

A Comprehensive Guide to Socialization Strategies for Preventing Bullying Among Students in Schools

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ABSTRACT

The objective of this socialization was to socialize and give a comprehensive guide to the students in preventing bullying among students at school. As we know that nowadays bullying is always one of the hottest topics happening not only in Indonesia but also in some other schools in other countries in the world. Schools always try their best to draw up an official strategy in dealing with that problem. The participants in this program were the students of SMP Methodist Pematangsiantar located on Jalan Pane no. 34 in Pematangsiantar city. The socialization was held during the school environment introduction activities (PLS) on 15-16 July 2024. The results of this socialization were the students were given a comprehensive guide to prevent the bullying among students at school since the students were from different background, race, ethnics, and so on. The socialization process was initiated by analyzing the issue of bullying in schools, including its various forms, the effects on both victims and aggressors, the social influences that contribute to the problem, and the need for preventative measures tailored to the developmental needs of elementary, middle, and high school students. The discussion then delved into two theoretically grounded approaches for creating and implementing socialization strategies: the Pro-Social Developmental Guidance Model and the Social-Ecological Intervention Model. For each approach, strategies to evaluate, develop, implement, and sustain socialization strategies were identified, along with suggestions for integrating them into a cohesive approach. The guide also provides recommended antibullying strategies and programs, as well as an extensive list of references. This resource is designed to aid educators and others in their efforts to prevent bullying in schools.

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INTRODUCTION

This guide presents socialization strategies aimed at preventing bullying among students in schools. It explores specific interventions for junior high school students (ages 11-13) and strategic plans for schools to implement in the academic year of 2024-2025. Bullerschein is a fictional story about a boy who, with the help of other students and teachers, returns to being a friend with the classmate who bullied him after incidents of bullying. It is intended for kindergarten and primary school educators to read to students before discussing the story and bullying in general together.

Bullying is a common problem in schools. A quick survey on the National School Safety Center's website found that 160,000 kids miss school every day due to fear of bullying. They feel safer at home than at school as violence, bullying, and harassment comprise an academically toxic environment (Staples, 2016). It is a form of student victimization and can be explicitly seen in class, on the bus, or the playground, or indirectly via exclusion. Bullying varies in forms and can be through harassment, gossip, name-calling, aggression, and shunning. It can be dangerous both physically and psychologically as the bullied can have trouble sleeping, difficulty concentrating, losing interest in going to school, withdrawing from family and friends, and becoming anxious and fearful (Uzoma, 2019).

School administrators and staff play a crucial role in controlling and preventing bullying. They can create a welcoming and supportive school atmosphere and foster parent engagement; initiate or support workshops, campaigns, and group projects to develop students' social and coping skills and peaceful conflict resolution strategies; and ensure that proper policies are in place, updated, and followed. Bullying is a phenomenon that occurs in various environments, but is most widely known within the context of school bullying. Bullying in primary, secondary and higher educational institutions is associated with severe and prolonged mental health issues. The ever-increasing use of the internet is another contributing factor to bullying behavior, which may take more complex forms. Bullying in schools can take various forms such as physical, verbal, social, or emotional, sexual, and most recently, cyber bullying (Staples, 2016). Most bullying incidents may be unnoticed and therefore unreported. It has been observed over time that victims often prefer not to or have low willingness to report such incidents to an adult due to the feeling of hopelessness and fear of retaliation. In such cases, bystanders can play a powerful role in either supporting the victim, reporting the incident, or in most cases, keeping silence (Uzoma, 2019).

This comprehensive guide presents a set of socialization strategies aimed at preventing and mitigating bullying incidents among students in schools. The primary focus of these strategies is on middle school institutions, which are considered high-risk environments for bullying behavior and victimization. However, these strategies can be adapted and implemented in Junior high educational institutions after modifications are made to accommodate the specific needs of students and teaching staff in those contexts.

THEORETICAL REVIEW**1. Understanding Bullying**

Today, as a consequence of the aggressive and antisocial behavior increasing amongst children, adolescents, and even youngsters, the topic of bullying is arousing growing interest and becoming a new area of focus for observations and analyses. In the last few years, both research and public interest have begun focusing on the ways aggressive acts among peers occur within the social context of school. Several different terms have been used to describe various forms of aggressive behavior in social life: bullying, harassment, violence, and peer abuse. These terms, however, are differentiated in more details depending on the age group under observation, the method of action, and the intent of aggression (Napolitano & Espelage, 2011). A general definition of bullying focuses on the following aspects of behavior: 1. It should be aggressive – the intent or effort is to harm someone or violate his/her rights; 2. It occurs among peers with unequal power (in some regard, either because of social status, the support of the group, physical strength, etc.); and 3. It takes place repeatedly (not just a single incident). Bullying can be observed in different social environments where peers of the same age gather more or less regularly, and where schools are one of the most often observed contexts (Staples, 2016).

