

SPIRITUAL AND CULTURAL APPROACH TO PREVENT BULLYING IN ELEMENTARY SCHOOL

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Abstract: Bullying is widespread in various walks of life, disturbing, and can potentially interfere with achieving educational goals in elementary schools, depending on the form and impact. This study aims to explore types of bullying and spiritual and cultural approaches to prevent it in elementary schools with a case study approach. Data collection techniques using observation, interviews, and documentation are processed through data reduction, presentation, and conclusion. The study results illustrate that the types of bullying include verbal, social, and physical, with a percentage that has no significant impact and is controlled. In terms of gender, 75% of bullying is done by men. To prevent it from remaining under control, schools familiarise themselves with various religious programs through the Imtaq program and integrate spiritual messages into the learning process. Likewise, a cultural approach can foster love and wisdom through local values, including cultural attractions.

Keywords: Approach, cultural, prevent, bullying, spiritual, elementary school

Introduction

Indonesia has a diversity of ethnicities, tribes, and religions that become the identity of the nation (Rahmawati. Yeni; Yi-Fong, Pai; Chen, 2014) in addition to diversity in diversity, equality, cultural identity, and social justice (Jayadi et al., 2022). On the one hand, these diverse conditions are something to be proud of, but on the other hand, it is also the responsibility for the continuity and existence of the state. The condition of the Indonesian nation became a source of inspiration (Antara & Vairagya, 2018) for other countries, has implications for social change (Rohman & Lessy, 2017), and glue and reinforcement of national identity. This is because people's rights are well facilitated in preserving culture, customs and language (Visintin et al., 2016).

So far, multicultural society has had a positive impact on nation-building (Verkuyten & Thijs, 2013a), welfare (Ward et al., 2020), cultural understanding and the formation of anti-racism (Verkuyten & Thijs, 2013b). Even so, the condition of a multicultural society can become a ticking time bomb, which at any time can lead to conflict in society, either because of religion or other motives (Harush et al., 2018). Conflicts depend on types of conflict exist such as communication. The causes of conflict depend on the type of conflict that arises, such as communication (Mitkus & Mitkus, 2014), inequality of opportunity (Cramer, 2003), leadership style and scarcity of resources (Omisoro & Abiodun, 2014).

One of the causes of conflict is religion. The following are several conflict events in Indonesia that occurred due to religious factors, including as a response to political, social and economic dynamics (Harahap, 2018) and, the establishment of houses of worship (Mallia Hartani, 2020). single meaning

of truth, domination and hegemony over others which gives rise to inequality (Hartanta, 2017). As a result of the conflict over religion above, several conflict events that have occurred in Indonesia include the Ambon communal conflict: Maluku 1999-2000 (Safi, 2017), Poso conflict (Wikipedia, 2020), Tolikara conflict (Rosyid, 2017). Other conflicts also involved the construction of houses of worship in several places, including in Jambi (Halim and Mubarak, 2021) Bekasi (Jamaludin, 2018); other conflicts that can be caused by diversity are religious and customary conflicts. Menurut Geertz, religion is considered as a symbol that forms cultural patterns and models, its reality is obtained through ways of interpretation (Muhammad, 2020). In the process of interpretation, there are often differences in interpretation in accepting local values (Hakim, 2017), although Indonesia it also often adopts, adapts, reforms, and innovates from various traditions. The potential conflicts above are not only due to community fanaticism but are also not supported by community character development and education.

The formation of true character is developed from early childhood. The process of its formation begins with the evolution of learning to help shape human character (Miranda & da Costa Lins, 2021) and develop uniqueness and conduciveness in learning (Suri & Chandra, 2021). Character development from early childhood and elementary school by instilling science skills so that they are able to overcome various challenges in the future (Fitria, 2018). Models of character development in elementary schools can be carried out with teaching and learning processes, school culture and community predictive skills (Marini et al., 2019). Apart from that, another model in character development is the humanist-religious model (Jumarudin et al., 2014), ethnomathematics exploration (Fredy et al., 2020), local wisdom (Siska, 2021); full-day school (Raharjo et al., 2018), and artistic expression (정민경, 2018). All of the above models have been adapted into the 21st-century curriculum, especially in Indonesia through the independent learning curriculum.

