



## Teachers' Strategies For Reducing Bullying in Physical Education Classes at Elementary Schools in Todanan District, Blora Regency

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### ABSTRACT

Physical Education (PE) classes have the potential to become environments where bullying occurs due to the nature of physical activities, competitive situations, and direct social interactions among students. These conditions may increase the likelihood of intimidation, particularly toward students with lower physical abilities. Therefore, effective strategies are required to prevent and reduce bullying within PE learning contexts. This study aims to examine the strategies implemented by PE teachers to reduce bullying in elementary schools located in Todanan District, Blora Regency. This research employed a descriptive qualitative approach involving 90 participants from 30 elementary schools, consisting of PE teachers, school principals, and students. Data were collected through questionnaires, in-depth interviews, observations, and documentation. The data analysis process followed the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing to generate comprehensive findings. The results revealed four main categories of strategies applied by PE teachers. First, preventive strategies, including modification of learning activities, promotion of sportsmanship values, fair treatment, and cooperative games. Second, responsive strategies, such as providing warnings, supporting victims, implementing graduated sanctions, and facilitating reconciliation. Third, collaboration with stakeholders, including school principals, parents, and external institutions. Fourth, continuous reflection and adaptation of teaching practices based on classroom dynamics. In conclusion, bullying reduction in PE classes requires integrated and context-based strategies that combine preventive, responsive, collaborative, and reflective approaches. Schools are encouraged to systematically incorporate these strategies into PE learning programs to create safe, inclusive, and supportive educational environments.

### ARTICLE HISTORY

Received: 2026/03/10

Accepted: 2026/03/23

Published: 2026/05/10

### KEYWORDS

Bullying Prevention;  
Physical Education;  
Teacher Strategies;  
Elementary School;  
Inclusive Learning.

### AUTHORS' CONTRIBUTION

A. Conception and design of the study;  
B. Acquisition of data;  
C. Analysis and interpretation of data;  
D. Manuscript preparation;  
E. Obtaining funding

**Cites this Article** : Astuti, D.Y.; Kurniawan. W.R. (2026). Teachers' Strategies for Reducing Bullying in Physical Education Classes at Elementary Schools in Todanan District, Blora Regency. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 18 ( 2 ), p.2131-2144

## INTRODUCTION

National education in Indonesia is fundamentally designed to foster the holistic development of students, encompassing intellectual, emotional, social, and spiritual dimensions, with the ultimate goal of producing individuals who are competent, responsible, and possess strong moral character (Law Number 20 of 2003). Within this framework, Physical



Education, Sport, and Health (PESH) plays a strategic role as it not only contributes to improving students' physical fitness but also promotes character building, social interaction, and emotional regulation (Fajar Siddik et al., 2024; Hidayat, 2023; Kurniawan et al., 2023). Properly implemented PESH learning provides opportunities for students to internalize values such as cooperation, respect, discipline, and fairness.

However, despite its educational potential, PESH classes may simultaneously create conditions that enable bullying behaviors. The dynamic nature of physical activities, competitive environments, and direct peer interactions can increase the likelihood of aggressive actions, especially toward students with lower motor skills or physical limitations (Jiménez-Barbero et al., 2020). Bullying in this context may manifest in physical, verbal, or relational forms, often characterized by repeated actions and power imbalances between perpetrators and victims (Sağın et al., 2022). These behaviors can undermine the educational objectives of PESH and transform it into an unsafe learning environment.

Recent reports indicate that bullying cases in schools have continued to rise, both globally and nationally (Fadillah et al., 2024; Karisma et al., 2024). The impact of bullying extends beyond immediate psychological distress, including decreased self-esteem, anxiety, and reduced motivation to participate in learning activities (Candrawati & Setyawan, 2023; Prastiti & Anshori, 2023). In the context of PESH, such effects may be even more pronounced, as students who feel unsafe may withdraw from physical participation, thereby hindering their physical development and social engagement.

