

ABSTRAK

STRATEGI PENCEGAHAN *BULLYING* MELALUI PENDEKATAN SOSIAL EMOSIONAL DI SEKOLAH DASAR

Oleh

SUSI RIYANTI

Permasalahan dalam penelitian ini dilatar belakangi oleh *bullying* yang masih sering terjadi di sekolah dasar dan berdampak negatif pada perkembangan peserta didik. Penelitian ini bertujuan mendeskripsikan bentuk *bullying* di sekolah dasar, pendekatan sosial emosional dalam strategi pencegahan *bullying* di sekolah dasar, dan dampak pendekatan sosial emosional terhadap perilaku peserta didik sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan rancangan penelitian studi kasus yang dilaksanakan di SDN S. Sumber data penelitian terdiri dari kepala sekolah, pendidik, peserta didik dan orang tua. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumen. Teknis analisis data menggunakan teknik analisis Miles and Huberman. Hasil penelitian 1) bentuk *bullying* di sekolah dasar meliputi *bullying* verbal, fisik, sosial dan *cyber*, 2) pendekatan sosial emosional diintegrasikan melalui program Avanger Anti *Bullying* yang meliputi lima indikator CASEL yaitu kesadaran diri, pengelolaan diri, kesadaran sosial, keterampilan relasi, dan pengambilan keputusan yang bertanggung jawab, 3) perilaku peserta didik menunjukkan sikap kesadaran diri, pengelolaan diri, kesadaran sosial, keterampilan relasi, dan sikap yang bertanggung jawab yang mampu mengurangi perilaku *bullying* di lingkungan sekolah.

Kata kunci: *bullying*, pendekatan sosial emosional, sekolah dasar.

ABSTRACT

STRATEGY OF BULLYING PREVENTION THROUGH SOCIO-EMOTIONAL APPROACH IN ELEMENTARY SCHOOLS

By

SUSI RIYANTI

The problem in this study was based on the fact that bullying still frequently occurred in elementary schools and had a negative impact on students' development. This study aimed to describe the forms of bullying in elementary schools, the use of social-emotional approaches in bullying prevention strategies, and the impact of social-emotional approaches on students' behavior. This study used a qualitative method with a case study design conducted at SDN S. The data sources consisted of the principal, teachers, students, and parents. Data were collected through interviews, observation, and document analysis. Data were analyzed using the Miles and Huberman model. The results of the study showed that: (1) forms of bullying in elementary school included verbal, physical, social, and cyberbullying; (2) the social-emotional approach was integrated through the Avanger Anti-Bullying program, which covered the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; and (3) students' behavior demonstrated self-awareness, self-management, social awareness, relationship skills, and responsibility, which contributed to the reduction of bullying in the school environment.

Keywords: bullying, social-emotional approach, elementary school.