

SCHOOL BULLYING PREVENTION: IMPLEMENTATION OF THE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL IN PHYSICAL EDUCATION

Oman Hadiana¹, Sartono²

^{1,2}Physical Education Health and Recreation, Universitas Muhammadiyah Kuningan,
Indonesia

Alamat: Jln. Moertasiah Soepomo no 28 Kuningan, 45511

Email: hadianaoman@umkuningan.ac.id, satria_bms@umkuningan.ac.id

Abstract: *This study is motivated by the high prevalence of bullying cases among elementary school students in Indonesia. It aims to implement the Teaching Personal and Social Responsibility (TPSR) model as a preventive strategy against bullying behavior in Physical Education (PE). The research employed an experimental method using a randomized posttest-only control group design. The participants were 83 fifth-grade students, consisting of 42 students in the experimental group who received TPSR instruction and 41 students in the control group who experienced conventional teaching. Data were collected using a Likert-scale questionnaire to assess bullying behavior. The data were analyzed through an independent samples test. The findings indicate that the implementation of TPSR in PE enhances students' respect for others, empathy, social awareness, assertiveness, and willingness to assist peers facing learning difficulties. In conclusion, the TPSR model is an effective preventive approach to reducing bullying behavior among elementary school students in PE contexts.*

Keywords: *bullying, elementary school, care, physical education*

Abstrak: Penelitian ini dilatarbelakangi oleh tingginya kasus perundungan di lingkungan sekolah dasar di Indonesia. Studi ini bertujuan mengimplementasikan model Teaching Personal and Social Responsibility (TPSR) sebagai upaya preventif terhadap perilaku perundungan dalam pembelajaran Pendidikan Jasmani. Metode yang digunakan adalah eksperimen dengan desain posttest-only control group secara acak. Subjek penelitian terdiri atas dua kelas V sekolah dasar dengan total 83 siswa, di mana 42 siswa sebagai kelompok eksperimen memperoleh pembelajaran TPSR, sedangkan 41 siswa sebagai kelompok kontrol menggunakan pendekatan konvensional. Instrumen pengumpulan data berupa kuesioner skala Likert untuk mengukur perilaku perundungan. Analisis data dilakukan menggunakan uji sampel independen. Hasil penelitian menunjukkan bahwa penerapan TPSR mampu meningkatkan sikap menghargai orang lain, empati, kepedulian sosial, ketegasan, serta kemampuan membantu teman. Dengan demikian, TPSR efektif sebagai strategi pencegahan untuk meminimalkan perilaku perundungan pada siswa sekolah dasar.

Kata Kunci: Perundungan, sekolah dasar, peduli, pendidikan jasmani

School bullying remains a critical global concern with persistent and widespread impacts on students' well-being and educational engagement (Gao & Ye, 2019; Ye et al., 2020; Palade & Pascal, 2023). Data from the Organisation for Economic Co-operation and Development (OECD) indicate that 23% of students experience bullying monthly, while 21% report absenteeism due to unsafe school environments (Inoue & Tanaka, 2024). Similarly, findings from the Programme for International Student Assessment (PISA) 2018 show that 41.1% of students have experienced bullying, placing Indonesia among the countries with the highest prevalence (Adela & Amry, 2021). These findings highlight that bullying is not only pervasive but also structurally embedded within school systems.

In Indonesia, bullying manifests in various forms, including physical, verbal, social, and cyber dimensions, with substantial prevalence across categories. Reports from UNICEF and the Indonesian Child Protection Commission (KPAI) indicate a consistent increase in cases, exceeding 37,000 complaints within less than a decade (Pratiwi et al., 2021; Ramadhanti & Hidayat, 2022). Elementary school students are particularly vulnerable, with studies

suggesting that up to 84% have experienced school-based violence (Octavia et al., 2020; Narenthira et al., 2023). This condition underscores the urgency of implementing early and context-sensitive interventions that address both behavioral manifestations and their underlying social dynamics.

Bullying behavior is shaped by complex interactions among individual, relational, and environmental factors. Peer influence, family background, and social marginalization play significant roles in its emergence (Gong et al., 2020; Xie et al., 2022), children of immigrants (Cui & To, 2019; Yang et al., 2022). Consequently, prevention strategies should move beyond reactive approaches toward comprehensive interventions that foster students' social and emotional competencies. Although prior studies have shown that teacher support, structured classroom management, and reinforcement of prosocial behavior can reduce bullying (Midgett & Dumas, 2016), these efforts often remain fragmented and insufficiently integrated into daily instructional practices.