The independent learning curriculum is one of the education systems of Generation Z (Basuki, 2020). The curriculum was created flexible for innovative learning, not restrictive and according to the needs of Siska, Sapriya, and Febriani, "Local Wisdom-Based Character Building Through Social Science Learning In Elementary Schools.", creating happy learning (Nasution, 2022). The curriculum provides space for self-development and expression their respective skills. This is also an important aspect of 21st-century learning, which requires critical thinking skills, problem-solving and interpersonal skills, and self-direction. (Sahin, 2009). In addition, 21st-century learning also focuses on the use of technology (Barrot, 2019), its impact on changes in children's behavior (Millar & Lockett, 2014).

One of the effects of the teaching and learning process using technology is that children act according to what they see (Özlem Yiğit, 2013). At school, especially in elementary school, children often bully their friends. Bullying behavior is carried out with various motives such as friends who are

too smart and don't want to give notes on their homework, don't want to give money, don't want to do class pickets and so on. Various trivial issues become triggers for bullying behaviour in schools, including online games that have an impact on student psychology (Makarova & Makarova, 2019).

Cases of bullying are rife at various levels of education in West Nusa Tenggara: elementary, middle and high school. Recently bullying behaviour was carried out by SMK students because of trivial cases (Rosidi, 2023). Likewise, the Child Protection Agency (LPA) reported that cases of bullying in Mataram were very high, ranging from assault cases, motorbike theft and obscenity (Lombok pos, 2020). Cases of bullying also occurred in East Lombok (Sinara, 2023), and often occur in urban areas (Suarantb, 2017). Bullying also occurs in elementary schools such as humiliating, mocking and intimidating behaviour, which can damage a child's morality at any time (Mardiah et al., 2022). For this reason, teachers need a better approach so that children can more easily understand it. The approach can be spiritual or cultural, because Indonesian society is religious and cultural because Indonesian people always preserve their own culture.

Based on the things above, this study explores how teachers prevent bullying behaviour in elementary schools through character development in their respective institutions. Discussion of bullying in elementary schools is discussed and researched by many researchers both in the West and in Indonesia itself (Cao et al., 2020; Firmansyah, 2022; Gendron et al., 2011; Kartal & Bilgin, 2007; McCormac, 2014; Mendes, 2011; Quistgaard, 2008; Reyes-Rodríguez et al., 2021). There is also research on school approaches to preventing bullying, including small group prosocial training approaches through anger control (Quistgaard, 2008); experimental research that applies the Support Group Methode to prevent child violence (Putri, 2020); research on prevention and intervention of bullying behaviour by providing school mental health centres (Nickerson, 2019); research on programs implemented in American schools with various interventions through a community approach (Rawlings & Stoddard, 2019); the study uses SEM analysis which concludes that the positive climate of school members is able to ward off bullying behaviour (Reyes-Rodríguez et al., 2021); research with PELITA evaluation for bullying prevention (Ahyani et al., 2019). However, no one has studied bullying prevention in elementary schools with a spiritual and cultural approach. This is the empirical and theoretical gap explored by this study. With this research, we can see the practices that are carried out and become a consideration for adoption on a larger scale in order to create schools that are free from bullying.

The results of research at ES of 43 Ampenan obtained information that bullying behaviour at the school often occurs but in proportions that do not require harsh action. The acts of bullying include mocking each other between students with various deficiencies, including making abbreviated names, which sometimes annoy the victim; then it is also often practised by calling parents' names which end up fighting but not too seriously. Another form is social bullying. This bullying is characterised by the

behaviour of children who do not want to be playmates because of various motives, including because the victim does not want to share money or supplies brought from home, even the new games they have. Verbally, some of the perpetrators pinched, hit and so on; these actions are not limited to gender, this is what makes the victim withdraw from his friends. Even so, schools are able to neutralise and prevent bullying behaviour at SD 43 Ampenan through various approaches including spiritual and cultural.

