Implementation of the Bullying Box and Establishment of Prevention Team to Address Bullying Cases at SMA Islam Al-Azhar 30 Salatiga

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Abstract

Bullying in Indonesia is increasingly on the rise, especially among children and teenagers, and most of it occurs in school environments. Bullying that occurs to a student will affect their psychological and social development and raise concerns about their health in the future. The problem faced by the students of SMA Islam Al-Azhar 30 Salatiga is the prevalence of bullying experienced by students, perpetrated by their own peers, both individually and in groups. This is due to the students' lack of knowledge, which stems from insufficient attention and education about bullying provided by parents and the school. The service team help solve the Partner's problem by creating a bullying box as a place for students to report bullying behavior they have experienced, witnessed, or heard, and by forming a bullying prevention and resolution team or violence prevention team. The purpose of this activity is to help prevent and resolve bullying among students at SMA Islam Al-Azhar 30 Salatiga.

KEYWORDS *Bullying, Bullying Box, Prevention and Resolution, Students*

Introduction

The issue of bullying in Indonesia is increasing, especially among children and teenagers, and most of it occurs in school environments. Schools, which are supposed to be places for learning and achieving future goals, are instead becoming places where students bully their weaker peers. Bullying that occurs to a student will affect their psychological and social development and raise concerns about their health in the future.[1] The insecurity and discomfort caused by bullying behavior can create emotional pressure on the victims, thereby damaging their self-confidence and creating an unconducive learning environment. This phenomenon of bullying arises in interactions among peers, as teenagers spend at least 9 hours a day at school, making interactions with friends and teachers an inseparable part of their daily lives.

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[1] Nursariani Simatupang and Faisal, "Bullying oleh Anak di Sekolah dan Pencegahannya," *De Lega Lata: Jurnal Ilmu Hukum* 6, no. 2 (2021): 447, https://doi.org/10.30596/delegalata.v6i2.5057.

At a press conference at the KPAI Office in Menteng, Central Jakarta, on Tuesday, February 27, 2024, the Indonesian Child Protection Commission (KPAI) recorded at least 548 cases of children being victims of bullying in educational institutions in Indonesia throughout 2023. KPAI Commissioner for Children Victims of Physical/Psychological Violence and Disabilities, Diyah Puspitarini, explained that KPAI data for 2023 recorded 137 cases of children being bullied in educational institutions (without police reports). Additionally, there were 411 cases of children being victims of physical and/or psychological violence. Furthermore, there were 3 cases of children being bullies in educational institutions (without police reports), and 158 children facing legal proceedings (as perpetrators). According to Diyah Puspitarini, the Minister of Education and Culture Regulation Number 46 of 2023 on the Prevention and Handling of Violence in Educational Units is currently not functioning well.[2] So this becomes a shared concern to continuously improve literacy related to bullying, both in prevention and handling it on a massive scale. Bullying is not limited to physical actions alone, but also includes violence and verbal actions intended to disturb others.

Bullying means that a person or group does not apply the nomenclature and values of respect, tolerance, empathy, caring, compassion, and responsibility performed by a person or group of people to another person or group. It can create an impact of fear, intimidation, distress or prolonged trauma for the victim. Ironically bullying happens in many educational or school environments that should be a place full of good behavior because school is a place to study science.[3]

The impact caused by bullying behavior will have long-term effects on students' development. Therefore, it is necessary to address it through a holistic and collaborative approach involving several parties, such as

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[2]   Carlos Roy Fajarta Barus, "KPAI: 548 Kasus Anak Jadi Korban Perundungan di Sepanjang 2023" (Sindonews.com, 2024), https://www.idxchannel.com/news/kpai-548-kasus-anak-jadi-korban-perundungan-di-sepanjang-2023.

[3]   Delta Egawasali, "Prevention Effort of Bullying as Criminal Act to Children" Indonesian Journal of Criminal Law Studies, IJCLS 3(1) (2018)

parents, teachers, and relevant institutions.[4] By understanding the forms of bullying, it is hoped that better efforts can be made to protect students from the negative impacts arising from bullying behavior in their environment.[5]

The main cause of bullying is the students' background, such as coming from broken homes, often hearing arguments from parents, neighbors, or even friends. In addition, the influence of media such as television shows and content on mobile phones also has a very significant impact. Thus, the social emotions and character of students are greatly influenced by these media. If inappropriate habits are frequently seen or heard by children, they can affect their growth and emotions, which then carry over into the learning process at school. Such as disrupting academic performance in school, affecting mental health, and encouraging individuals to engage in negative behaviors or even suicidal actions. Furthermore, victims can become perpetrators if they experience continuous bullying behavior.

