



# Teachers' Educational Interventions in Addressing Bullying Behavior Among Students in Public Elementary Schools in Pulubala Subdistrict, Gorontalo Regency

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## ABSTRACT

**Purpose of the study:** This study aims to analyze classroom teachers' interventions in preventing and addressing bullying behavior among elementary school students, as well as to identify factors influencing the effectiveness of these interventions in creating a safe and inclusive learning environment.

**Methodology:** A qualitative approach using a case study design, purposive sampling technique, and data sources: school principals, fifth-grade teachers, and students at SDN in Pulubala District. Data collection was conducted through semi-structured interviews, observations, and document analysis. Data analysis utilized the Miles and Huberman interactive model (data reduction, data presentation, and drawing conclusions), as well as triangulation of sources, techniques, and time.

**Main Findings:** Teacher interventions were implemented through three primary forms: as an advisor, role model, and integrated facilitator. The effectiveness of interventions was determined by factors including the emotional bond between teachers and students, interpersonal communication skills, the integrity and consistency of teachers' behavior, as well as school environment support and parental involvement. Verbal bullying was the most dominant form, while collaborative approaches and inclusive learning proved effective in reducing bullying behavior

**Novelty/Originality of this study:** This study offers an integrative teacher intervention model based on local empirical data by combining the roles of advisor, role model, and facilitator. This study reinforces a contextual approach in bridging the gap between normative character education and actual bullying prevention practices in elementary schools

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## 1. INTRODUCTION

Bullying is a significant and widespread yet preventable public health issue, with detrimental consequences for children's physical and mental well-being. Bullying is a pattern of repeated and intentional aggressive or hurtful behavior targeting individuals perceived as weaker [1]. However, this definition does not fully account for the increasingly complex diversity of bullying forms in today's educational settings. Therefore, bullying cannot be viewed merely as an issue of individual behavior, but also as a reflection of the weakness of the social system in fostering relationships that are equal, fair, and civilized [2].

On the other hand, the various approaches used to explain bullying actually reveal a tendency toward fragmented analysis. Psychological approaches emphasize individual factors such as aggressiveness and self-

control, while sociological approaches view bullying as a result of social structures, group culture, and the dynamics of student-to-student relationships [3], [4]. Meanwhile, pedagogical approaches are often still limited to normative aspects without fully addressing the reality of social interactions within the classroom. This situation risks producing an incomplete understanding because it overlooks the interconnections between individual factors, the environment, and the educational system [5]. Therefore, bullying needs to be understood more comprehensively through an approach that integrates these various perspectives so that efforts to address it become more effective and sustainable.

These limitations in perspective are reflected in basic education practices that have not yet been fully able to anticipate and respond adaptively to the social dynamics of students. Schools often focus more on academic achievement than on managing social relationships among students [6]. Consequently, non-physical forms of bullying such as teasing, labeling, and social exclusion tend to go undetected or are even regarded as part of the normal dynamics of children's interactions [7], [8]. Yet, such symbolic forms of bullying have a significant detrimental impact on students' psychological development. This situation highlights a gap between the normative orientation of character education and the practical realities unfolding within the school environment.

The implications of bullying are not limited to the victims but also have systemic impacts on the quality of the educational environment. Victims of bullying tend to experience reduced self-confidence, anxiety, and social isolation, which affect academic engagement [9]-[11]. On the other hand, bullies may internalize aggressive behavior as a legitimate pattern of interaction if they do not receive appropriate intervention. In the long term, this situation can undermine the learning environment, reduce a sense of safety at school, and hinder the development of an inclusive and humanistic educational culture [12]. Thus, bullying is not merely an individual issue but also reflects systemic problems within the educational process.

Bullying in elementary school settings remains a significant challenge. Various findings indicate that verbal bullying such as teasing, insults, and the use of demeaning language—still dominates negative interactions among students [13]-[15]. This phenomenon highlights the weak internalization of ethical communication values, empathy, and respect for individual dignity. From a citizenship education perspective, this situation reflects the suboptimal implementation of Pancasila values in students' daily lives, particularly regarding the dimensions of humanity and unity [16]. Bullying is not merely a behavioral issue but is also linked to a crisis in the internalization of national values within educational practices [17].

Several studies indicate that character education based on values such as compassion, respect, and social responsibility significantly contributes to reducing aggressive behavior among students [18]-[19]. In Indonesia, the internalization of Pancasila values through learning has proven effective in fostering mutual respect and reducing tendencies toward bullying behavior [20]. A contextual approach that integrates the values of mutual cooperation and social concern has also proven effective in enhancing students' prosocial behavior. However, the implementation of character education in elementary schools is still often normative and focused on cognitive aspects, thus failing to fully address students' real-life social experiences [21]. In such situations, teachers play a strategic role as key actors in managing social dynamics within the classroom environment. Teachers do not merely function as content deliverers but also as character builders, conflict mediators, and role models of values in daily interactions [22].