Based on the description above, the researcher proposes a spiritual and cultural study in preventing bullying behaviour at ES of 43 Ampenan. This study involved students and teachers to capture various information relevant to research studies.

Methods

This research uses case studies that aim to empirically investigate contemporary phenomena in contexts where the phenomenon and context are unclear (Basse, 1999), focusing on interaction, meaning and social processes (Glaser & Strauss, 2017). The sample chosen in this study was ES of 43 Ampenan. This location was chosen because it already has a program that supports the research focus. Data collection techniques using observation, interviews and documentation. Data analysis through three stages of reduction, namely presentation of reduction, presentation of data and conclusions. The data validity techniques include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) as well as time and technique triangulation.

Result and Conclusion

Type bullying in ES

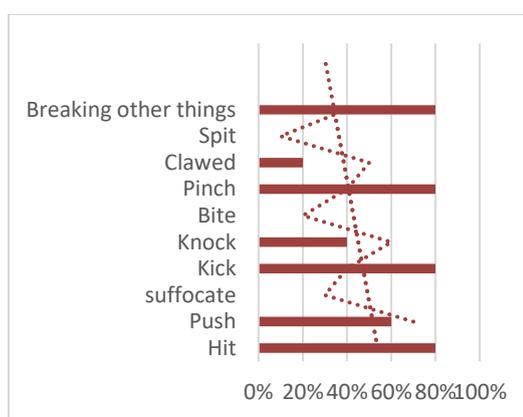
Bullying is all forms of violence and acts of domination over someone in various forms that are physical, psychological and other; forms of domination are carried out repeatedly and are carried out either consciously or unintentionally, individually or in groups (Eriksen et al., 2021; Saptono, 2022). This form of domination makes the victim feel uncomfortable hurt, usually occurs repeatedly, mild or severe, this act is classified as bullying (Gagnon et al., 2022).

There are many types of bullying that children can experience during their daily activities, including at school. Bullying behaviour is classified into physical, verbal, social, and cyberbullying (Antiri, 2016; Stubbs-Richardson & May, 2021). The four types of bullying are important to dig up in-depth information about forms of bullying behaviour in ES of 43 Ampenan.

1. Physical Bullying

Physical bullying is one of the easiest forms to observe, identify and deal with. This type of bullying is characterised by physical use such as choking, hitting, punching, pinching, punching, hitting and other activities involving physical violence (Arif & Novrianda, 2019). Physical bullying in elementary schools, including at ES of 43 Ampenan, is also common. Physical violence occurs in various student activities, from inside and outside the classroom. Outside the classroom, this form of physical bullying occurs when students play, shop, etc.

The following presents forms of physical bullying behaviour that occur for students at ES of 43 Ampenan:



Based on the data above, it can be illustrated that physical violence often occurs in elementary school-age children. In general, four physical bullying activities dominate, namely damaging other people's things, pinching, kicking, and hitting. The smallest actions are spitting, biting and choking.

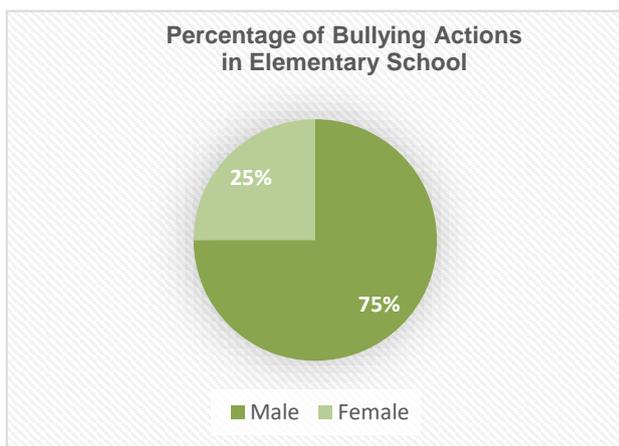
The findings of several other researchers also confirm the findings above that physical violence has an impact on elementary school-aged children. Physical violence can cause permanent or temporary physical disability and psychological distress, leading to mental health (Ferrara et al., 2019). In addition, their mental health and physical growth will significantly differ from other normal children (Margareta & Sari Jaya, 2020) and indirectly exemplifies temperament behaviour for the victim and emotionally disturbs the child. Another impact for victims of bullying that does not only occur in schools but in domestic violence is that violence shown by parents reduces the emotional quality of children and increases the quality of children's health in general (Hsiao et al., 2018).