The issue of bullying behavior among students has become a concerning reality in the world of education. The existence of schools, which should be a place for learning, growth, and safety for students, is disrupted by the phenomenon of bullying that can have serious impacts on the mental and physical well-being of the victims.[6] All the students at SMA Islam Al-Azhar 30 Salatiga are santri, who are required to be independent because this school is integrated with a boarding school. In this case, they are also required to solve personal problems or problems in their environment on their own. From the many students, it is possible that some of them have been victims of an incident. It is common in the world of boarding schools that there are many incidents, not just good things. The age of the students

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[4]   Saputra Hardika, "Sosialisasi Pencegahan Perundungan dan Kekerasan di Lingkungan Sekolah Socialization on the Prevention of Bullying and Violence in School Environments Hardika Saputra Universitas Islam Lampung, Lampung, Indonesia," *Fundamentum: Jurnal Pengabdian Multidisiplin* 2, no. 4 (2024).

[5]   Fathur Rachman, "Upaya Penanggulangan Tindak Pidana Korupsi di Indonesia," *Keadilan Progresif* 9, no. 2 (2018): 113–24.

[6]   Sri Rahayu and Vicky Dwi Wicaksono, "Pengembangan Komik Digital Sebagai Media Edukasi Anti-Perundungan di Sekolah Dasar," *Jpgsd* 11, no. 1 (2021): 75–84.

generally reaches the teenage limit, and they can take actions that they believe are correct. However, among the many actions of the students, the one that stands out is their involvement in bullying.

Incidents like this often go unreported for reasons that make the victims reluctant to speak out. Looking at the condition of the students who are far from their parents, this also becomes a reason for them to be unable to express what happened, as well as the lack of attention from teachers or administrators who act as their parents while they pursue knowledge at the boarding school. The imbalance in the teacher-to-student ratio also contributes to the victims' fear of speaking out. Therefore, the students or santri can only suppress their discomfort within their environment. Two aspects of the problems faced by the students of SMA Islam Al-Azhar 30 Salatiga are the educational aspect and the health aspect. Therefore, the entire community should collaborate in forming a sustainable approach to address bullying, in order to create a safe, inclusive, and bullying-free environment.[7]

Based on the aforementioned issues, this service will implement a prevention measure expected to resolve the bullying problem in the environment of SMA Islam Al-Azhar 30 Salatiga. The prevention measures include the establishment of a bullying box and the formation of an anti-bullying or violence prevention team in the environment of SMA Islam Al-Azhar 30 Salatiga.

Methods

The implementation methods in the community service activities for the students of SMA Islam Al-Azhar 30 Salatiga are carried out using several methods, namely:

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[7] Asiawatie Sulastri et al., "Sosialisasi Penanggulangan Bullying Berbasis Team Building Menggunakan Psikoedukasi di SMK Bina Sriwijaya Indonesia Palembang," *Multidisiplinary Indonesian Center Jpurnal (MICJO)* 1, no. 1 (2024): 275.

1. **Creating a bullying box as an effort to prevent and resolve bullying for students of SMA Islam Al-Azhar 30 Salatiga**

   With the presence of the bullying box (complaint box), students can report incidents they have experienced. This reporting can be done by anyone who experiences, witnesses, or knows about bullying at school, so that the school can help follow up on the bullying cases that occur. The purpose of this complaint box is to encourage students to get involved in handling bullying and to provide a sense of security to the reporters because their identities will be kept confidential. So they will dare to speak up with the presence of a bullying box that is accessible to all students.

   The school authorities or the bullying prevention and handling team will investigate the case after receiving the report and will take action if bullying is indeed occurring. One effective way to prevent and address bullying in the school environment is by providing a complaint box.[8]

2. **Forming a team to prevent and resolve bullying or acts of violence in the environment of SMA Islam Al-Azhar 30 Salatiga**

   The formation of a bullying prevention and handling team has become an effective and inclusive strategy. The task of this team is to supervise, document, and handle cases of bullying and violence in the school environment. This team is also responsible for drafting anti-bullying policies at the school.[9] The existence of

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[8] Ahmad Khaerul Kholidi et al., "Konsep Agama dalam Mencegah Bullying ditinjau dalam Al-Qur'an Surat Al-Hujarat Ayat 11 (Studi Kasus Antar Siswa di MTs NW Sealaparang Putra Kediri Lombok Barat)," *At-Ta'Lim* 3, no. 1 (2023): 1–7.