A preliminary study conducted in 30 elementary schools in Todanan District, Blora Regency, revealed varying levels of bullying during PESH lessons. Specifically, 13 schools were categorized as having low levels of bullying (32–39.8%), 15 schools as moderate (40–48.5%), and 2 schools as high (up to 52.5%). These findings suggest that a significant proportion of students have either experienced or witnessed bullying during PESH classes. Considering the diversity of school conditions in Todanan District, including differences in infrastructure, socio-economic background, and educational resources, this context becomes particularly relevant for investigating how teachers address bullying in varied environments.

Previous studies have highlighted various strategies employed by teachers to address bullying in school settings. These strategies commonly include verbal reprimands, moral guidance, and the integration of character education into learning activities (Ramadhanti & Hidayat, 2022; Ramiati et al., 2025; Siti Annisa Jumarnis et al., 2023). Additionally, research emphasizes the importance of teacher involvement in fostering a positive classroom climate and promoting pro-social behavior among students (Thornberg et al., 2022; Palade & Pascal, 2023).

From a theoretical perspective, bullying behavior can be explained through several frameworks. Bronfenbrenner's ecological systems theory highlights the influence of environmental systems, including school and peer interactions, on student behavior. Bandura's social learning theory emphasizes that students learn aggressive or prosocial behaviors through observation and imitation. Classroom management theory suggests that structured learning environments and clear behavioral expectations can minimize disruptive and aggressive behaviors (Tompsonowski & Qazi, 2020). Furthermore, school climate theory underscores the importance of creating a supportive, inclusive, and safe learning environment to prevent bullying (Rocchino & Liang, 2024).

In the context of PESH, recent studies have begun to explore the role of physical activity in shaping social behavior. Well-designed PESH programs have been shown to reduce aggressive tendencies and enhance cooperation among students (Noboru et al., 2021; Hakim & Baihaqi,

2024). Moreover, culturally relevant values such as gotong royong (mutual cooperation) and tolerance have been identified as important elements in promoting positive interactions within Indonesian educational settings.

However, most existing studies still focus on general classroom environments rather than the specific context of PESH learning, which involves higher levels of physical engagement and interaction. As a result, the understanding of bullying prevention strategies within PESH remains relatively limited.

Although previous research has contributed to understanding bullying and teacher interventions, several limitations remain evident. First, many studies address bullying in a general educational context without considering the unique characteristics of PESH learning. The physical and interactive nature of PESH requires specific strategies that differ from those used in traditional classroom settings. Second, existing studies tend to emphasize reactive approaches, such as punishment or corrective actions after bullying incidents occur (Ramadhanti & Hidayat, 2022; Siti Annisa Jumarnis et al., 2023). While these approaches may help manage immediate situations, they are less effective in preventing bullying in the long term. Preventive strategies, such as fostering inclusive learning environments, promoting cooperative activities, and developing students' social-emotional skills, remain underexplored. Third, there is a lack of empirical studies focusing on elementary school settings, particularly in rural or semi-rural areas such as Todanan District, Blora Regency. The diversity of school conditions in this region presents unique challenges and opportunities for implementing context-specific strategies. Understanding how teachers adapt their approaches to these conditions is essential for developing effective and scalable interventions. Finally, there is limited integration of theoretical frameworks into practical strategies. While theories such as ecological systems theory and social learning theory provide valuable insights, their application in designing concrete teacher strategies for PESH learning has not been sufficiently explored.

Based on the identified gaps, this study aims to analyze and describe teachers' strategies for reducing bullying in PESH classes at elementary schools in Todanan District, Blora Regency. Specifically, this research seeks to identify preventive and interventive strategies implemented by teachers, examine their effectiveness in different school contexts, and explore how these strategies align with theoretical perspectives on bullying and classroom management.

The novelty of this study lies in several aspects. First, it focuses specifically on PESH learning, providing a contextualized understanding of bullying prevention in physically active and socially dynamic environments. Second, it emphasizes preventive strategies rather than solely reactive measures, offering a more comprehensive approach to addressing bullying. Third, this study integrates theoretical frameworks with empirical findings to develop a more holistic understanding of teacher strategies. Finally, by focusing on elementary schools in Todanan District, this research contributes context-specific insights that can inform policy and practice in similar educational settings.