Referring to the various research findings above, it is not confirmed that equality is consistent with the information unearthed in ES of 43 Ampenan that, in general, physical violence occurs but does not impact children's health mental and emotional problems. The physical violence that occurred in ES of 43 Ampenan was not motivated to hurt but was limited to punishment due to an agreement in the game or being part of annoyance.

The bullying behaviours above include pushing, breaking other people's things, pushing,

hitting and so on, which are usually done as they are done when playing activities outside of school hours. In other words, physical bullying behaviour is within the limits of reasonableness, even though in this action someone falls and so on, but does not cause physical disability, and so on. But psychologically, it is recognised that victims who experience physical disorders experience psychological pressure (Interview, 2023). Physical bullying occurred for simple reasons when collecting information on fifth grade students. Among them, an information child often starts first, likes to provoke his friend to get angry by crossing his friend's books, cheeks, dropping and even damaging his friend's stationery to make his friend angry so he wants to fight.

Similar behaviour also occurred when marching; teacher deliberately pushed his friend in a defiant style like a warrior; teacher knew that his friend didn't dare to him, so he forced him to fight, but when his friend dared to fight against him bravely, then automatically teacher wouldn't dare (SM, 2023), including when he was cutting, colouring and pasting pictures of umbrellas that suddenly twisted his hands so they didn't work properly and stopped doing the colouring and drawing task.



The pie chart above illustrates that men carry out 75 per cent of bullying acts and 25 per cent of women. There are many reasons why men bully more than women. A study shows that in 46 countries, men tend to have greater opportunities for bullying than women traditionally, but in cyberspace, male bullying is less (Cosma et al., 2022). Although sometimes, men's intimidating behaviour towards women is their way of reconstructing masculinity (Rosen & Nofziger, 2019).

The dominance of masculinity is an actor of bullying at school. The tendency for students to become perpetrators of bullying is male students (Azid et al., 2022). This masculinity also dominates in transgender environments, where men are the main actors (Smith et al., 2021). Even so, the male gender and the same gender also experience bullying where superiority among others can dictate other male students.

2. Verbal bullying

Verbal bullying is an intimidating act carried out by someone continuously and repeatedly. Forms of verbal bullying are carried out either directly or indirectly by terrorising, calling or containing messages that can hurt other people's feelings (Verlinden et al., 2014). Verbal bullying can impact decreasing student achievement in learning, including losing enthusiasm for learning, even though learning outcomes are teacher benchmarks to see student learning achievement (Su et al., 2022).

Verbal bullying directly becomes psychological pressure for children. Bullying with these words then reduces students' motivation to learn, even decreasing student learning outcomes (Rahmawati & Kusuma, 2019). The forms of verbal bullying observed were shown as mocking each other, making fun of skin colour, and even insulting. AE (2023), in an interview, said that verbal bullying occurs for many reasons, including skin colour and obesity. This form of reproach is common among students as an expression of humour.

The effects of verbal bullying touch psychology directly; in one case, it even made students reluctant to go to school, not because they were lazy but because they were worried they would be bullied again. Bullying can occur freely due to the lack of supervision; often, ridicule and jokes become commonplace or are considered unimportant, including in an ignorant environment. Another thing that causes the vulnerability of verbal bullying is the lack of instilling students' values, norms and social ethics in learning (Sulistiyana et al., 2020).

The following is a confession from a student who often bullies his friends at school:

“We usually make fun of and call each other by other names, especially when the teacher is not at school. At first, it's just playing around, but the friend being bullied doesn't fight back and finally feels curious and direct. Besides that, usually when bullying other friends, I feel entertained, laugh and so on, it makes me even more excited to bully (Interview, 2023)

The opinion above is also supported by some information that the behaviour of mocking is done as long as we can control the victim; in other words, if the victim resists, we usually don't continue the bullying. We are worried that if they can't be controlled anymore, they can become the new rulers of the school.