A key limitation in existing literature lies in the lack of pedagogically embedded intervention models that systematically integrate character education into learning processes. While school-wide anti-bullying policies are widely implemented, their effectiveness is often constrained by weak

alignment with classroom practices and instructional design (Waasdorp et al., 2021). This gap indicates the need for instructional approaches that not only target behavioral outcomes but also transform learning environments into spaces that cultivate responsibility, empathy, and social awareness.

Physical Education (PE) offers a particularly relevant yet underexplored context for bullying prevention. As a compulsory subject characterized by physical interaction, competition, and group dynamics, PE presents both risks and opportunities. Competitive activities and physical contact may trigger aggressive behaviors, exclusion, or dominance among students. However, PE also provides a strategic platform for fostering cooperation, respect, and social responsibility through intentional pedagogical design. Despite this potential, empirical research examining the role of PE in bullying prevention remains limited.

The Teaching Personal and Social Responsibility (TPSR) model provides a promising framework to address this gap. Developed by Don Hellison (2011), TPSR integrates life skills and value education into physical activity settings. The model consists of five progressive levels: respect, effort, self-direction,

caring, and transfer of responsibility beyond the classroom. Through these stages, TPSR promotes not only physical competence but also students' personal and social development.

Empirical evidence indicates that TPSR is effective in improving student behavior, enhancing empathy, and strengthening social relationships (Hsu et al., 2022). By embedding responsibility-based values into learning activities, TPSR creates a supportive and inclusive environment that can reduce the likelihood of bullying. Moreover, the model emphasizes internalized responsibility rather than external control, aligning with contemporary perspectives on sustainable behavior change in education.

However, despite its strong theoretical foundation, limited research has specifically examined TPSR as a preventive intervention for bullying in elementary school PE contexts. Most studies focus on general behavioral outcomes or are conducted in different educational levels, limiting their applicability to younger learners. This gap highlights the need for empirical investigation that explicitly links TPSR implementation with bullying prevention outcomes in authentic classroom settings.

Therefore, this study aims to implement the TPSR model as a structured pedagogical intervention to prevent bullying behavior among elementary school students in Physical

Education. By integrating responsibility-based learning with bullying prevention, this research contributes to both theoretical advancement and practical application. It positions PE not merely as a domain for physical development but as a strategic context for fostering social responsibility and reducing negative behaviors. The findings are expected to provide evidence-based insights for educators and policymakers in designing more effective and sustainable bullying prevention programs.

METHODS

Study Design and Participants

Two sample groups were involved in this study, where the group selection was done randomly. One group was given the TPSR model treatment as the experimental group, while the other group was given the conventional model as the control group. The research design used was The Randomized Posttest-Only Control Group Design (Jack R. Frankel., Norman E. Wellen., 2012).

Two classes of fifth grade elementary school students in Indonesia were part of our research in PE learning on soccer and kasti materials. A total of

42 students (22 males and 20 females) were given the TPSR model as an experimental group, and 41 students (20 males and 21 females) were given the conventional model as a control group. During the series of research activities, we have obtained approval from the school on the condition that this research does not interfere with the learning process and the schedule of materials that have been set by the PE curriculum in elementary schools.

Research Instruments

The two classes involved in this study were given different treatments, the experimental group was given a TPSR model learning program while the control group was given a learning program using the conventional model. Students who were included in the experimental group and the control group carried out the learning program on the same material for 8 meetings, namely soccer material (4 meetings) and kasti material (a traditional Indonesian game similar to baseball) for 4 meetings, which of course differed in the application of the learning model for each group. In order for the learning program to be more structured, we present the TPSR model learning scenario and the conventional learning model in table 1.