In conclusion, while PESH plays a vital role in promoting students' physical and social development, it also presents challenges related to bullying behaviors. The increasing prevalence of bullying in schools highlights the urgent need for effective and context-specific strategies. Although previous studies have explored teacher interventions, significant gaps remain, particularly in the context of PESH learning and preventive approaches. Therefore, this study is expected to provide valuable contributions by identifying effective teacher strategies for reducing bullying and fostering a safe, inclusive, and supportive learning environment in elementary school PESH classes.

## METHODS

This study employed a qualitative approach with a descriptive design to obtain an in-depth understanding of teachers' strategies for reducing bullying in Physical Education, Sport, and Health (PESH) classes at elementary schools in Todanan District, Blora Regency. A qualitative descriptive design is considered appropriate for exploring complex social phenomena within their natural settings, particularly when the research aims to capture participants' experiences, perceptions, and practices in a contextualized manner (Doyle et al., 2020; Creswell & Poth, 2018). Rather than merely quantifying the prevalence of bullying, this study focused on understanding how teachers interpret, prevent, and respond to bullying behaviors during PESH learning activities, which are inherently dynamic and interactional.

The data sources consisted of both primary and secondary data. Primary data were collected from Physical Education teachers as the main informants, school principals as key informants, and students in grades IV, V, and VI as supporting informants. This multi-informant approach allowed for a more comprehensive understanding of the phenomenon from different perspectives within the school ecosystem (Palinkas et al., 2015). Secondary data were obtained from relevant documents, field notes, and literature related to bullying and PESH learning. The integration of primary and secondary data enhances the richness and depth of qualitative inquiry (Yin, 2018).

Participants were selected using purposive sampling with a criterion-based technique, ensuring that informants met specific requirements relevant to the research objectives (Campbell et al., 2020). The criteria included active involvement in PESH learning and direct experience related to bullying situations in schools. In total, the study involved 90 informants from 30 elementary schools, consisting of 30 school principals, 30 PE teachers, and 30 students. This sample size is considered adequate in qualitative research to achieve data saturation, where no new significant information emerges from additional data collection (Guest et al., 2017).

Data collection techniques included questionnaires, in-depth interviews, observations, and documentation. A Likert-scale questionnaire was administered during the preliminary phase to provide an initial overview of the level and patterns of bullying incidents. This step aligns with mixed qualitative strategies that incorporate descriptive quantitative elements to guide deeper qualitative exploration (Johnson et al., 2020). Subsequently, in-depth interviews were conducted with three informants from each school to explore teachers' strategies, challenges encountered in addressing bullying, and students' lived experiences during PESH learning. Semi-structured interview formats were utilized to allow flexibility while maintaining focus on key research themes (Kallio et al., 2016). Observations were carried out during PESH classes to directly examine student interactions, teacher behavior, and real-time responses to potential bullying situations. Observational data are essential in capturing naturally occurring behaviors that may not be fully revealed through self-reported methods (Angrosino, 2016). Documentation, including lesson plans, school policies, and field notes, was used to complement and validate findings obtained from other data sources.

To ensure the credibility and trustworthiness of the data, triangulation techniques were applied, including source triangulation and methodological triangulation (Sugiyono, 2019; Lincoln & Guba, 2018). These strategies help minimize bias and enhance the validity of qualitative findings. Additionally, the research process was documented systematically and sequentially to maintain transparency and rigor.

Data analysis was conducted using the interactive model developed by Miles, Huberman, and Saldaña (2014), which involves four stages: data collection, data reduction, data display, and conclusion drawing/verification. This iterative process allows researchers to continuously refine interpretations and ensure that conclusions are grounded in empirical data. The analyzed data were then presented narratively to provide a comprehensive and contextualized description of teachers' strategies in reducing bullying within PESH learning environments.

Overall, this methodological framework enables a holistic exploration of bullying prevention strategies, integrating empirical observations with theoretical insights to produce findings that are both contextually relevant and academically robust.

## RESULTS AND DISCUSSION

### Result

This study was conducted in 30 elementary schools in Todanan District, Blora Regency, involving 90 informants consisting of school principals, Physical Education (PE) teachers, and students. Data were collected through in-depth interviews, observations, questionnaires, and documentation. Based on the processes of data reduction, categorization, and thematic analysis, four major themes were identified as the core strategies implemented by PE teachers to reduce bullying in Physical Education, Sport, and Health (PESH) learning. These include: (1) preventive strategies, (2) responsive strategies, (3) multi-party collaboration, and (4) reflection and adaptation in the learning process. To ensure research ethics and confidentiality, school identities are represented using initials.