Over the years, bullying research has detected various patterns and forms of aggressive behavior that are a part of the underlying dynamics of bullying amongst peers. The first form identified in the 1970s was

physical bullying, which primarily occurred within school settings. After further observation and exploration, again during the 1970s, the second form of bullying was detected - verbal bullying (also called relational aggression), which was also considered a 'boy's aggressive behavior' (e.g., kicking, hitting, punching). While observations reinforced the view that boys are more often involved in physical aggression, girls were also seen as being involved in similar aggressive conduct – intentional, social manipulation. This latter form involves social dominance being generally presented not through direct physical aggression (kicking etc.), but through indirect, relational means (e.g., gossiping, exclusion, manipulation, etc.), and it has been termed “indirect aggression/relation or social bullying”.

2. Types of Bullying

To understand socialization strategies to prevent bullying in schools, it is essential to first examine the types of behaviors that are represented as bullying among peers in school. The study reviews research studies that have engaged closely with the issue of bullying in schools, as well as policies that have proposed a framework for schools to derive ways of responding to prevent bullying. Research on bullying has characterized bullying as involving repeated acts that could be physical, verbal, or social harassment of a target by a group. Peer bullying is divided into two categories: overt bullying (physical and verbal) and covert or relational bullying (social bullying and exclusion) (Antiri, 2017). Recently, an additional type of bullying has emerged through evolving communication technologies, such as cell phones, chat rooms, and sites like Facebook (cyberbullying). Physical bullying is an aggressive attack on a child's body; it involves visible acts, such as hitting and kicking, and is most prevalent among younger children. Verbal bullying contains a verbal attack on a child's identity or another negative emotion. Social bullying is an intentional act designed to harm someone socially or psychologically and is more prevalent among girls. This covert type of bullying is usually difficult to detect and retaliate against. In a similar vein to verbal bullying, cyberbullying emerged from growing technology use, especially among youth and adolescents. Despite traditional forms of bullying being replaced with new forms of bullying, the intents and consequences largely remain the same (Lentine, 2018).

a. Physical Bullying

Physical bullying is one of the most common forms of harassment in school, but it is not recognized as serious as it should be. Very often it goes unnoticed and unpunished. Such things as pushing, hitting, shoving or tripping are just regarded as roughhousing or horseplay, which is tolerated and allowed. It is considered as something normal and harmless, while it leaves wounds unseen and scars forever. A child thinks he is unworthy, valueless, horrible. Days filled with fears and hurts become weeks, then months, then years. He becomes silent, glances at the ground, unable to answer when wondering who is the winner of his loneliness, and worst of all “the price is paid of being alive” (Cole, 2005). Victims are usually loners, passive, and vulnerable children. They often have poorer social relationships with peers and with teachers, conflicting family relations, and a lack of positive self-perception (Galán-Arroyo et al., 2023). They can't find shelter among students where they feel safe but only with their unkindly glances. Something like a rout is created leading to the victimization of loners. Bullies are usually aggressive children involved in other violent behaviors. They tend to have negative attitudes towards school and authority. They misinterpret behaviours of peers and may act impulsively when provoked. They want their power and assertiveness to be recognized and admired by everyone. As a result, their victimization is always deniable. It involves hurting someone's body or possessions. Localized approach includes behaviour like shoving, hitting, and sexual harassment. It represents two essential aspects: a desire to hurt intentionally and a power imbalance between bully and victim. In this context, children may not recognize physical bullying. Students who cannot match physical bullying with plain wrongness find it morally acceptable. Physical bullying because it is the most visible and dramatic is very likely to be witnessed by teachers. Victims internalize their hurting and do not report such acts. Physical bullying teaches that the might is right and that there is no right way to resolve conflicts but brute force. Victims do not get support, feel isolated and helpless, which generally makes bullying to escalate. Bullies also learned that physical force is acceptable and unquestionable language. Teachers are still perceiving kinds of physical bullying, as playground tussling and snowball throwing. Handling punishing them or ignoring, teachers do not recognize the seriousness of bullying. Detentions, suspensions, and expulsion will not only fail to stop bullies but will leave everlasting scars on them as well as on victims like post-traumatic stress disorder.