[9] RM, "Strategi Pencegahan Bullying dan Kekerasan Pada Anak di Lingkungan Sekolah Kelurahan Tenggilis: Pendekatan Terpadu" (Sarolangun: Pemerintah Kabupaten Sarolangun, 2024), https://sarolangunkab.go.id/artikel/baca/strategi-pencegahan-

this bullying prevention and handling team is intended to prevent students from bullying without being detected. Therefore, students who want to bully must be cautious because there is this team whose members they do not know.

The first step taken is to select team members from various backgrounds and experiences, such as teachers, instructional staff, and school employees. To obtain a broad perspective, ensure there are representatives from different groups.[10] The strategy of this team can be instructed by the principal and led by the guidance counselor, with the team consisting of homeroom teachers without the knowledge of the students in each class. If bullying occurs, the task of this team is to follow up on reports from students and then report it to the guidance counselor without the knowledge of other students so that the reporting student will not hold a grudge against other students who report the bullying behavior.[11]

Results and Discussion

I. The Creation of a Bullying Box as an Effort to Prevent and Resolve Bullying for Students of SMA Islam Al-Azhar 30 Salatiga

Schools are formal institutions that play a central role in the process of education and character formation for the younger generation. As a place to acquire knowledge, schools not only provide academic learning but also serve as social spaces that support the

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bullying-dan-kekerasan-pada-anak-di-lingkungan-sekolah-kelurahan-tenggilis-pendekatan-terpadu.

[10]   Rafiq Musaddad, "Strategi Kepala Sekolah dalam Mencegah Bullying, Cyberbullying di MTs Al-Madiniyah Jempong Baru, Mataram," 2021, 6.

[11]   Riswan Anas and Wahyu Mulyadin, "Studies Strategi Sekolah dalam Mencegah Perilaku Bullying di SMAN 1 Lambu," *AL-AFKAR : Journal for Islamic* 7, no. 3 (2024): 751–61, https://doi.org/10.31943/afkarjournal.v7i3.1554..School.

emotional, moral, and social development of students.[12] In this context, school is often referred to as a second home, because it is where students spend most of their time learning, interacting, and developing themselves.[13] More than just a means of delivering lesson materials, schools are also responsible for instilling national values, tolerance, and social ethics.

Teachers, as educators, play a strategic role in creating a safe, inclusive learning environment that supports the growth and development of all students' potential. A conducive learning environment is an atmosphere in schools that fosters interaction in the learning process. This supportive learning condition needs to be built and maintained so that the development and growth of students can proceed effectively and efficiently, thereby maximizing the achievement of learning objectives.[14] Therefore, the quality of education in schools is not only measured by academic achievements but also by the extent to which schools can create a conducive environment for the formation of positive character and the psychological well-being of students.

In the increasingly complex development of the education world, the challenges faced by schools are becoming more diverse. Issues such as bullying, access inequality, and academic pressure have become the main concerns that must be addressed systematically and collaboratively by all parties involved. The issue of bullying, which has a significant impact on a child's development, must be addressed by all parties involved. Bullying is an issue in all

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[12]   Rivaldo Paul Telussa et al., "Mengubah Sekolah Menjadi Tempat Belajar Yang Aman dan nyaman: Program Pencegahan dan Penanganan Bullying di SMTK TNSN Kecamatan TNS," *Jurnal Pengabdian Kepada Masyarakat Nusantara* 5, no. 1 (2024): 1038, https://doi.org/10.55338/jpkmn.v5i1.2855.

[13]   Zulfahmi Barsah, "Fenomena Bullying Terhadap Kenyamanan Belajar di Lingkungan Sekolah," *Jurnal Pendidikan Dasar dan Menengah (Dikdasmen)* 3, no. 3 (2024): 92–98, https://doi.org/10.31960/dikdasmen-v3i3-2416.

[14]   Jumra Warsi and Neviyarni Suhaili, "Peran Seorang Guru dalam Menciptakan Lingkungan Belajar yang Kondusif," *Ensiklopedia Education Review* 2, no. 3 (2020): 51.

countries, not just in Indonesia but also occurring in all countries, even in developed nations.[15] According to Anwar and Karneli, bullying is oppression and violence carried out repeatedly by an individual or a group of people. This definition encompasses various actions that can endanger the psychological and emotional well-being of the victim. Bullying behavior has a significant impact, causing victims to feel frustration, trauma, and even reaching a state of inability to act.[16] Bullying is not limited to physical actions alone, but also includes violence and verbal actions intended to disturb others.