Teachers' educational interventions are key to preventing and addressing bullying, whether through preventive approaches such as instilling values and strengthening classroom culture, or curative approaches through pedagogical case management [23]-[24]. The teacher's role as an advisor, role model, and facilitator responsive to students' social dynamics is a crucial factor in creating a safe and inclusive learning environment [25]. Empirically, there remains a gap between the ideal role of teachers and the reality of implementation in the field. Character education has not yet been fully integrated into contextual learning practices, so the values taught have not been deeply internalized in students' behavior. This situation indicates a gap between "*das sollen*" and "*das sein*" in elementary education practices, particularly in efforts to prevent and address bullying.

This gap is increasingly visible in the local context. In Gorontalo Regency, especially in Pulubala District, bullying behavior among elementary school students is still often found in various forms. Based on the results of initial observations and internal school reports in the 2024-2025 school year, bullying often occurs in students' daily activities, especially during break hours and play interactions. The most dominant form of bullying is verbal bullying, such as mockery and the use of abusive language, while physical bullying such as pushing, hitting, and kicking also still occur albeit with lower frequency. This pattern is in line with research findings that show that verbal bullying is the most common form in school environments, although physical aggression remains part of the dynamics of peer interaction [26]. Other research at the elementary school level also confirms that behaviors such as teasing, negative labeling, and verbal bullying often appear in student interactions and have a significant impact on students' psychological well-being and learning participation [27]. In addition, studies related to bullying in schools show that such behavior tends to arise in informal situations, such as during breaks and unstructured social activities, where supervision is relatively limited [28]. These findings confirm the importance of strengthening educational interventions by teachers, given that teachers have a strategic role in identifying, preventing, and dealing with bullying behaviors in the school environment.

Preliminary data indicates that verbal bullying is the most prevalent form, with teasing being the most common behavior. SDN 2 Pulubala recorded 31 cases of teasing, followed by SDN 1 Pulubala with 26 cases. Additionally, the incidence of using harsh language was also relatively high, ranging from 11 to 16 cases at each school observed. Meanwhile, although physical bullying was less prevalent, it still indicated the potential for serious interpersonal conflict if not properly addressed. For further details, the data can be viewed in the following figure.

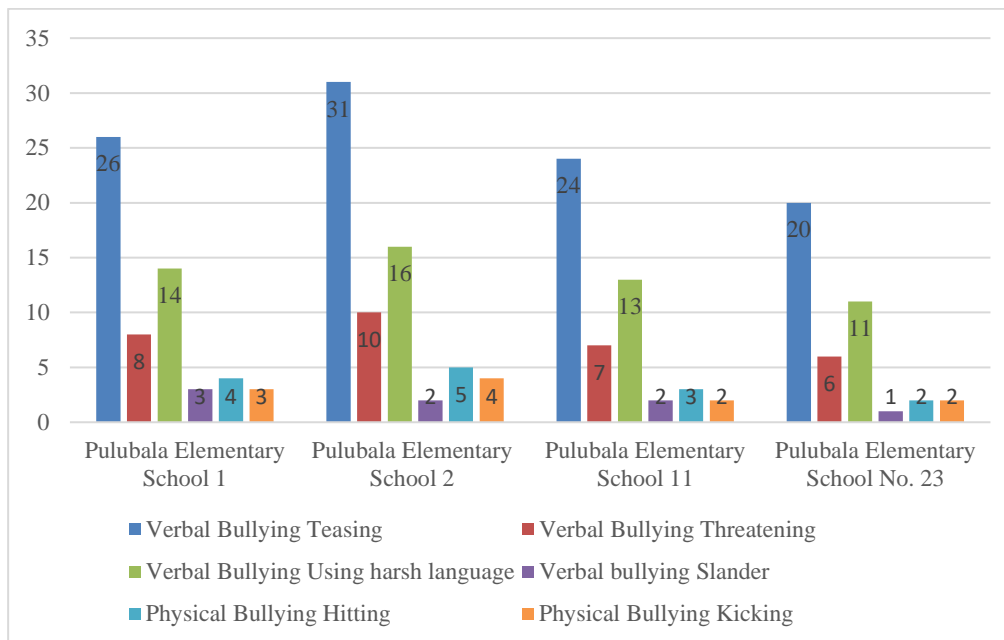


Figure 1. Preliminary Data on Types and Frequency of Bullying in Elementary School Environments

The findings show that bullying has become part of the social dynamics between students that tend to be normalized, thus requiring systematic and contextual educational interventions. This condition also indicates a research gap, especially in examining how the role of classroom teachers is implemented in real terms in dealing with bullying in the local context of elementary schools. Most previous research has focused on conceptual and general aspects, while studies that integrate local empirical data with teacher intervention practices are still relatively limited.