b. Verbal Bullying

Verbal bullying is a form of abuse commonly found within schools. With this form of bullying, insults and mental abuse take place by bullies (bullies) against victims (bullied) verbally (Siebecker & Napolitano, 2010). Verbal bullying is aggressive, intentional behavior with the aim to harm the other person mentally while avoiding a physical aggression (Lentine, 2018). Verbal aggression results in a significant need to use defensive systems more than physical aggression. Victims suffering by verbal bullying get both short time and long time effects. Mental health problems form the growing risk of suicidal thoughts and behaviors. By using social

competencies, deals can be made to confront verbal aggressive behaviors. In order to face this need, realistic training programs need to be developed for the vocational training institutes of interested parties including schools and parents. Currently, verbal bullying has not been tackled sufficiently. Up until now, social education mainly concerns preventative actions. However, with verbal bullying the prevention can be too late and social actions can be need to redress the existing side effects of verbal bullying. Studies prove that aggressiveness via bullying can get adapted and can increase over time because of reinforcement of the adaptation. Without immediate response of bystanders in early stages on these bullying actions the behavior needs to be seen as something that is normal and there is a little chance that the bullying will stop. This further stresses the importance of quickly responding to verbal bullying. Considering all aspects of the verbal bullying and its consequences, reacting on verbal bullying is an important part of the comprehensive strategy to deal with all kinds of bullying in schools.

c. Social Bullying

Social bullying, also referred to as relational bullying, is defined as the repeated exploitation and aggression toward individuals with the intention of damaging their social standing and gradual feelings of discomfort within a group. It has been identified as one of the more comprehensive types of aggression in social situations. Despite being less visible than physical bullying, social bullying impacts individuals in relational and psychological ways, making it essential to grasp the complexities of its dynamics (Maunder & Crafter, 2017). Attention directed toward nonphysical forms of bullying, particularly social bullying, has gained more focus over the past two decades. It typically occurs among groups of friends and carries different cultural practices, such as exclusion, rumor-spreading, and dissociating conversations to marginalize the victim or victim group. Exclusion occurs when a perpetrator deliberately avoids an individual in group situations. Spreading rumors is when one individual spreads negative comments and hearsay about the victim group. Dissociating conversations are peer-led quarrels that purposefully do not include the target individual or target group, making them doubt their relationships with others. These particular examples highlight both the complexity of social bullying dynamics and the importance of social relationships availed from informal extracurricular needs and leisure after-school activities that encourage long-lasting ties toward friendship groups. Nevertheless, in-depth investigative studies are still lacking in many cultural communities, making it important to introduce contextual issues and empirical research toward social bullying to better focus future prevention measures (Maunder & Crafter, 2017).

METHOD OF IMPLEMENTATION

This activity was a descriptive qualitative where the researchers conducted a community service (PkM) at school. The activity was about socialization to the students during their school environment introduction activities (PLS). The location chosen in this activity was SMP Methodist Pematangsiantar which was located on Pane street no. 34 in Pematangsiantar. The participants joined in this program were the new students (grade 7 who just graduated and became a junior high students) and other students at grade 8 and grade 9. The activity was held on 15-16 July 2024 in the field when doing the ceremony. The model of the socialization was in the form of lecturing and socializing about the danger of bullying, form of bullying, how to prevent the bullying and how to be empathy to other students.

RESULTS AND DISCUSSION

A. Impact of Bullying on Students

Bullying is a behavior of aggression towards an individual or group. It is a persistent and intentional aggression involving an imbalance of power. The victims of bullying are students who are more likely to be rejected by their peers. Bullied students may experience a range of emotional reactions, including fear, anxiety, and depression, as well as feelings of loneliness and isolation (Cole, 2005). Bullied students have poor academic performance and lowered school aspirations. They have difficulties with attention, concentration, and social skills. Bullied students are suspended or dropped out of school. History of bullying victimization may lead to school violence and revenge, such as carrying weapons or shooting. There are a variety of emotional and psychosocial effects on bullied students. Bullied students have a feeling of insecurity, low self-esteem, and being unloved (Fareo & Habila, 2018). Longitudinal studies of bullied children show increased levels of depression, anger, hostility, and psychosomatic complaints.

