As emphasized by [32], teachers must address cases thoroughly, including providing consequences for all parties involved.

Thus, the research findings show that interpersonal communication—through openness, empathy, support, positive attitudes, and equality—works in tandem with group communication in building effective bullying prevention strategies. Interpersonal communication fosters warm, supportive, and empathetic relationships between teachers and students, while group communication serves as a medium for internalizing values, shaping social norms, and providing collective character education. The integration of these two approaches proves to be the key in creating a safe, inclusive, and bullying-free elementary school environment.

CONCLUSION

Fundamental Finding : Communication between teachers and students at SDN Plumbungan plays a crucial role in preventing bullying behavior through the application of two complementary approaches: interpersonal communication and group communication. Interpersonal communication by teachers is reflected in openness by being good listeners for students who want to share their stories, empathy by creating a harmonious classroom environment, supportive attitudes by positioning themselves as

substitute parents while teaching mutual help, positive attitudes by encouraging friendliness and politeness among peers, as well as equality by providing every student with space to speak. Meanwhile, group communication is demonstrated through the Putra Putri Persahabatan Program, which allows active student participation, clarity of information through easily understood narratives, teacher responsiveness to bullying reports, collective emotional support in the classroom, and constructive feedback to strengthen positive behavior. **Implication** : The combination of these two approaches shows that the communication strategies implemented by teachers are not only informative but also transformative in building social awareness and preventing violence within the school environment. **Limitation** : The study focuses specifically on SDN Plumbungan, which may limit the generalizability of the findings to other schools with different cultural, social, or organizational contexts. **Future Research** : Further research could examine how similar communication strategies function across diverse school environments and explore additional mechanisms for enhancing student engagement and peer support in bullying prevention programs.

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