The novelty of this research lies in an integrative approach that combines empirical analysis based on local context with an in-depth exploration of the real practice of teacher intervention in the classroom, which includes the role of teachers as educators, supervisors, and social agents in shaping an inclusive learning environment. In addition, this study also presents a mapping of contextual factors both pedagogical, social, and cultural that affect the effectiveness of teacher interventions in dealing with bullying behavior, which have not been comprehensively disclosed in previous studies. Thus, this research not only contributes to strengthening theoretical studies on teacher intervention in handling bullying, but also offers contextual perspectives that are relevant for the development of basic education practices, especially in Pulubala District, Gorontalo Regency

## 2. RESEARCH METHOD

This study employs a qualitative approach using a case study design. This approach was chosen to explore in-depth and comprehensively how classroom teachers play a role in preventing and addressing bullying behavior among fifth-grade students at public elementary schools (SDN) in Pulubala Subdistrict, Gorontalo Regency, as well as how this role contributes to the development of students' social character. The qualitative approach was chosen because it allows the researcher to understand the research subjects' perspectives directly, contextually, and in depth, thereby yielding richer and more meaningful findings. This aligns with Sugiyono's view that the qualitative approach is effective for studying social and cultural phenomena in natural settings, particularly when the research focus is on understanding the meanings and experiences of the subjects [29]. Additionally, according to Yin [30] case studies are an appropriate research strategy for examining complex and contextual phenomena, especially when the boundary between the phenomenon and its context cannot be clearly separated. Therefore, this study focuses on a deep understanding of the teacher's role as an advisor, role model, and facilitator in addressing bullying, reflecting the real and authentic conditions within elementary school environments in Pulubala Subdistrict.

Data in this study were collected through interviews, observations, and document analysis. Interviews were conducted using a semi-structured technique to elicit informants' perspectives in a more reflective and open manner. Informants were selected using purposive sampling with specific criteria, namely the school principal, fifth-grade teachers, and students directly involved in the learning process and social interactions in the classroom. Primary data was obtained through interviews and direct field observations, while secondary data was obtained from supporting documents such as school profiles, school rules, school policies related to bullying prevention, learning materials, and other archives relevant to the research context.

Data analysis was conducted using the interactive analysis technique developed by Matthew B. Miles and A. Michael Huberman, which includes the stages of data collection, data reduction, data presentation, and drawing conclusions. Data collection was carried out to obtain relevant, accurate, and in-depth information to systematically address the research questions [31]. Data reduction was performed by selecting, focusing, and organizing the data to make it easier to analyze. Data presentation was carried out in the form of a systematic and easily understandable descriptive narrative. Subsequently, conclusions were drawn based on the patterns and relationships identified during the analysis process. For further clarification, the stages of data analysis can be seen in the following figure [31]:

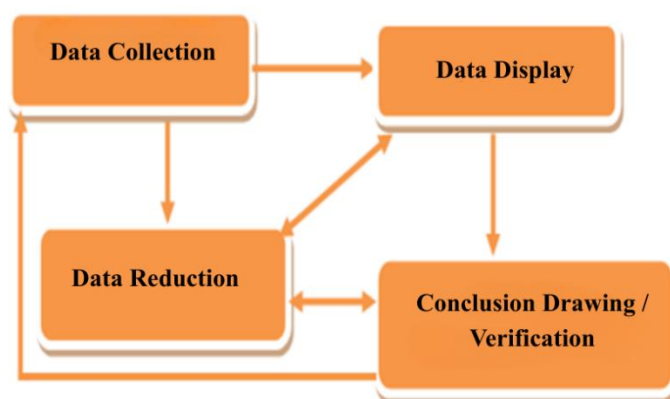


Figure 2. Data Analysis Diagram

To ensure the validity of the data, source, method, and temporal triangulation techniques were employed, ensuring the research findings possess a high level of validity and credibility. Validation was conducted by comparing interview results across informants, cross-referencing them with observation results, and verifying data consistency through available documents. With this approach, the study is expected to provide a comprehensive and in-depth understanding of the role of classroom teachers in creating a safe, inclusive, and bullying-free learning environment in elementary schools