Table 1. PE Learning Scenario using the TPSR Model

Meeting	PE Material	TPSR Level Implementation
1	Soccer	<p>Level I Respecting others</p> <p>a. Being able to control oneself Students can control their anger and guard their tongues from offending others during soccer learning.</p> <p>b. Being able to resolve internal conflicts in class Students learn the value of resolving conflicts peacefully and democratically with their peers in soccer learning</p>
2	Soccer	<p>Level I. Respect for others</p> <p>c. Student participation in learning All students have the right to get the same proportion of playing time, turns to pass/dribbling/shooting, regardless of whether they are skilled or not, regardless of whether they are male or female, all participate in soccer learning.</p>
3	Soccer	<p>Level II. Effort and cooperation</p> <p>a. Can motivate yourself Students instilling responsibility in soccer skills training can help develop self-motivation.</p> <p>b. Keep trying to do new assignments. The concept of training and practice can be introduced, leading to the development of new skills in soccer learning.</p>
4	Soccer	<p>Level II. Effort and cooperation</p> <p>c. Getting along with others Students are involved in all soccer learning activities and can work together with other students.</p>
5	<i>Kasti</i>	<p>Level III. Self-direction</p> <p>a. Independence in assignments Students learn independently in mastering basic <i>kasti</i> material even without teacher supervision.</p> <p>b. Goal-setting progression Students learn to set <i>kasti</i> learning goals and always try to improve the quality of the material being studied</p>
6	<i>Kasti</i>	<p>Level III. Self-direction</p> <p>c. Courage to resist peer pressure Students learn how to be assertive properly and practice this assertiveness in <i>kasti</i> learning activities.</p>
7	<i>Kasti</i>	<p>Level IV. Caring for others</p> <p>a. Caring and compassion Students contribute as much as they can so that their peers have a positive experience during the <i>kasti</i> learning process.</p> <p>b. Sensitivity and responsiveness Students are sensitive to the complexity of situations to help their peers and take leadership roles in learning <i>kasti</i>.</p> <p>c. Inner strength Students have the courage to resist peer pressure and dare to become leaders in order to defend the truth during the <i>kasti</i> learning process.</p>
8	<i>Kasti</i>	<p>Level V. Transfer outside the school Students explore the application of the four levels outside the PE program, such as at home, on the playground, and in the community.</p>

The implementation of the TPSR model explained in the learning scenario in table 1 was carried out for 8 meetings, where 4 meetings were for large ball sports games (soccer) and 4 meetings were for small ball games (kasti) in accordance with the

curriculum set by the government and the school. Each level of the model from level I to level V is applied in teaching according to the indicators at each level. Next, we present the conventional model learning scenario in table 2.

Table 2. Conventional Model Learning Scenario

Meeting	PE material	Conventional Model Material
1	Soccer	<ul style="list-style-type: none"> • Students understand the brief history and purpose of the game of soccer • Students can practice the basic techniques of dribbling the ball well
2	Soccer	<ul style="list-style-type: none"> • Students understand the basic techniques of passing the ball • Students can practice the basic techniques of passing the ball
3	Soccer	<ul style="list-style-type: none"> • Students understand basic shooting techniques • Students can practice basic shooting techniques
4	Soccer	<ul style="list-style-type: none"> • Students understand tactics in game situations • Students can practice tactics in game situations
5	<i>Kasti</i>	<ul style="list-style-type: none"> • Students learn a brief history and basic rules of the game of <i>kasti</i> • Students can practice the basic techniques of throwing the ball in the game of <i>kasti</i> (above, side, below)
6	<i>Kasti</i>	<ul style="list-style-type: none"> • Students can practice the basic techniques of hitting the ball (with hands or a bat) • Students can catch the ball well in the game of <i>kasti</i> (low, medium, high ball)
7	<i>Kasti</i>	<ul style="list-style-type: none"> • Students can practice running techniques after hitting the ball • Students understand the positions of players in the game of <i>kasti</i> (pitcher, hitter, fielder, catcher)
8	<i>Kasti</i>	<ul style="list-style-type: none"> • Students can play mini <i>kasti</i> games with agreed-upon rules (throwing, catching, hitting, running) • Students demonstrate teamwork and sportsmanship.

The implementation of the conventional model in the control group described in table 3 is PE learning carried out in elementary school grade V according to the material written in the independent curriculum. The material taught is the same as the experimental group, namely large ball sports (soccer) for 4 meetings and small

ball sports (*kasti*) for 4 meetings. After the learning program was implemented, the data from the questionnaires filled out by students in the experimental group and the control group were processed and analyzed. The instrument to measure bullying behavior that occurs in fifth grade students in elementary schools uses a questionnaire

with a Likert scale format. Before being distributed to respondents, we tested the validity and reliability of the questionnaire first. Indicators of bullying behavior in the questionnaire consist of experiences as victims of bullying, experiences as perpetrators of bullying, the impact of bullying, efforts to prevent and overcome bullying.

Data Analysis

Data analysis techniques in this study consist of normality tests using Kolmogorov-Smirnov and Shapiro-Wilk,

homogeneity tests using Levene's test, and independent t-tests using independent sample tests. We used SPSS version 26 for processing and analyzing our research data.