Victims of bullying are more likely to experience psychosocial issues in late adolescence and adulthood. The bullied students are seen as anxious and lonely, and they have weaker relationships with their schoolmates. Bullied students are more likely to become bullies and dislike school. Bullied students perceive schools as invalidating of their concerns and feelings and unresponsive to their cries for help. They feel rejected by their

teachers and other school staff. Bullied students over a long period develop adjustment difficulties, such as difficulties concentrating, handling frustration, or protecting oneself. Bullied students often deny and hide that they are being bullied. The psychological consequences and feelings of shame, loss of control, or vulnerability prevent bullied students from defending themselves or asking for help.

1) Emotional Impact

Bullying is characterized by aggressive behavior intended to hurt another individual that is carried out repeatedly over time within an interpersonal relationship characterized by an imbalance of power (Thompson, 2019). Bullying is not a new phenomenon; it has existed since the beginning of societies and schools. Nevertheless, it continues to be an ongoing problem around the world and in all social environments such as schools, workplaces, families, and institutions. Bullying is a broad term that describes peer violence in various forms including verbal, physical, social, and electronic aggression.

It is evident in school bullying is a very common problem. It is estimated to affect at least one in ten children per year. Bullying in school is an act of aggression by which the aggressor (the bully) harasses and intimidates the victim (the bullied), which negatively impacts the victim's well-being. Being bullied in a school environment is detrimental to children's emotional development because adverse childhood experiences can lead to long-term trauma (Fareo & Habila, 2018). Various effects of bullying are studied; however, the emotional effect of being bullied is not well understood. Therefore, a proposed design focuses on the emotional impact of being bullied for teachers or educators at school.

2) Academic Impact

Bullying is a behavior characterized by an ongoing documentation, aggressive intent, impediment to social utilities through powers and resources, and intent (Fareo & Habila, 2018). It may either occur when one student or a group of students perpetrates the bullying acts on another student or a group of students. Bullying remains a nuisance among students in many schools with little eventualities being done to alleviate it (Thompson, 2019). The subsequent bullying negative impacts on academics to the bullied has not been adequately or widely studied, at least not in (the name of our study area/school). Teaching would just be in vain if the school is full of misunderstandings. Empirical evidences dealing on how bullying affects the learning among bullied students in the selected secondary school is comparatively urgent to add to the limited research database.

As a student gets older, the effects of bullying may differ and change as well as become more detrimental. A bullied student may try to avoid school and could tend to abscond often from school. Bullying can result in low grade point averages (GPA) as bullied sensitive perception from the teachers could lead to social inequities between classmates. Students in a bully prone environment would experience a of fear avoiding participation in non-favorable bullying-prone situations whatsoever like extracurricular activities, cafeteria rushlings, walking to cars, restrooms, and in bus riding, etc. Students may be at risk to attend tardy at school that would eventually deprive them from favorable education knowledge.

3) Long-term Effects

The long-term effects of bullying have been receiving increased attention in recent years. Bullying is a common phenomenon, especially among students (Fareo & Habila, 2018). In most cases, the victims of bullying show several undesirable long-term effects that affect their psychology and social well-being as adults. Several researchers have examined various long-term effects of bullying behavior. Some of the identified long-term effects of being bullied include depression, loneliness and social isolation, low self-esteem, and suicidal ideation (Ismaili, 2014).

Even though victims of bullying may recover from the bullying by themselves, some continue to have negative thoughts and feelings about it years later. Bullying and victimization are typically perceived as a childhood issue; however, they may have repercussions as an adult as well. Victims of bullying are more likely to suffer from depression and suicidal thoughts. It has been seen that being subjected to bullying is associated with a number of long-term implications, underlining the need for comprehensive approaches to prevention and intervention.

B. Factors Contributing to Bullying

The chapters in this volume echo a social-ecological approach to bullying, which emphasizes the importance of attending to the contexts in which bullying behaviors occur. However, social-ecological models are rarely studied in educational settings. This chapter expands the social-ecological framework of bullying among youth to include peer group, classroom, and school-level contexts. A particular emphasis is placed on the individual and collective social psychological processes by which school context influences bullying involvement. Recent empirical research is reviewed that illustrates how peer, classroom, and school characteristics relate to students' bullying and victimization involvement, encouraging a more systemic view

of bullying and aggression to capture the broader dynamics at play. The chapter concludes with a call for more research attending to the social-ecological context of bullying, emphasizing the benefits of a combination of both observational and longitudinal methodological designs.