### 3. RESULTS AND DISCUSSION

This study indicates that teachers' interventions in addressing bullying behavior among students at SDN in Pulubala Subdistrict are carried out actively and continuously through various forms of educational, preventive, and responsive interventions. Teachers not only provide guidance but also directly engage in fostering positive social interactions, creating a safe and inclusive learning environment, and instilling character values such as empathy, tolerance, and mutual respect. Based on the research findings, it was determined that the role of teachers in addressing bullying is structured into three main aspects: as advisors, role models, and facilitators, which serve as the primary analytical framework for understanding pedagogical practices in the field. Additionally, this study identifies the factors determining the effectiveness of teachers' roles in addressing bullying among students, whether stemming from teacher competencies, the school environment, or the surrounding social support. These two components the teacher's role and determining factors serve as the primary indicators to be further elaborated in subsequent subsections. To provide a clearer understanding of teachers' interventions in addressing bullying at SDN in Pulubala Subdistrict, the following key points will be fully detailed

#### 3.1 Teacher Interventions in Addressing Bullying Among Students at SDN in Pulubala Subdistrict, Gorontalo Regency

This study identifies that teacher interventions in addressing bullying behavior among students at SDN in Pulubala Subdistrict manifest in three main aspects: as a counselor, a role model, and a facilitator—all of which are integrated into teaching practices and social interactions within the school environment. These three aspects do not operate in isolation but complement one another in forming a comprehensive pedagogical approach to bullying management.

### 3.2. Teacher Interventions in Addressing Bullying in the Role of Advisor

The role of teachers as advisors in addressing bullying behavior among students at SDN in Pulubala Subdistrict can no longer be narrowly understood as merely providing normative and incidental advice. In the empirical context of this study, this role has expanded in meaning to become a structured, reflective pedagogical practice oriented toward the continuous transformation of students' character. Teachers are not merely present as parties responding to conflicts but function as key actors who actively foster students' moral awareness through educational, dialogic, and humanistic social interactions in daily learning activities.

Research findings indicate that the teacher's role as a counselor is manifested in a series of systematic interventions, including early identification of bullying signs, personalized approaches to students involved, value-based counseling, conflict mediation, and ongoing monitoring of students' behavioral progress. These interventions are not only carried out in formal classroom learning situations but are also integrated into various informal activities such as morning assemblies, daily routines, and interpersonal interactions between teachers and students. In practice, teachers apply a differentiated approach, namely providing moral guidance to bullies by emphasizing empathy and social responsibility, while simultaneously offering psychological support to victims to ensure they maintain a sense of safety and self-confidence within the learning environment. This intervention pattern demonstrates that teachers do not merely resolve conflicts but also comprehensively manage students' social dynamics.

Furthermore, the research findings also indicate that the teacher's role as a counselor does not end at the initial intervention stage but continues through follow-up processes, including behavior monitoring, evaluation of student progress, and coordination with parents and school officials. Documentation of student counseling reveals systematic record-keeping regarding cases, intervention steps, and follow-up actions taken, ensuring that the counseling process proceeds in a planned and sustainable manner. This underscores that teachers' interventions in the advisory role encompass preventive, curative, and rehabilitative dimensions that are mutually integrated within elementary school educational practices. To reinforce these findings, empirical evidence is needed to demonstrate how this guidance process is actually implemented in the field. This is supported by field documentation, as shown in the Student Guidance Documentation Figure, which empirically illustrates the guidance process conducted by teachers toward students both perpetrators and victims of bullying from problem identification, providing advice, to ongoing follow-up guidance.

No	Hari / Tanggal	Nama Siswa	Kelas	Uraian Kejadian/Peristiwa	Tanggapan Siswa	Arahan Guru Kelas	Tindak Lanjut/Kesepakatan	Tanda Tangan Siswa
5	Selasa 12-10-2022	Dini Efajar	3	tidak membantu kenak/lelaka Guru.	menyebutkan dan harus berencana.	ditawarkan offer lebih Fokus dan mengawasi Guru ketik teman	Gisya berjanji untuk membantu Akan berkelakuan Guru.	

Figure 3. Documentation of the Student Guidance Process in Addressing Bullying Behavior

Conceptually, these findings indicate a paradigm shift from a normative pedagogical approach toward a more contextual and relational approach. Teachers no longer view guidance solely as a tool for control but as a medium for the internalization of values, enabling students to understand, reflect on, and internalize the meaning of every social action they undertake [32]. The teacher's intervention as a counselor functions as a mechanism for value transformation that directly contributes to the development of students' moral consciousness and social character.

These findings can be explained through Lawrence Kohlberg's perspective, which emphasizes that individual moral development occurs through stages of moral reasoning built through social interaction and reflective experiences [33]. In this context, the practices of dialogue, mentoring, and moral reflection carried out by teachers demonstrate an effort to encourage students to advance to higher levels of moral reasoning. Thus, teachers do not merely convey values but facilitate a deep process of moral reasoning within students [34].