In the learning process in the classroom, several types of main areas are the target of verbal bullying, including students who arrive late, are cognitively low, and have a different physical form than their other friends. Late cases are the most targeted cases. Students who are late are often intimidated by their friends, many of whom ridicule them with various sentences that disturb the child's psychology (Observation, 2023). Specifically, the act of bullying, on the one hand, disturbs the child

psychologically, but on the other hand, it provides an opportunity for the child to be more disciplined. This means that children who experience delays will receive sanctions from their friends so they arrive on time the following days.

Verbal bullying can occur directly or indirectly. Directly means it is done using a third party, and then it is reported to the potential victim so that this information becomes the cause of anger from the bully victim. For example, potential victims of bullying are ridiculed with the words black, curly, fat, and so on, and the bully's words are conveyed by a third party; then the victim becomes angry, and even retaliation occurs, which can be done verbally or physically.

In the literature, verbal bullying is the type of bullying that is most intensely encountered and occurs. It can be in the form of criticising, cheering, insulting, giving nicknames, slander, gossiping and criticism that brings down, even invitations or remarks that lead to harassment (Pratiwi et al., 2021). The prevalence of verbal bullying is mostly carried out by men as a result of the ability of men to control their victims, especially women, reaching 60% in each research based on the results of research that has been conducted (Barasuol et al., 2017; Bayer et al., 2018; Demirbağ et al., 2017; MacHimbarrena & Garaigordobil, 2018; Mundy et al., 2017; Wong, 2017).

3. Social bullying

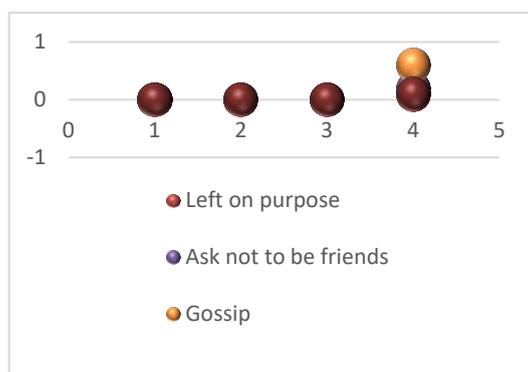
As explained comprehensively above, bullying is often seen as aggressive behaviour that every child does not want because of an imbalance of power. Social bullying is sometimes referred to as relational bullying, damaging a person's reputation, including leaving people on purpose, telling others not to be friends with them, spreading gossip about others, and embarrassing others in public. (Nwanosike et al., 2022).

Relational, indirect, and social aggression are terms used to describe the different dimensions of social bullying. Although the terms convey subtle differences in meaning, they describe a close association, sometimes overlapping, of behaviours that share the effect of undermining the social status and threatening feelings, security, and closeness in children's relationships (Pauksztat & Salin, 2020). Social bullying occurs in large and small-scale contexts, friendships and romantic relationships. This involves direct social interaction or confrontation between students who bully and students who are victims of bullying.

Social bullying is proactive. His actions are carried out with various good motives to maintain social position, get attention, and reduce boredom. Social bullying can also be reactive, where it can be retaliated in response to perceived threats, feelings of anger, jealousy and betrayal (Young et al., 2006). Children at risk of social bullying include those considered different from social norms. Different in this context are those that are often found, such as children with developmental disabilities, physical disabilities, overweight, underweight, and children who are indicated to be

lesbian and gay (Zablotsky et al., 2012)

Generally, in ES of 43 Ampenan, social bullying often occurs. In the following, data is presented regarding social bullying behaviour carried out by students as contained in the findings of Nwanosike et al. (2022), namely leaving people intentionally, telling others not to be friends with them, spreading gossip about other people, embarrassing other people in public.



Source: Private data analysis results

Based on the data above, it can be inferred that gossiping is a social bullying behavior that students mostly carry out—gossiping with various themes includes gossiping about friends because they use new school attributes such as rings, earrings, etc. Gossip is also practiced by recounting the various shortcomings of his friends or the mistakes and oversights of his friends. However, as far as the facts are obtained, gossiping, in this case, does not have a latent effect on other fellow students.