Factors contributing to bullying, and the depiction of bullying in the media. Research in recent years has focused on the social-ecological context of bullying involvement, in an effort to move beyond a focus only on the individual. Contextual features, including peer group, classroom, and school characteristics, can enable or inhibit aggressive behavior among youth and, in this sense, affect the social climate of bullying (Maunder & Crafter, 2017). This chapter presents an overview of research, primarily from North America and Western Europe, investigating the social-ecological context of bullying. Insights across developmental and cultural contexts are included when available, with the aim of broadening and deepening understanding of how various social-ecological contexts affect bullying involvement.

C. The Role of Socialization in Preventing Bullying

Adolescents often engage in risky behaviors, particularly in the presence of peers due to social acceptance needs, leading to a focus on gang-related contexts. Peer influence is crucial in engaging in risky activities, and low social skills can increase vulnerability to negative peer influences and bullying (Staples, 2016). Understanding social behaviors in positive contexts may foster protective factors in preventing bullying. This study examines how socialization about dangerous motorbike riding is framed and accounts for influences on adolescents' perceptions and behaviors across different contexts.

Contemporary psycho-social development models emphasize the need to consider social norms when addressing behavior change, noting that positive deviance can happen in peer groups as well (Uzoma, 2019). Meta-analyses indicate that certain types of socialization around social norms have a more significant influence than individual observations or experiences. Addressing normative beliefs regarding peer acceptance and behaviors has substantially affected risky drinking behavior change. With respect to bullying context, the socialization approach can help overstepping behavioral thresholds by considering the influence of perceived acceptance, specific behaviors, and behavioral intentions.

Social life has become increasingly multifaceted, with a spectrum of actors and technologies involved in the production of social acceptance and behavioral intentions. Friends, family members, teachers, media, and social networks contribute to determining social norms and group membership. New media can simultaneously connect people across locations, but distinctions remain crucial for delineating social categories, particularly in public and local settings.

D. Key Components of Effective Socialization Strategies

Research has shown that well-designed programs that promote positive peer relationships effectively reduce bullying and peer victimization. Program content can include building peers' social skills, school wide activities that encourage social cohesion, fostering a caring community within each school, and modeling school values in everyday behavior. The characteristics of school wide program approaches that have been found to be effective include having mentoring, providing training for school personnel and communication with parents. However, there has been little previous research on the extent to which schools provide programming, as well as the characteristics of programming. Socialization strategies to prevent bullying must include the following strategies.

The existence of quality school wide socialization strategies to prevent bullying greatly depends on the characteristics of the strategies. The characteristic of the strategies must be supported by the literature on socialization strategies to prevent bullying. The strategies must also prevent the development of bullying and mutually aggressive behavior among student participants. The strategies must be clear, teachable, and non-punitive in nature. The strategies must be implemented during the whole school day (Staples, 2016). Interventions and strategies that do not have these basic components cannot be considered viable socialization strategies to prevent bullying. It is only with school wide strategies having carefully planned components that a school can be claimed to be doing something effective against bullying and victimization amongst students.



Picture 1. New students (Grade 7) and other grades joined the ceremony and listened to the speech about bullying

E. Teaching Empathy and Respect

Bullying is a significant trouble that every school and educator in the world faces. It brings many negative effects on the teaching and learning processes. In addition to the negative impact on the victims, it also hinders personal development and affects academic performance in a class. Every party in the school community must take steps to prevent this from happening to someone else or curb such incidents. Researchers say that education plays an essential role in socialization, where students can learn and practice good social skills. Education is also the first place to teach empathy and respect. Empathy includes understanding that others also have their side of stories and a feeling similar to the victim. Respect is basically acknowledging the human dignity of all. Empathy and respect toward all students in a school environment are essential for curbing bullying (Simmons, 2019). These qualities can help not decide whom to bully or join the crowd but instead fortify the victim's courage to fight back, stand aside to witness what happens, or report a case to the management. Educators can use various teaching methods and different activities to help children gain empathy and respect. Well-implemented techniques will encourage dignified conditions in which all students feel good and be cared for. Knowing that they cannot be bullied or come home with tears or bruises will make the children happy to attend school.