Furthermore, these findings align with the restorative practices approach in education, which emphasizes conflict resolution through dialogue, relationship restoration, and social responsibility rather than a punitive approach alone [35], [36]. This approach positions teachers as facilitators who help students understand the impact

of their behavior on others and foster the development of empathy and social reconciliation. In the context of bullying, the restorative approach has proven more effective in fostering awareness and preventing the recurrence of such behavior compared to repressive approaches [37].

From a sociological perspective, these findings can also be analyzed through Philip W. Jackson [38] concept of the hidden curriculum, which explains that values, norms, and attitudes are not only taught formally but are also transmitted through interactions, habits, and daily practices at school. In this context, teachers' interventions as mentors become part of the implicit process of internalizing values through modeling, communication, and ongoing guidance. Furthermore, previous research indicates that a relational approach and teachers' social support significantly influence the reduction of bullying behavior and the enhancement of students' psychological well-being [39], [40].

Positive interactions between teachers and students foster a sense of safety and trust, which are key factors in preventing the emergence of aggressive behavior in the school environment [41]. Thus, the findings of this study are not only confirmatory but also provide empirical support for the importance of teacher intervention as a counselor in fostering a healthy and inclusive social climate. Thus, it can be concluded that the teacher's intervention as a counselor in this study has evolved into a strategic pedagogical instrument that functions not only in conflict resolution but also in fostering moral awareness, building social character, and creating a safe and inclusive learning environment. The interventions carried out demonstrate an integration of reflective, relational, and cultural dimensions, thereby making the teacher's role as a counselor a key element in efforts to prevent and address bullying in elementary schools

### 3.3. Teacher Interventions in Addressing Bullying Through Exemplary Behavior

The role of teachers as role models in addressing bullying behavior among students at SDN in Pulubala Subdistrict is no longer interpreted merely as a normative professional requirement but has evolved into a concrete pedagogical practice that directly influences the formation of students' social character. Teachers' exemplary conduct serves as a living representation of values in daily interactions within the school environment, where their attitudes, language, and actions become the primary reference for students in developing patterns of social behavior. In this context, teachers do not merely teach values but consistently demonstrate them through real-world practice.

Research findings indicate that teachers' exemplary conduct is reflected in polite, fair, and non-discriminatory attitudes, as well as the ability to manage emotions and resolve conflicts peacefully. Teachers consistently use positive language, do not raise their voices, and treat all students equally without distinguishing based on social background, ability, or character. Additionally, teachers demonstrate empathy by paying attention to students facing social issues and providing space for students to express their opinions and feelings. These practices create an inclusive and supportive classroom environment, ensuring students feel safe and valued throughout the learning process.

Furthermore, teachers' exemplary behavior is also evident in how they handle conflicts among students. Teachers do not merely issue reprimands; instead, they facilitate dialogue, mediate conflicts, and encourage students to resolve issues peacefully through effective communication. This approach provides students with hands-on learning experiences on how to treat one another with respect and resolve differences without resorting to violence. In some cases, teachers also encourage students to apologize to one another and shake hands as a form of reconciliation, which indirectly instills the values of social responsibility and empathy.

Findings from interviews with school principals and teachers reinforce that teachers' exemplary behavior serves as the primary foundation for bullying prevention. Teachers are positioned as role models who not only convey values but bring those values to life in their daily practices. Practices such as the use of polite language, fair behavior, and the reinforcement of empathy through learning activities and daily routines serve as key strategies in shaping student behavior. Additionally, the integration of character values into activities like group work, class discussions, and religious activities demonstrates that teachers' exemplary behavior is not isolated but is integrated into the school's learning system and culture.

From the students' perspective, the research findings indicate that teachers' exemplary behavior has a significant influence on their behavior. Students acknowledge that teachers' polite, fair, and non-discriminatory attitudes serve as examples they emulate when interacting with peers. Furthermore, teachers' actions in handling conflicts wisely and peacefully provide concrete lessons on how to resolve issues without violence. This indicates that teachers' exemplary behavior is not merely cognitively perceived but also internalized in students' social behavior.

Documentarily, teachers' exemplary behavior is also supported by various empirical evidence such as learning activities, daily routines, and lesson plans that incorporate character values. This documentation demonstrates that teachers' exemplary behavior is not merely conceptual but is tangibly implemented in daily school activities. Teacher-student interactions, demonstrated through friendly attitudes, polite communication, and fair treatment, serve as concrete evidence that teachers act as role models in fostering a positive school culture free from bullying. This is reinforced by the documentation of learning activities and daily routines shown in Figure 4,

which illustrates direct interactions between teachers and students that are polite, fair, and non-discriminatory—exemplifying role modeling in educational practice.