RESULTS AND DISCUSSION

In this section we present the research results, statistical descriptions, normality test results, homogeneity test results, independent sample test results, including demographic information of the research subjects.

Table 3. Demographic information of research subjects

Demographic	Information	Total
Experimental group	Male = 22 Female = 20 Age = 11,5 years old	42 students
Control group	Male = 20 Female = 21 Age = 11, 7 years old	41 students
Soccer material	Experimental group: Implementation of the TPSR model (level I and II) integrated with soccer material	4 meetings
<i>Kasti</i> material	Control group: Dribbling, passing, shooting, game situation Experimental group: Implementation of the TPSR model (level III-V) integrated with <i>kasti</i> material Control group: Hitting the ball, catching, throwing and running	4 meetings

Based on the processing and analysis of data from the application of the TPSR model to efforts to prevent

bullying behavior in elementary school students in PE learning, we present the data in table 4.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control group	41	49	79	65.22	6.788	46.076
Experimental group	42	51	89	71.19	9.556	91.324
Valid N (listwise)	37					

The descriptive statistical analysis indicated differences in average scores between the TPSR and conventional model classes in preventing bullying behavior through PE learning. The control class (conventional model) had a mean score of 65.22 (min 49, max 79, SD = 6.788), indicating relatively low variation. In contrast, the experimental class (TPSR model) showed higher results, with a mean

of 71.19 (min 51, max 89, SD = 9.556) and greater variance (91.324), reflecting more diverse responses to the treatment.

Normality tests were conducted to determine whether data from both classes were normally distributed as a prerequisite for parametric testing (e.g., t-test), using Kolmogorov-Smirnov and Shapiro-Wilk tests.

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Control group	.116	37	.200*	.980	37	.736
Experimental group	.144	37	.050	.962	37	.230

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In the control class, the Kolmogorov-Smirnov (0.200) and Shapiro-Wilk (0.736) significance values exceeded $\alpha = 0.05$, indicating normal distribution. In the experimental class, the Kolmogorov-Smirnov value was 0.050 and Shapiro-Wilk was 0.230; despite the KS value being at the threshold, the data are still considered normally distributed. Thus, both groups

meet the normality assumption and are suitable for parametric testing using the independent t-test.

A homogeneity test was then conducted to determine whether both groups have equal variance, as a prerequisite for applying the independent t-test under the assumption of homogeneous variance.

Table 6. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Combined	Based on Mean	4.286	1	76	.052
	Based on Median	3.198	1	76	.078
	Based on Median and with adjusted df	3.198	1	61.392	.079
	Based on trimmed mean	4.415	1	76	.049

Levene's test based on the mean showed a significance value of 0.052 (> 0.05), indicating that the variances of the two groups are considered homogeneous, despite slight variations in other measures. Based on this and the fulfilled normality assumption, an independent t-test with

equal variances assumed was conducted to examine differences in students' digital literacy between the control and experimental classes after treatment. The results of the analysis for both TPSR and conventional models are presented in Table 7.

Table 7. Independent Samples Test

		Combined	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	4.286	
	Sig.	.052	
t-test for Equality of Means	T	-3.104	-3.171
	Df	76	69.138
	Sig. (2-tailed)	.003	.002
	Mean Difference	-5.805	-5.805
	Std. Error Difference	1.870	1.830
	95% Confidence Interval of the Difference	Lower -9.529	-9.456
		Upper -2.081	-2.153

The t-test results show a value of $t = -3.104$ with $df = 76$ from a significance (2-tailed) of 0.003. Because the significance value < 0.05 , it can be interpreted that there is a difference in the class given the TPSR model and the class given the conventional model. The average value of the TPSR model class is greater when compared to the conventional model class with an average difference of 5.805 points. This shows that the treatment given (implementation of TPSR) has a positive influence on increasing the prevention of bullying behavior of students in physical education classes.

School bullying is a serious issue that requires the involvement of multiple stakeholders, including schools, parents, government, and the wider community (Horton et al., 2015; Nikolaou & Samsari, 2016; Bochaver et al., 2019). Previous studies reveal that bullying behavior in elementary schools is influenced by various factors, such as low sports ability, disproportionate body shape, and aggressive attitudes. In addition, external factors such as family disharmony, gender differences, lack of anti-bullying school policies, and limited student competence also contribute significantly. These conditions highlight the need for preventive

efforts, particularly through structured and value-based learning approaches (Hadiana et al., 2025).