The second activity that a lot of people do is telling them not to be friends. Ordering in this situation is asking students not to be friends with their friends because they are considered not wanting to cooperate with their friends. On this subject, the following information is presented by AE who said that:

“The behavior of not being friends is because they are considered unable to collaborate in games and other activities. In playing activities, I often win; for example, when playing puppets, I always win, even to the point of eating up his possessions. This triggers the problem; he gets angry and even curses and hits him.

Friendship with peers needs conduciveness and inclusiveness. This is because peer friendship has a dominant influence on the formation of values and personality; the model can be in the form of bonding friendships, providing information to each other, and social support (Bhakti & Rahman, 2017). The role of peers is also very influential in providing social support for others, and students who experience stress can adjust and adapt to these problems and pressures (Masruroh et al., 2020).

Based on the description of the discussion about the forms of bullying above, it can be

concluded that the forms of bullying that occurred in ES of 43 Ampenan were proportionally not harmful. Bullying occurs in three aspects, namely physical, verbal and social bullying. The three forms of bullying impact students, but during observations, they have not found data or information that leads to harmful, intimidating actions.

Furthermore, bullying at ES of 43 Ampenan also does not have a significant effect on students' social change; in this case, the student culture is not differentiated. Students are not distinguished by race, ethnicity, skin colour and other pluralistic elements. In other words, the plurality element does not colour students' daily activities, so the potential for conflict between students can be suppressed. Some other effects of bullying are that students find it difficult to adjust to their environment and have minimal empathy in social interactions.

A spiritual approach to prevent bullying in ES

Spirituality is the expression and realisation of religious values in reducing unwanted behaviour—spirituality in Latin *spiritus*, which is defined as itality in the system. Spirituality is an increase in religious life based on religiosity, practising religious values in every activity of life (Agustina²⁰ et al., 2020). Spirituality is not only practiced by one religion but by religions in Indonesia. According to Hinduism, spirituality and religion cannot be separated because spirituality is the human way of being religious; the path of spirituality provides an opportunity for each individual to choose a way that is by the form and potential of his appreciation according to the situation in the life of the individual concerned (Rusli, 2019).

Spirituality, according to Christianity, in practice in schools, is identical to the teacher's personality. Spirituality contains relational and personal dimensions. The teacher has a God-fearing personality and relationally believes in building good relationships with others (Lase & Hulu, 2020). For this reason, it is important to teach the values of religious spirituality to children through the teachings of their respective religions (Mbo'oh, 2022). The implementation of spiritual values needs to be generated by the desire and example of a teacher. Concern about the importance of spirituality needs to be integrated into the curriculum or internalised in learning activities. Regarding this matter, a study illustrates that an increase in student learning outcomes has experienced a significant and consistent increase during the learning process (Caldeira et al., 2016). In addition, incorporating religious values in learning can catalyse emotional control, which can balance harmonious social life (Ramakrishnan et al., 2018).

To realise the integration of spiritual values in learning or outside of learning, it is necessary to pay attention to four main constructs expressed in the theory of Meyers (2009): modeling, dialogue, practice and confirmation. Modelling is a teacher's activity in engineering and simulating social change.

Social engineering is useful for accelerating the adaptation of behavior changes in society. The social engineering movement is a way to achieve a planned social change (Nurdin, 2021). Social engineering creates a socially empowered society (Dahlan et al., 2021), increasing community acceptance and active engagement (Mudjiono, 2020).

The second is dialogue. Dialogue is an action carried out to cooperate and exchange ideas on various issues that occur or various matters that will become decisions and policies. Dialogue is needed to formulate the best scheme for carrying out existing social changes. The third is practice. Practice is the implementation of a well-crafted policy plan. Practice, in this case, is done by conducting simulations and policies that will be carried out. Implementation of practice is done by making agreed signs. Fourth is confirmation. Confirmation is the implementation of an applied policy. Confirmation refers to the indicators that have been prepared, impacting the practices that have been implemented.