Figure 4. Teachers’ Exemplary Practices in Inclusive and Humanistic Learning Interactions

Additionally, Figure 5 shows a lesson plan document that explicitly integrates character values into instructional planning, ensuring that teachers’ exemplary behavior is not only evident in their actions but is also systematically designed into the learning process.

RENCANA PEMBELAJARAN MERDEKA SDN 2 Pulubala	
Nama Penyusun : Annisa Dj. Pido Mata Pelajaran : Pendidikan Pancasila Fase / Kelas : C / 5 Alokasi Waktu : 9 JP x 35 Menit	
Identifikasi Murid	Murid sudah mengetahui sekilas tentang keberagaman suku, bahasa, adat dan agama
	Dimensi Profil Lulusan : <input checked="" type="checkbox"/> Keimanan dan Ketakwaian terhadap tuhan YME <input checked="" type="checkbox"/> Kewargaan <input checked="" type="checkbox"/> Penalaran Kritis <input checked="" type="checkbox"/> Kreativitas <input checked="" type="checkbox"/> Kolaborasi <input checked="" type="checkbox"/> Kemandirian <input checked="" type="checkbox"/> Kesehatan <input checked="" type="checkbox"/> Komunikasi
Tujuan Pembelajaran	mengidentifikasi keberagaman di Indonesia.
	Praktek Pedagogik Menggunakan pembelajaran berbasis proyek atau berbasis masalah dengan multi metode, diskusi berkelompok, pengamatan, percobaan, praktik lapangan, reportase, dll. Pembelajaran menggunakan prinsip kesadaran, bermakna dan mengembanakan, selain itu pembelajaran dilakukan melalui pengalaman belajar, memahami, mengaplikasi dan mencipta, sehingga murid belajar secara lebih mendalam.
	Mitra Pembelajaran Guru, siswa, teman sebaya, orang tua, lingkungan dan masyarakat sekitar
	Lingkungan Pembelajaran Pembelajaran memanfaatkan lingkungan sekolah, media digital, internet dan memanfaatkan sumber daya yang ada di seputaran sekolah.
	Pemanfaatan Digital Perencanaan : Microsoft Office, AI, dll. Pelaksanaan : Laptop, Proyektor dan Internet. Asesmen : Alat Cetak, Microsoft Office.
Langkah-langkah Pembelajaran	a. Pendahuluan (Berkesadaran, Bermakna dan Menyenangkan) = Menucapkan salam dan berdoa. = Murid saling menyapa dan presensi kehadiran murid

Figure 5. Character Development Lesson Plan Document

Confirming the theory, these findings can be explained through Lev Vygotsky’s perspective, which emphasizes that learning and the formation of individual behavior occur through meaningful social interactions within the learning environment [42]. In this context, teachers act as significant others who mediate students’ social and moral development through dialogue, habituation, and reflective interactions. Teacher modeling serves not only as an example of behavior but also as a scaffolding tool that helps students construct an understanding of the values, norms, and social consequences of their actions [43]. Thus, the character development process does not occur passively through imitation alone, but through the construction of meaning built within intensive social interactions between teachers and students.

Furthermore, these findings can also be explained through Nel Noddings’ perspective in the “ethic of care” theory, which emphasizes that relationships grounded in care, empathy, and attention form the primary foundation of the moral education process [44]. In this study, teachers do not merely act as instructors but as figures who build meaningful emotional relationships with students. This care-based approach allows students to feel valued, understood, and psychologically safe, thereby fostering the development of prosocial behavior and reducing tendencies toward aggressive behavior such as bullying

These findings can also be analyzed through Pierre Bourdieu’s concept of habitus, which explains that individual behavior is shaped through the internalization of values, norms, and social practices that recur within a social environment [45]. In this study, teachers’ exemplary conduct becomes part of social practices continuously reproduced in school life, thereby shaping students’ dispositions or behavioral tendencies. Teachers’ polite, fair, and non-discriminatory attitudes are gradually internalized into students’ social habits when interacting with peers [46].

Furthermore, previous research findings indicate that the quality of the teacher-student relationship has a significant influence on reducing bullying behavior as well as enhancing student engagement and social well-being [47]. Supportive and empathetic relationships have been shown to create a safe and inclusive classroom climate, leading students to develop positive social behaviors and avoid aggressive actions [48], [49].

Thus, the findings of this study indicate that teacher intervention as a role model is a strategic element in addressing bullying, as it shapes student behavior through the process of social construction, care-based relationships, and the continuous internalization of values. Consistently demonstrated exemplary behavior serves not only as a preventive measure but also as the foundation for building an inclusive, harmonious, and character-driven school culture.