This study implements the Teaching Personal and Social Responsibility (TPSR) model as a preventive strategy within Physical Education (PE) learning (Annisa & Habiby, 2024). The findings indicate that TPSR effectively promotes positive behaviors, such as respect, self-control, empathy, cooperation, and peaceful conflict resolution. At Level I, students begin to respect others and control negative actions; at Level II, they develop responsibility and teamwork; while at Level III, they demonstrate independence and a commitment to improving their skills and learning quality (Chang, 2022; Sjögren et al., 2024; Orr & Lavy, 2024).

Furthermore, at Level IV, students show increased empathy, leadership, and concern for peers, including encouraging less active classmates to participate. At Level V, students are able to transfer the values learned into daily life contexts beyond the classroom, such as at home and in the community (Jumarnis et al., 2023; Telaumbanua, 2025). Overall, the implementation of TPSR creates a conducive and inclusive learning environment, where students respect each other and actively support their peers, thereby reducing the potential for bullying

behavior (Piht et al., 2016; Leff et al., 2021).

In contrast, students in the control group who experienced conventional learning showed improvements mainly in motor skills and cognitive understanding of soccer and kasti. However, these improvements were not accompanied by the development of personal and social responsibility related to bullying prevention. This suggests that while conventional models enhance technical and knowledge aspects, TPSR provides more comprehensive outcomes by integrating character development with learning activities (Richards & Gordon, 2017).

CONCLUSION

School bullying is a crucial problem that occurs in various countries. Several factors that cause bullying, especially in PE in elementary schools, namely students who have low sports abilities tend to get bullying behavior and students who have less proportional body sizes (fat) also get bullying behavior. The right preventive action is to intervene the application of the TPSR model, because this model can train students how to be respectful and protect the feelings of others, learn assertiveness and self-protection against students who want to bully, have a high sense of concern and empathy for others, help other students

who have learning difficulties both in terms of knowledge, attitude, and skills. Through this study, the application of the TPSR model has been proven to prevent bullying behavior in elementary school students, especially in the PE learning process.

ACKNOWLEDGEMENT

We would like to thank the various parties who have contributed so that the implementation of the research can run smoothly. We would like to express our gratitude to the leadership of Universitas Muhammadiyah Kuningan for the material support so that the process from the beginning to the end of the research ran smoothly. We would also like to thank the principal of Sukamulya State Elementary School and the principal of Mekarsari 1 State Elementary School who have given permission to carry out the research.

DAFTAR PUSTAKA

- Adela, A., & Amry, Z. (2021). Integrasi Falsafah Dalihan Natolu dalam Model Pembelajaran Kolaboratif Sebagai Upaya Mencegah Perundungan di Sekolah: Sebuah Tinjauan Literatur. *Jurnal Fibonacci: Jurnal Pendidikan Matematika*, 2(1), 32. <https://doi.org/10.24114/jfi.v2i1.28657>
- Annisa, A., & Habiby, W. N. (2024). Implementasi Nilai-nilai Dasar Perdamaian Dalam Upaya Pencegahan Bullying Di Sekolah Ramah Anak. *Anterior Jurnal*, 23(2), 123–133. <https://doi.org/10.33084/antterior.v23i2.6799>
- Bochaver, A. A., Kuznetsova, V. B., Bianki, Y. M., Dmitrievsky, P. V., Zavalishina, M. A., Kaporskaya, N. A., & Khlomov, K. D. (2019). The School Bullying Risk Survey. *Russian Education and Society*, 61(1), 32–47. <https://doi.org/10.1080/10609393.2019.1738784>
- Chang, H. (2022). The longitudinal transition of the moral character latent profile of elementary school students and predictive factor verification in Korea. *Acta Psychologica*, 230(August), 103710. <https://doi.org/10.1016/j.actpsy.2022.103710>
- Chiara Milanese, Stefano Corte, Luca Salvetti, V. C. & T., & Agostini. (2016). Correction of a Technical Error in the Golf Swing: Error Amplification Versus Direct Instruction. *Journal of Motor Behavior*, 48(4), 365–376. <https://doi.org/10.1080/00222895.2015.1102699>
- Cui, K., & To, S. ming. (2019). Migrant status, social support, and bullying perpetration of children in mainland China. *Children and Youth Services Review*, 107(October), 104534. <https://doi.org/10.1016/j.childyouth.2019.104534>
- Don Hellison. (2011). Teaching Personal and Social Responsibility Through Physical Activity. In *Encyclopedia of Sport and Exercise Psychology* (3rd ed.). Human Kinetics. <https://doi.org/10.4135/9781483332222.n302>
- Fan, H., Xue, L., Xiu, J., Chen, L., & Liu, S. (2023). Harsh parental discipline and school bullying among Chinese adolescents: The role of moral disengagement and deviant peer affiliation. *Children and Youth Services Review*, 145, Article 106767. <https://doi.org/10.1016/j.childyouth.2022.106767>