Referring to these four concerns, concern for efforts to reduce bullying behaviour with a spiritual approach is necessary. The spirituality approach in ES of 43 Ampenan is carried out through a modelling process. As disclosed by a teacher who said that:

"Spirituality built in a community, in this case, is a school member is necessary. This is because we are religious citizens. It is inappropriate for us not to practice religious values in our educational rites. Religious values are good values taught by scholars. These values become role models in developing our education system.

Perspective supports that "We emphasise religious values in this school. We apply a spiritual approach as an effort to provide moral education and good manners. This approach is implemented in various program activities ranging from imtaq and inserting religious values as social and moral messages in the ongoing learning process". The two views above are confirmed by the observations made where moral values are indeed ordered through religious activities such as the Imtaq program and extracurricular activities as well as various other programs. Likewise, the results of observations on the learning process carried out by Mr. SA that I convey religious values when teaching, especially when teaching Natural Science material.

Implementing the Imtaq program as a realisation of a spiritual approach has various benefits. A well-organized Imtaq program provides significant changes for students, especially for the better (Susiana et al., 2022); reflects a religious character (Jumahir, 2022); formation of good morals (Muhammad Armel Nursena et al., 2022); formation of tolerance attitude of students (Zaki, 2017); instil religious values and Islamic personality (A'yun et al., 2019; Agrasadya et al., 2020; Asyari et al., 2021; Fattah, 2018; Safaturrahmah, 2023; St. Asni & Qadafi, 2023; Suparlan, 2021).

The many who support the urgency of imtaq provide clarity about the spiritual approach. On the

one hand, Imtaq dampens students' immoral behaviour, making student activities more religious and controlled. Against bullying behaviour, the spiritual approach helps teachers to reduce bullying behaviour. As disclosed By

“It doesn't feel like the religious activities in the form of imtaq are being carried out, but the program's product is to ensure spiritually the elements of spirituality are properly filled. It is common knowledge that the teacher's words are considered more than parents' words. If the teacher assigns it, usually the child will follow up more quickly than the parents' orders, so many parents also leave moral messages for their children. For example, parents ask the teacher to tell their children that after school, they have to rest and not play yet. Students quickly obey orders, suggestions and teacher appeals compared to obeying parents' orders.

Imtaq activities are supported by various activities such as reading the Koran, calling for sunnah prayers and so on. Furthermore, it is carried out in the classroom by integrating religious messages into learning. Through this integration, schools can reduce unwanted immoral behaviours such as bullying between students and teachers.

School policies for preventing bullying behaviour must be enforced to encourage the creation of values among students (Noboru et al., 2021). School is a level of early forging for children, a place where character development develops to become an adult human being where character can originate from innate and environmental factors. Islam explains the potential of morality humans have from birth and must be nurtured through socialization and education of Islamic values (Khoiri, 2018).

Socialisation of religious values is practiced in ES of 43 Ampenan. Behave politely and obey the teacher's orders and maintain etiquette and morality to others, teachers and friends. Another form is that religious values are also practised by the teacher with good speech so that the teacher directly becomes a good model in attitude and behaviour. Socialisation like this has also been carried out in European schools, campaigning for the value of tolerance and courage in dealing with bullies, significantly reducing violence against children (Roca-Campos et al., 2021).

There is much evidence of school success in applying religious values to prevent bullying behaviour in handling and preventing applying prophetic social sciences such as creating a conducive environment without having to distinguish between race, gender, ethnicity and others, making the transcendental dimension a spirit so that students continue in the corridor of piety to Allah, and fostering self-confidence in their abilities and prioritising norms religion (Azid et al., 2022).

Prevention or reduction of bullying behaviour is given the responsibility to religious teachers. As the right actor, religious teachers convey good messages and behave well to anyone; religious teachers also build intense communication with the school committee and continue to strive to instil disciplinary values and develop peer partnering and motoring, behavioural therapy, cognitive and developing

spiritual values (S et al., 2023). The role of the teacher in preventing and dealing with bullying is very important. Prevention can be done in a personal or group approach. If the condition is severe, the teacher should be able to collaborate with parents (Firmansyah, 2022). Based on the description above, it can be concluded that the spiritual approach is practised by practising religious values; religious values affect the quality of interaction and communication between teachers and students, students and their peers. An appeal to practice religious values is the concern of teachers and parents; schools are not only producers of smart and intelligent people but also have good morals.