### 3.4 Teacher Interventions in Addressing Bullying as Facilitators

The role of teachers as facilitators in addressing bullying behavior among students at SDN schools in Pulubala Subdistrict is no longer understood merely as providers of learning activities; rather, it has evolved into a pedagogical practice that actively manages students' social dynamics in order to create a safe, comfortable, and inclusive learning environment. In this context, teachers function as guides for social interactions that foster healthy relationships among students, while also serving as mediators who bridge potential conflicts in an educational manner. This facilitative role extends beyond the classroom and is integrated into school culture through the instillation of values, character development, and cross-stakeholder collaboration.

Research findings indicate that the teacher's role as a facilitator is manifested in various forms of structured interventions, including: developing class agreements with students as a foundation for social behavior, implementing collaborative learning through discussions and heterogeneous group work, providing open dialogue spaces for students to voice concerns, and adopting a personalized approach to conflict resolution. Teachers also actively monitor student interactions, both during the learning process and outside the classroom, to detect potential bullying behavior early on. Additionally, facilitative interventions are reinforced through collaboration with parents and school administrators to ensure the continuity of student character development.

Furthermore, results from interviews with the principal and teachers indicate that the facilitator's role is not solely focused on academic aspects but also on fostering a conducive social climate. Teachers create an inclusive classroom environment by providing equal opportunities for all students to participate, without discrimination based on ability or social background. Practices such as the 3S habit (smile, greet, and address), strengthening character education, and the use of student-centered learning methods are part of the facilitative strategy in building positive social interactions. In conflict situations, teachers do not immediately impose sanctions but facilitate processes of clarification, dialogue, and reflection so that the resulting resolution is educational and fosters student awareness.

From the teacher's perspective, the role of facilitator is also manifested through the ability to establish respectful communication, value students' opinions, and demonstrate empathy toward individual students' circumstances. Teachers strive to create a psychologically safe space by avoiding public humiliation of students, instead adopting a personalized approach that considers students' backgrounds and emotional states. Additionally, teachers model how to manage emotions when facing conflicts, so students gain direct learning about the importance of self-control and peaceful problem-solving. This intervention pattern demonstrates that teachers not only facilitate learning but also facilitate students' overall social-emotional development.

Documentation findings further reinforce that the teacher's role as a facilitator is integrated into lesson planning and implementation. Lesson plans and teaching modules demonstrate the integration of values such as empathy, tolerance, cooperation, and anti-bullying into learning activities, particularly through discussion and group work methods. This practice reflects that the facilitation carried out by teachers is not sporadic but rather planned and systematic as part of the school's character education strategy. The character education program also provides space for teachers to act as facilitators through structured and sustained literacy activities. This is reinforced by documentation of literacy activities, as shown in Figure 6, which depicts students' active engagement in reading activities, value reflection, and educational interactions that support the development of students' social character. This practice reflects that the facilitation carried out by teachers is not sporadic but rather planned and systematic as part of the school's character education strategy.



Figure 6. Literacy Practices in Learning as a Means of Strengthening Students' Social Character

These findings indicate that the teacher's role as a facilitator has undergone a transformation from an instructional approach toward a relational and participatory approach. Teachers are no longer the central controllers of learning but act as managers of interactions that enable students to learn actively, collaboratively, and reflectively [50]. In bullying prevention, this approach is crucial as it fosters students' collective awareness of the importance of maintaining healthy social relationships.

This finding can be explained through Carl Rogers' student-centered learning approach, which emphasizes that effective learning occurs when students are actively engaged in the learning process through meaningful experiences and supportive relationships [51]. From this perspective, teachers act as facilitators who create a psychologically safe learning environment, allowing students to express themselves, interact openly, and develop empathy toward others [52]. Such an environment fosters the development of prosocial behavior and reduces tendencies toward aggressive behaviors like bullying.

Furthermore, these findings align with the concept of cooperative learning developed by Johnson and Johnson [53], which emphasizes the importance of collaborative interaction in fostering social responsibility and positive interdependence among students. Through heterogeneous group work and collaborative discussions, students learn to value differences, develop communication skills, and build social solidarity which serves as a foundation for preventing bullying behavior [54].

Previous research findings also indicate that a participatory and collaboration-based learning environment has a significant impact on reducing aggressive behavior and enhancing students' social skills [55]. Positive interactions in learning not only increase academic engagement but also strengthen emotional regulation and empathy in students' social lives. Thus, it can be concluded that the teacher's intervention as a facilitator in this study is a strategic element in addressing bullying, as it integrates the dimensions of learning, social interaction, and character development into a unified pedagogical practice. The intervention demonstrates that teachers do not merely function as content deliverers but as managers of the social environment who significantly contribute to creating a harmonious, inclusive, and bullying-free school culture.