Bullying victims often experience a decline in motivation to attend school, and in more extreme cases, this condition can trigger the victim to end their life. In addition, bullies are also at risk of experiencing negative impacts, such as difficulties in building positive social relationships in the future, the emergence of behavioral disorders, and the possibility of engaging in criminal activities. Moreover, the presence of bullying in the school environment can affect the overall atmosphere and climate of the school, making it unconducive.[17]

Bullying actions, which are often carried out verbally or nonverbally, can have serious impacts on students' psychological conditions. Verbal bullying includes actions such as mocking, giving nicknames, shouting, using harsh language, threatening, frequently ordering around, mocking in groups, slandering, humiliating, and spreading negative gossip about friends. Meanwhile, nonverbal

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[15] Teguh Nugroho and Miftah Hadi, *Penanganan Bullying di Sekolah*, Pertama (Bandung: Kaizen Media Publishing, 2024).

[16] Rezza Amalia, Benny Hendriana, and Amelia Vinayastri, "Pengembangan Media Komik Elektronik Untuk Mengurangi Bullying Pada Siswa Anak Usia Dini," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 2391–2401, https://edukatif.org/index.php/edukatif/article/view/869.

[17] Yuni Ertinawati, Ai Siti Nurjamilah, and Ichsan Fauzi Rachman, "Inovasi Penanganan Bullying di Sekolah Berbasis Aplikasi Digital di Era Society 5.0," *Jurnal PEDAMAS (Pengabdian Kepada Masyarakat)* 1, no. 4 (2023): 698.

bullying includes behaviors such as showing cynicism, spitting, belittling, ostracizing, ignoring, and excluding someone from a group.[18] Therefore, strengthening the role of schools as holistic educational institutions becomes crucial in creating a future generation that is not only intellectually smart but also emotionally and socially mature.[19]

Based on the results of the 2018 Programme for International Student Assessment (PISA) study conducted by the Organisation for Economic Co-operation and Development (OECD), it shows that 41.1% of students in Indonesia admitted to having been victims of bullying. In fact, in the same year, Indonesia ranked fifth out of 78 countries with the highest number of students who were victims of bullying. The types of bullying that are often carried out include being hit or ordered by other students, damaging others' belongings, making threats, mocking and ostracizing other students, and spreading bad news.[20] Bullying cases that occur in school environments are usually triggered by one of the negative traits of teenagers, namely high egocentrism, where the factor of choosing friends becomes a trigger.[21]

The school environment plays an important role in creating an inclusive and supportive culture for students. A safe and supportive school environment can be achieved through open communication, active participation in the creation and implementation of anti-bullying policies, and strong and consistent support from all

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[18] Savira Uswatun Khasanah, Rasimin, and Siti Amanah, "Identifikasi Tingkat Perilaku Pelaku Bullying di Pondok Pesantren Terpadu Serambi Makkah Sungai Bahar Muaro Jambi," *Innovative: Journal of Social Science Research* 3, no. 3 (2023): 3844–53.

[19] Hariyanto Wibowo, Fijriani Fijriani, and Veno Dwi Krisnanda, "Fenomena Perilaku Bullying di Sekolah," *Rien (Cakrawala Ilmiah Mahasiswa)* 1, no. 2 (2021): 158–59, https://doi.org/10.30998/ocim.v1i2.5888.

[20] UNICEF, "Perundungan di Indonesia: Fakta-Fakta Kunci, Solusi, dan Rekomendasi," 2020.

[21] Irvan Usman, "Perilaku Bullying Ditinjau dari Peran Kelompok Teman Sebaya dan Iklim Sekolah Pada Siswa SMA di Kota Gorontalo," *Jurnal Pendidikan* 5, no. 4 (2013): 1–8.

parties.[22] Therefore, the school must take firm action to prevent and end bullying, and it is mandatory for the school to have handling efforts in the form of preventive (prevention) and repressive (follow-up) measures. Preventive efforts are actions taken to avoid a problem or negative incident from occurring in order to reduce the potential risk that could have a negative impact from an early stage.