- Gao, S., & Ye, L. (2019). A physical and verbal bullying detecting algorithm based on K-NN for school bullying prevention. In *Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering, LNICST* (Vol. 287). Springer International Publishing. https://doi.org/10.1007/978-3-030-22971-9_13
- Gong, Z., Han, Z., Zhang, H., & Zhang, G. (2020). Weight status and school bullying experiences in urban China: The difference between boys and girls. *Journal of Interpersonal Violence*, 35(16), 2663–2686. <https://doi.org/10.1177/0886260519880170>
- Gordon, B. (2020). An Alternative Conceptualization of the Teaching Personal and Social Responsibility Model. *Journal of Physical Education, Recreation and Dance*, 91(7), 8–14. <https://doi.org/10.1080/07303084.2020.1781719>
- Hadiana, O., Yuliardi, R., Mahpudin, A., Lutfi, A. F., & Usamah, A. (2025). Analysis of Elementary Students' Bullying Factors through Video Monitoring in the Physical Education Subject. *Universal Journal of Public Health*, 13(4), 797–811. <https://doi.org/10.13189/ujph.2025.130403>
- Horton, P., Kvist Lindholm, S., & Nguyen, T. H. (2015). Bullying the meek: a conceptualisation of Vietnamese school bullying. *Research Papers in Education*, 30(5), 635–645. <https://doi.org/10.1080/02671522.2015.1027728>
- Hsu, W., Pan, M., Shang, I., & Hsiao, C. (2022). The Influence of Integrating Moral Disengagement Minimization Strategies into Teaching Personal and Social Responsibility on Student Positive and Misbehaviors in Physical Education. *Sage Journal*, 151, 1–11. <https://doi.org/10.1177/21582440221143359>
- Inoue, A., & Tanaka, R. (2024). The rank of socioeconomic status within a class and the incidence of school bullying and school absence. *Economics of Education Review*, 101(May), 102545. <https://doi.org/10.1016/j.econedurev.2024.102545>
- Irene Rocamora, Sixto González-Víllora, J. F.-R. & A. P. N. M. (2019). Physical activity levels, game performance and friendship goals using two different pedagogical models: Sport Education and Direct Instruction. *Physical Education and Sport Pedagogy*, 24(1), 87–102. <https://doi.org/10.1080/17408989.2018.1561839>
- Jack R. Frankel., Norman E. Wellen., H. H. Y. (2012). How to Design and Evaluate Research in Education. In M. Ryan (Ed.), *How to Design and Evaluate Research in Education* (8th-ed ed., pp. 1–642). McGraw-Hill.
- Jumarnis, S. A., Anugerah, J. C., & Sinaga, Y. J. (2023). Strategi Penanaman Pendidikan Karakter Dalam Meminimalisir Terjadinya Bullying Siswa Sekolah Dasar : Studi Literatur. *Jurnal Elementaria Edukasia*, 6(3), 1103–1117. <https://doi.org/10.31949/jee.v6i3.6398>
- Kloo, M., Thornberg, R., Wänström, L., & Espelage, D. L. (2024). Longitudinal links of authoritative teaching and bullying victimization in upper elementary school. *Educational Psychology*, 44(2), 171–188. <https://doi.org/10.1080/01443410.2024.2325594>
- Leff, S. S., Waasdorp, T. E., Paskewich, B. S., Flaura, K., Leff, S. S., Waasdorp, T. E., & Paskewich, B. S. (2021). Scaling and Disseminating Brief Bullying Prevention Programming: Strengths, Challenges, and Considerations. *School Psychology Review*, 50(3), 454–468.