### **3.5 Factors Determining Teacher Interventions in Addressing Bullying Behavior Among Students at SDN in Pulubala Subdistrict, Gorontalo Regency**

Teacher interventions in addressing bullying behavior among students at SDN schools in Pulubala Subdistrict do not stand as isolated, individual practices but are shaped through the interaction of various interrelated and mutually reinforcing factors within the educational context. Research findings indicate that the effectiveness of teacher interventions is largely determined by a combination of teachers' personal and professional competencies, the quality of their interpersonal relationships with students, and systemic support from the school environment and families. In other words, the success of interventions depends not only on teachers' technical skills but also on an educational ecosystem that supports the implementation of pedagogical practices responsive to students' social dynamics [56].

Empirically, a teacher's ability to build emotional connections with students is the most dominant factor in determining the success of interventions, particularly in their role as counselors. Teachers who can foster emotional closeness, demonstrate empathy, and establish open communication tend to more easily gain students' trust [57]. This trust is a crucial prerequisite in the counseling process, as students are more open to sharing the challenges they face, including experiences related to bullying. In such circumstances, the interventions carried out by teachers are not merely instructional but also reflective, thereby addressing the students' moral awareness. This finding underscores that positive interpersonal relationships form the primary foundation for the effectiveness of teachers' intervention practices [58].

Additionally, a teacher's personal integrity and behavioral consistency are key factors in strengthening their role as a role model. Teachers who demonstrate alignment between the values they teach and the behavior they exhibit in daily life are more easily looked up to by students as they shape their social behavior [59]. This consistency is reflected not only in classroom interactions but also in how teachers respond to conflicts, treat students fairly, and manage emotions in challenging situations. In this study, a school culture that supports positive values such as character-building practices, character education programs, and the implementation of a child-friendly school environment further strengthens the effectiveness of teachers' role modeling. A conducive environment enables these values to be not only taught but also collectively lived out by the entire school community [60].

Regarding the facilitator aspect, research findings indicate that teachers' creativity in managing instruction is a key factor in creating an inclusive learning environment free from bullying. Teachers who can design varied, participatory, and collaborative learning strategies such as group discussions, teamwork, and reflective activities tend to be more successful in fostering positive social interactions among students [61]. Additionally, the availability of supportive school programs, such as habit-forming activities, character education reinforcement, and conflict resolution mechanisms, also contributes to strengthening the teacher's facilitative role. Collaboration between schools and families is an equally important additional factor, as student character

development does not occur solely at school but also within the family environment—the primary socialization space [62].

Furthermore, these findings indicate that the factors determining teacher interventions are multidimensional and mutually integrated. Teachers' pedagogical and social competencies will not be optimal without the support of a conducive school environment; conversely, a good school system requires the active role of teachers with a high level of professional commitment [63]. The interaction between these individual and structural factors forms a system that determines the success of intervention practices in addressing bullying.

Theoretically, these findings align with Albert Bandura's perspective, which emphasizes that individual behavior is influenced by the interaction between personal, behavioral, and environmental factors (reciprocal determinism) [64]. This means that teacher interventions are effective when these three factors mutually support one another: the teacher possesses adequate competencies, students are in a conducive environment, and positive social interactions occur. It can be concluded that the factors determining the effectiveness of teacher interventions in addressing bullying are not singular but rather the result of a complex interaction between teacher competence, the quality of social relationships, school culture, and family support. These findings reinforce the notion that efforts to prevent and address bullying in elementary schools require a holistic and integrative approach, in which teachers function not only as facilitators of learning but also as strategic actors in building a safe, inclusive, and character-building educational social system.

#### 4. CONCLUSION

This study demonstrates that bullying in elementary schools, initially perceived as an individual behavioral issue, is fundamentally a pedagogical and social problem that necessitates comprehensive and systematic teacher intervention. The findings confirm that teachers play strategic roles as counselors, role models, and facilitators, which are integratively embedded in instructional processes and students' social interactions. The effectiveness of these roles is contingent upon teacher competence, the quality of teacher–student relationships, and the extent of support from both school and family environments, indicating that bullying prevention requires a holistic and systemic educational approach. Based on these findings, several recommendations are proposed. First, schools should institutionalize structured capacity-building programs to enhance teachers' competencies in socio-emotional learning, classroom management, and early detection of bullying behaviors. Second, it is essential to strengthen school policies by integrating anti-bullying frameworks into the curriculum and establishing clear, consistent intervention protocols. Third, collaboration between schools and families must be intensified through continuous communication and parenting education programs to ensure alignment in character development efforts. Fourth, policymakers are encouraged to support the development of contextual, evidence-based intervention models that can be adapted across diverse educational settings. Finally, future research should not only focus on developing context-based intervention models but also rigorously test their effectiveness across broader and more varied educational contexts to generate scalable and sustainable strategies for bullying prevention in elementary schools.

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