One form of preventive effort is the creation of a Bullying Box, which is a media in the form of a mailbox that serves as a communication channel between students and the school to report suspected bullying in the school environment. The purpose of creating the Bullying Box is actually very simple but has a significant impact on preventing bullying, because the Bullying Box will provide a sense of safety and comfort for students who want to report complaints. This box is not only for students but for all school members who experience or witness bullying, whether physical or non-physical. The Bullying Box is placed in strategic areas of SMA Islam Al-Azhar 30 Salatiga that are easily accessible to students while maintaining privacy, such as in the School Corridor, Library, Student Council Room, and Guidance Counseling Room. A Reporting Form will be provided, which will later be filled out by students reporting bullying incidents they have experienced or witnessed, and after being filled out, it will be placed in the Bullying Box. These reports will be periodically reviewed by the Bullying Prevention and Resolution Team or the Violence Prevention Team at SMA Islam Al-Azhar 30 Salatiga. The Bullying Report Form contains:

a. Name or Anonymous
b. Choice as a Victim or Witness
c. Perpetrator's Name
d. Location of the Incident

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[22] Yunita Sari Adelina and Neneng Sri Lestari, "Upaya Edukasi Pencegahan Bullying Pada Siswa Sekolah Menengah Pertama (SMP) Swasta Mulia Hamparan Perak," *Jurnal Abdimas Maduma* 3, no. 1 (2024): 12–13.

e. Time of Incident
f. Type of Bullying
g. Brief Chronology
h. Hopes regarding the handling of the case

With the presence of the Bullying Box, it is hoped that all school members, especially students, will feel braver to share what they see or experience. More than just a source of information, the Bullying Box has become a symbol of commitment from SMA Islam Al-Azhar 30 Salatiga to create a comfortable, safe, and bullying-free school environment. In addition, this is also part of the school's efforts to instill a culture of empathy, gratitude, and courage to face injustice in friendships.

II. Formation of the Bullying Prevention and Resolution Team or Violence in the Environment of SMA Islam Al-Azhar 30 Salatiga

Indonesia is a rule of law state where all processes of resolving cases must be based on Pancasila and in accordance with the applicable legal principles. Thus, the Indonesian rule of law is known as the Pancasila rule of law. Pancasila is a series of unity and wholeness. This is evidenced by the fact that each principle contained in Pancasila embodies a holistic nature and its structure is systematically hierarchical.[23] So that its society will uphold moral values, ethics, noble character, and the noble personality of the nation, believe in and be devoted to God Almighty, respect diversity in community life, nation, and state, and protect the dignity and honor of every citizen. However, in reality, there are still many challenges in realizing such a moral society.

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[23] Rizki Puspawati and Satia Nathanea Cahyani, "Hukum dalam Perspektif Pancasila," *Indigenous Knowledge* 1, no. 2 (2022): 126–38.

One of them is the rampant criminal acts occurring in Indonesia, both in terms of behavior and perpetrators. For example, a common criminal act in school environments is bullying, where many students experience harassment from fellow students, certain teachers, or school staff. In preventing bullying behavior, teachers will always help students by teaching them to behave well towards others and always reminding students to be interpersonal when being bullied. Therefore, teachers play a very important role in providing good examples and guidance to reduce bullying behavior.[24] In addition, schools must also have repressive measures or policies (follow-up actions) as the first line of defense for bullying victims. Well-implemented policies will show positive results in reducing bullying in the school environment.[25]

Therefore, in this case, SMA Islam Al-Azhar 30 Salatiga has formed an Anti-Bullying and Violence Prevention and Resolution Team within the school environment, consisting of representatives from teachers and parents/guardians, with the School Principal's Decision serving as the main responsible party, because the Principal is the one who holds the primary responsibility for managing all activities at the school. The managerial role played is crucial in building and maintaining harmonious relationships between the school and the community. Through the implementation of good management, the Principal can create an effective and efficient learning environment, thereby supporting the achievement of educational goals.[26] This is done as a response to the increasing cases

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[24] Zahrotul Arofah, Muhammad Roisul Basyar, and Anggraeny Puspaningtyas, "Strategi Penanggulangan Bullying Pada Sekolah Menengah Pertama dalam Perspektif Collaborative Governance (Studi Pada SMP Islam Tikung)," *Mutiara: Jurnal Penelitian Dan Karya Ilmiah* 1, no. 6 (2023): 230–31.