- <https://doi.org/10.1080/2372966X.2020.1851612>
- Lynott, F. J., & Bittner, G. L. (2019). Moving Toward Developing Inquiry Skills: Inquiry-Based Learning in Physical Education. *Strategies*, 32(2), 32–38.
<https://doi.org/10.1080/08924562.2018.1560135>
- Mairéad Foody, Helena Murphy, P. D. and J. O. N. (2018). Anti-bullying procedures for schools in Ireland: principals' responses and perceptions. *Pastoral Care in Education*, 36(2), 1–15.
<https://doi.org/10.1080/02643944.2018.1453859>
- McCarty, S., Teie, S., McCutchen, J., & Geller, E. S. (2016). Actively caring to prevent bullying in an elementary school: Prompting and rewarding prosocial behavior. *Journal of Prevention and Intervention in the Community*, 44(3), 164–176.
<https://doi.org/10.1080/10852352.2016.1166809>
- Midgett, A., & Dumas, D. M. (2016). Training Elementary School Students to Intervene as Peer-Advocates to Stop Bullying at School: A Pilot Study. *Journal of Creativity in Mental Health*, 11(3–4), 353–365.
<https://doi.org/10.1080/15401383.2016.1164645>
- Narenthira Kumar Appavu and C. Nelson Kennedy Babu. (2023). Multisensor fusion sensor and improved Relief-F algorithms Based violence detection in schools. *2023 Eighth International Conference on Science Technology Engineering and Mathematics (ICONSTEM)*.
<https://doi.org/10.1109/ICONSTEM56934.2023.10142726>
- Newgent, R. A., Beck, M. J., Kress, V. E., & Watkins, M. C. (2016). Social and Relational Aspects of Bullying and Victimization in Elementary School: Strength-Based Strategies for Prevention. *Journal of Creativity in Mental Health*, 11(3–4), 285–297.
<https://doi.org/10.1080/15401383.2016.1222921>
- Nikolaou, G., & Samsari, E. (2016). Attitudes of native and immigrant students towards school bullying in Greece. *Multicultural Education Review*, 8(3), 160–175.
<https://doi.org/10.1080/2005615X.2016.1184022>
- Octavia, D., Puspita, M., & Yan, L. S. (2020). Fenomena perilaku bullying pada anak di tingkat Sekolah Dasar. *Riset Informasi Kesehatan*, 9(1), 43.
<https://doi.org/10.30644/rik.v9i1.273>
- Oktaviany, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(3), 1245–1251.
<https://doi.org/10.31949/educatio.v9i3.5400>
- Orr, S., & Lavy, S. (2024). Teaching who you are: Preliminary findings linking teachers' and students' social-emotional skills. *Social and Emotional Learning: Research, Practice, and Policy*, 4(August), 100062.
<https://doi.org/10.1016/j.sel.2024.100062>
- Palade, T., & Pascal, E. (2023). Reducing Bullying through Empathy Training: The Effect of Teacher's Passive Presence. *Behavioral Sciences*, 13(3).
<https://doi.org/10.3390/bs13030216>
- Peng, Z., Li, L., Su, X., & Lu, Y. (2022). A pilot intervention study on bullying prevention among junior high school students in Shantou, China. *BMC Public Health*, 22(1), 1–9.
<https://doi.org/10.1186/s12889-022-12669-0>
- Piht, S., Talts, L., & Nigulas, S. (2016). Shaping Estonian primary school pupils' values by using bullying-prevention methods. *Early Child Development and Care*, 186(12), 1926–1938.