A cultural approach to prevent bullying in ES

Etymologically, culture or culture comes from the Latin word *colere*, which means plowing and processing. Meanwhile, epistemologically, culture is a way of life that displays national identity through patterns of behavior in social life religious art (Eva, 2016). The cultural approach has a variety of interpretations. The cultural approach to analysing and managing organizations uses different assumptions (Thorpe, 2025). The cultural approach is also interpreted as a heart conviction to take action. In the field of education, there are eleven cultural dimensions that must be understood in reforming practices in schools, namely 1) control, coordination and responsibility; 2) orientation and focus; 3) time and time horizon; 4) stability versus change; 5) work and task orientation; 6) isolation versus collaboration; 7) foundation of truth and organisational rationality; 8) motivation; 9) resources; 10) student character; and 11) academic character (AEL, 2005).

The cultural approach in the above context is to use a management approach. The cultural approach in this study refers to local values that develop outside of school and adapt to the school environment. These cultural values are locality-universal values. These values are considered relevant to strengthening peace-loving values to reduce, deal with or prevent bullying behaviour in schools. Locality values have social and cultural dimensions. The social dimension can be in the form of integrity and solidarity among people. An example is carrying out cooperation activities in repairing roads, irrigation canals, building houses, managing land, etc. *Gotong royong* can also be in the form of search, where someone works and replaces the job with what he has done.

In the social dimension, local values are practiced through cultural preservation. In the local Sasak people, cultural preservation can be in the form of cultural attractions that contain educational stories such as stories of *cupak* and *gerantang*. This story is very popular among the people. The wisdom values in it are very useful for society. Likewise, locality values also become identity.

One form of the teacher's efforts to prevent bullying behaviour at ES of 43 Ampenan is through a cultural approach, namely through cultural attractions. Cultural attractions are carried out through drama performance activities that are played collaboratively with teachers and students. The theme brought by the story is about one's struggle to succeed, also involving local content that helps leads

children to do what is told. This cultural attraction activity is carried out outside the classroom and witnessed by the general public (Observation, 2023).

Another cultural value applied is the verbal value. This value is shown by how children talk to teachers, respect teachers and adjust when walking in front of parents. Such values indicate a good moral attitude. In other words, the realisation of moral education can be directly convinced by teachers about moral standards that are justified or not justified. The non-directive is when the teacher refrains from promoting the status he thinks is right, while also having the right to recommend a decision that allegedly violates the prevailing morals.

The policy of accommodating the cultural values of the surrounding community is the right choice. This is because basic education is the development level of moral character's foundation in facing the future. Implementation of moral-based schools can be integrated into extracurricular activities, literacy and special school programs (Eli Meivawa et al., 2018). Likewise, it is also important to promote self-regulation skills in adolescents so that they are able to control their emotions (Pirc et al., 2023)

Insight of morality in education can be grown in various ways, one through art (Parmini, 2020). Likewise through parental engagement (Ariani et al., 2022); *virtual reality* (Shim, 2023); internalisation of moral education in the curriculum (Bamkin, 2020); the application of peace-loving characters (Erviana, 2021); local wisdom-based learning (Parmajaya, 2021); civic education learning (AP, 2017); Implementation of moral education can also overcome bullying behaviour in elementary schools (Purnaningtias et al., 2020). In addition, various agencies need to implement projects to reduce intimidation (Sezer, 2017).

Implications and Conclusion

Based on the types of bullying above bullying behaviour is generally carried out by men than by women. Physically, men are stronger than women. Spiritual and cultural approaches are efforts to reduce and prevent bullying behavior. Spiritual approaches include expressing religious values through the example shown by the teacher, practising religious rituals such as Duha prayer, and Imtaq program and inserting religious messages in learning. The cultural approach is carried out by accommodating local values, cultural expressions and attractions whose content contains religious moral messages, and character and maintaining society's values and social norms.

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