[25] Muhammad Idris et al., "Upaya Menanggulangi Bullying di Kalangan Pelajar : Strategi Efektif Untuk Menciptakan Lingkungan Sekolah Yang Aman Dan Positif," *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi dan Perubahan* 4, no. 6 (2024): 97, https://doi.org/10.59818/jpm.v4i6.847.

[26] Arim Irsyadullah Albin Jaya and dkk, *Manajemen Pendidikan Islam (Tinjau Konsep, Kurikulum, Dan Sistem Informasi Sekolah)* (Yogyakarta: Zahir Publishing, 2020).

of bullying and acts of violence in the school environment. Permendikbudristek Number 46 of 2023 on the Prevention and Handling of Violence in Educational Units explains the regulations that serve as a comprehensive legal basis to create a safe, comfortable, inclusive, and violence-free learning environment. This regulation governs all matters related to the prevention and handling of violence and explains that preventing and addressing violence in educational institutions is a shared responsibility of all layers of society.[27] Forms of violence based on Permendikbudristek PPKSP, Article 6, include:[28]

a) Physical Violence;
b) Psychological Violence;
c) Bullying;
d) Sexual Violence;
e) Discrimination and Intolerance;
f) Policies that contain Violence; and
g) Other forms of violence.

The formation of the Bullying Prevention and Resolution Team plays a key role in creating a safe, comfortable, and violence-free educational environment. They are responsible for carrying out activities to prevent bullying or acts of violence, ensuring student safety, socializing violence prevention efforts, collaborating with various related parties, and supervising and evaluating the implementation of violence prevention protocols in the educational

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[27]   Selfiana Isminadzila and Iman Pasu Marganda Hadiarto Purba, "Strategi Sekolah dalam Pencegahan dan Penanganan Kekerasan di SMA Wachid Hasyim 2 Taman Sidoarjo," *Kajian Moral dan Kewarganegaraan* 12, no. 1 (2023): 109–18.
[28]   Menteri Pendidikan, dan Teknologi, and Republik Indonesia, "Permendikbudristek Nomor 46 Tahun 2023 Tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan," 2023, 1–36.

environment.[29] The existence of this team will be a strategic step to respond to bullying or violence issues quickly and effectively using a holistic approach. The Bullying Prevention and Resolution Team can take firm action if there are students who engage in bullying or violent acts within the school environment in accordance with existing regulations.

In terms of following up on reports related to bullying cases, the Bullying Prevention and Resolution Team or Violence Prevention Team can conduct counseling as a form of response from the school. Counseling can be carried out either in writing or directly by advising the students or their parents, with the aim of changing the mindset of the bullying perpetrators. The consequences that the student will face if the coaching stage is not well received include suspension, and ultimately, it could even result in the expulsion of a student from school due to actions that involve high-level violence and are handled by the police.[30]

The form of punishment actually looks very terrifying, but considering the negative impact that the bullying victim will feel, the punishment is deemed commensurate with what the victim experiences. During the coaching, the performance of the Violence Prevention and Handling Team will be tested, whether they can change and improve the mindset of the bullying perpetrators so that they do not repeat the same actions. Therefore, every school environment must have an Anti-Bullying and Violence Prevention and Resolution Team because the victims or perpetrators of bullying are not only students but also teachers, staff, and people in the school environment who can become victims and/or perpetrators.

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[29] Cindy Laurencia, Maria Phoebe, and Tjahja Putri, "Peran Guru dalam Mencegah dan Mengatasi Terjadinya Perundungan (Bullying) di Lingkungan Sekolah," *Innovative: Journal of Social Science Research* 3, no. 82 (2023): 2837–50.

[30] Eka Kholil Wahyudin, Puji Lestari, and Keywords Strengthening, "Upaya Sekolah dalam Penanganan Perundungan Pada Siswa di SMP Negeri 26 Semarang," *Unnes Civic Education Journal* 9, no. 4 (2024).

Conclusion

As an effort to create a safe, comfortable, and violence-free school environment, Al-Azhar Islamic High School 30 Salatiga has taken two strategic steps, namely by introducing the Bullying Box as a preventive communication medium for reporting bullying cases and forming the Bullying Prevention and Resolution Team as a structured and legally grounded repressive action. These two efforts are not only a commitment by the school to create a conducive learning environment but also an important part of shaping students' character to be empathetic, brave in voicing the truth, and upholding the value of justice. The active involvement of all school elements is expected to reduce bullying practices and ensure that all school members feel protected.

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DECLARATION CONFLICT OF INTEREST

There is no conflict of interest in the publication of this manuscript.

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