- <https://doi.org/10.1080/03004430.2015.1137561>
- Pratiwi, E. F., Sa'adah, S. S., Dewi, D. A., & Furnamasari, Y. F. (2021). Implementasi Pendidikan Kewarganegaraan melalui Nilai Pancasila dalam Menangani Kasus Bullying. *Jurnal Basicedu*, 5(6), 5472–5480.
<https://doi.org/10.31004/basicedu.v5i6.1648>
- Rahmat, N. isnaeni, Hastuti, I. D., & Nizaar, M. (2023). Analisis Faktor-Faktor yang Menyebabkan Bullying di Madrasah Ibtidaiyah. *Jurnal Basicedu*, 7(6), 3804–3815.
<https://doi.org/10.31004/basicedu.v7i6.6432>
- Ramadhanti, R., & Hidayat, M. T. (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4566–4573.
<https://doi.org/10.31004/basicedu.v6i3.2892>
- Richards, K. A. R., & Gordon, B. (2017). Socialisation and learning to teach using the teaching personal and social responsibility approach. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(1), 19–38.
<https://doi.org/10.1080/18377122.2016.1272424>
- Richards, K. A. R., Jacobs, J. M., Ivy, V. N., & Lawson, M. A. (2020). Preservice teachers perspectives and experiences teaching personal and social responsibility. *Physical Education and Sport Pedagogy*, 25(2), 188–200.
<https://doi.org/10.1080/17408989.2019.1702939>
- Shiver, V. N., Richards, K. A. R., & Hemphill, M. A. (2020). Preservice teachers' learning to implement culturally relevant physical education with the teaching personal and social responsibility model. *Physical Education and Sport Pedagogy*, 25(3), 303–315.
<https://doi.org/10.1080/17408989.2020.1741537>
- Silke, C., Davitt, E., Flynn, N., Shaw, A., Brady, B., Murray, C., & Dolan, P. (2024). Activating Social Empathy: An evaluation of a school-based social and emotional learning programme. *Social and Emotional Learning: Research, Practice, and Policy*, 3(August 2023), 100021.
<https://doi.org/10.1016/j.sel.2023.100021>
- Simonton, K. L., Layne, T. E., & Irwin, C. C. (2021). Project-based learning and its potential in physical education: an instructional model inquiry. *Curriculum Studies in Health and Physical Education*, 12(1), 36–52.
<https://doi.org/10.1080/25742981.2020.1862683>
- Sjögren, B., Thornberg, R., & Hong, J. S. (2024). Moral disengagement and defender self-efficacy as predictors of bystander behaviors in peer victimization in middle school: A one-year longitudinal study. *Journal of School Psychology*, 107(October 2023).
<https://doi.org/10.1016/j.jsp.2024.101400>
- Soedjatmiko. (2015). Membentuk Karakter Siswa Sekolah Dasar Menggunakan pendidikan Jasmani Dan Olahraga. *Journal of Physical Education, Health and Sport*, 2(2), 57–64.
- Telaumbanua, D. (2025). Peran Program Pendidikan Karakter Dalam Meningkatkan Kesadaran Siswa Sebagai Upaya Pencegahan Perilaku Bullying. *EDUCATIVO: Jurnal Pendidikan Pendidikan*, 4(1), 22–27.
<https://doi.org/10.56248/educativo.v4i1.379>
- Waasdorp, T. E., Fu, R., Perepezko, A. L., & Bradshaw, C. P. (2021). The role of bullying-related policies: Understanding how school staff respond to bullying situations.

- European Journal of Developmental Psychology*, 00(00), 1–16.
<https://doi.org/10.1080/17405629.2021.1889503>
- Wu, W., Ding, W., Xie, R., Tan, D., Wang, D., Sun, B., & Li, W. (2022). Bidirectional Longitudinal Relationships between Maternal Psychological Control and Bullying/Victimization among Father-Absent Left-Behind Children in China. *Journal of Interpersonal Violence*, 37(17–18), NP15925–NP15943.
<https://doi.org/10.1177/08862605211022062>
- Xie, Y., Wang, X., Wang, X., & Liu, L. (2022). Gender Differences in the Effects of BMI on School Bullying and Victimization in China: Comparing Normal Weight, Underweight and Overweight Secondary School Students. *Children*, 9(9).
<https://doi.org/10.3390/children9091388>
- Yang, Z., Tu, Y., Qin, Z., Liu, X., & Lu, D. (2022). School bullying among migrant children in China: A cross-sectional study. *Frontiers in Psychology*, 13(1027506).
<https://doi.org/10.3389/fpsyg.2022.1027506>
- Yang, K. H., & Lu, Y. (2024). Combating school bullying through multi-role experience-based virtual scenario learning model: Assessing empathy, problem-solving, and self-efficacy from a multi-stakeholder perspective. *Heliyon*, 10(10).
<https://doi.org/10.1016/j.heliyon.2024.e31044>
- Ye, L., Wang, L., Ferdinando, H., Seppänen, T., & Alasaarela, E. (2020). A video-based dt–svm school violence detecting algorithm. *Sensors (Switzerland)*, 20(7), 1–18.
<https://doi.org/10.3390/s20072018>
- Zhang, H., Chi, P., Long, H., & Ren, X. (2019). Bullying victimization and depression among left-behind children in rural China: Roles of self-compassion and hope. *Child Abuse and Neglect*, 96(Article), 104072.
<https://doi.org/10.1016/j.chiabu.2019.104072>
- Zhu, Y. (2023). Bullying in School Among Children and Adolescents from Cognitive and Developmental Perspectives: Implications for Prevention Practices. *Studies in Social Science & Humanities*, 2(6), 43–52.
<https://doi.org/10.56397/sssh.2023.06.05>
- Zihan, Z., & Zhanfeng, Z. (2019). Campus bullying detection based on motion recognition and speech emotion recognition. *Journal of Physics: Conference Series*, 1314(1).
<https://doi.org/10.1088/1742-6596/1314/1/012150>