1) Importance of Empathy and Respect

Promoting Empathy and Respect. While bullying prevention endeavors may take many forms, fostering empathy and respect is at the core of creating inclusive and supportive school cultures (Simmons, 2019). Empathy—understanding another person's feelings and being sensitive to those feelings—and respect—valuing each person's worth—are foundational qualities needed to avert bullying (Siegel, 2008). When students recognize the feelings of their classmates and appreciate their inherent dignity, bullying behavior is mitigated. Research also suggests that students perceiving empathy and respect in their school environment broadly—among teachers and classmates—are less likely to be involved in bullying either as aggressors or victims. Hence, promoting empathy and respect school-wide is an important strategy for preventing bullying. Schools wishing to implement this approach will need to train their entire faculty and possibly procure curriculum and other materials that help promote these perspectives. A recommended focus is ensuring that every teacher speaks seriously and conversationally with every student, professing an understanding of their feelings and validating their thoughts. Empathy and respect should then be reinforced during authentic interactions with students in the hallways, cafeteria, and playground galas such as games or team-building activities.

Educational programs that explicitly foster empathy and respect can be very beneficial. A comprehensive prevention approach, with educational programming, parental involvement, firm policies, and care-giving principles, is within the preventative scope. However, programming alone is ineffective; school climate must be attended to, modeling this approach, firm disciplinary measures for infractions, and policy enforcement. When sensitized to one another's thoughts and feelings, school shootings promulgated by scorned students independently attempting to settle scores becomes less likely. While a single teacher cannot be expected to halt systemic cruelty, it is a good start.

2) Teaching Methods and Activities

Drawing substantially from previous research and insights, the following methods, activities, and programs are suggested for school personnel to use to teach children about empathy-building strategies and skills. Each is designed to be integrated into general curriculum plans, in addition to existing socialization-based character development guidelines, policies, and anti-bullying strategies (Foster Borchardt, 2018).

Use “Empathy-Building” Activities, Games, and/or Programs Elementary and middle schools in need of effective, ready-to-use strategies and activities for teaching children about empathy-building skills should consider looking for social studies materials and/or websites that offer “empathy-building” activity ideas and games. Teachers can modify existing materials or create their own. They should supplement this with readings, discussion topics, and suggested classroom activities to foster more understanding about empathy-building skills.

Regularly Conduct Classroom/School “Meetings” Focused on Developing Empathy Several teachers at the same grade level might work together to conduct the following related classroom activities to promote more empathy amongst their students and to help them feel more connected to one another. Teaching students how to conduct these meetings and creating structured, thought-out plans will help them stay organized and on-task (Sherman, 2008).

Designate a Quiet Classroom Spot for Emotional/Problem-Solving Discussions Classroom and/or personal “safe spots” for emotional discussion can be used in conjunction with meetings. These can also be used by teachers to conduct individual discussions with children when they are upset, acting out, or exhibiting other troubling behaviors. These safe spots allow children and teachers to discuss topics that might be too personal, emotional, or embarrassing to discuss in front of others. Children could also be given the option to request teacher-student discussions on the way they feel or for some other special, private reason.

CONCLUSION

This guide provides a comprehensive set of socialization strategies to prevent bullying among students in schools. It begins by examining the issue of bullying in schools, including types, consequences for victims and aggressors, socialization influences, and the need for prevention strategies based on developmental needs of elementary, middle, and high school students. It then presents two theoretically grounded approaches for the development and implementation of socialization strategies: the Pro-Social Developmental Guidance Model and the Social-Ecological Intervention Model. These strategies offer practical mechanisms to create a supportive environment for the development and implementation of socialization strategies. For each approach, strategies to evaluate, develop, implement, and sustain socialization strategies are identified, along with suggestions for integration into a cohesive approach. Recommended antibullying strategies and programs are provided, as well as extensive references. This guide is intended to assist educators and others in the prevention of bullying in schools.

Prospective researchers and practitioners in the education of students are urged to consider addressing the issue of bullying in schools. Efforts must go beyond one-time moralistic, knowledge-based anti-bullying assembly programs presented by outside speakers, to comprehensive socialization strategies based on empirical research and the developmental needs of all students. Additionally, researchers and practitioners are encouraged to share the development and implementation of socialization strategies, as the sharing of ideas will facilitate the prevention of bullying in all schools (P. Hendry et al., 2023).

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