**Table 1.**

Summary of Findings: PE Teachers' Strategies for Reducing Bullying in PESH Learning

| No | Theme                     | Main Sub-Strategies   | Schools                            |
|----|---------------------------|---|------------------------------------|
| 1  | Preventive Strategies     | Learning & equipment modification; fair treatment; sportsmanship values; collaborative games; class rules; pre-learning education | SDN3Ng, SDNC, SDN1Ng, SDN2Kd, SDND |
| 2  | Responsive Strategies     | Direct reprimands; victim support; graduated sanctions; reconciliation; parental involvement                                      | SDN3Ng, SDNC, SDND, SDN2Kt, SDN1Kc |
| 3  | Multi-Party Collaboration | Principal-teacher collaboration; TPPK formation; cooperation with police & KUA; parent meetings                                   | SDN1T, SDN1B, SDND, MIMT           |
| 4  | Reflection & Adaptation   | Class identification; evaluation of materials; varied methods; enjoyable learning; teacher collaboration                          | SDN1Ng, SDN3Kt, SDNDr, SDN2Kd      |

### Preventive Strategies

Preventive strategies were identified as the most dominant approach implemented by PE teachers, focusing on creating a safe and inclusive learning environment before

bullying occurs. One of the primary strategies involved the modification of learning activities and equipment. Teachers adapted teaching methods and materials to accommodate students with varying physical abilities. For instance, the PE teacher at SDN3Ng stated that learning modifications were essential to ensure that students with lower physical abilities could still participate without being mocked. Similarly, at SDN1Ng, hard balls were replaced with plastic balls to reduce fear and increase participation, particularly among female students.

Another key strategy was the application of fair and non-discriminatory treatment. Teachers consistently avoided comparing students based on their physical performance and instead emphasized equality. At SDNC, teachers ensured that all students received equal opportunities, while at SDN2Kr, special attention was given to dominant students to prevent exclusionary behavior. The cultivation of sportsmanship values also emerged as a crucial preventive effort. Teachers regularly emphasized respect, fairness, and acceptance of both winning and losing. As expressed by the PE teacher at SDN1Ng, sportsmanship was considered fundamental in reducing mocking behavior during competitive activities. Additionally, the establishment of class rules through student participation was widely implemented. Schools such as SDND and SDN3Kt involved students in formulating behavioral agreements, which were displayed visibly in the learning environment. This participatory approach increased students' sense of responsibility and adherence to agreed norms.

Finally, collaborative and inclusive games were used to strengthen social interaction. For example, SDN2Kd organized joint games involving students from different grade levels, promoting unity and minimizing opportunities for bullying.

### **Responsive Strategies**

Responsive strategies refer to actions taken when bullying incidents occur during PESH learning. The findings indicate that teachers applied immediate and structured interventions.

The most common response was direct reprimands and advice. Teachers intervened promptly when bullying occurred and required perpetrators to apologize to victims. At SDN3Ng, such practices were embedded from early grades, fostering a culture of reconciliation.

Victim support was also emphasized. Teachers provided emotional reinforcement to ensure that victims did not feel inferior or isolated. For example, the PE teacher at SDN2T offered motivation to victims to maintain their confidence and psychological well-being.

Graduated sanctions were implemented in several schools. At SDND, sanctions included physical activities such as running laps, while SDN1Kc applied a structured point system, where accumulated violations could lead to parental involvement. These sanctions were designed to educate rather than punish excessively.

Parental involvement was considered essential for handling repeated or severe cases. Teachers at SDN2Kt and SDN2Kd engaged parents through meetings and home visits, ensuring consistent supervision beyond the school environment.

### **Multi-Party Collaboration**

The study found that bullying prevention efforts were strengthened through collaboration among various stakeholders. Internally, school principals and teachers worked together through regular meetings, supervision, and guidance. Several schools, such as SDN1B and SDN1T, established a Violence Prevention and Handling Team (TPPK), which formalized anti-bullying initiatives.

Externally, collaboration with institutions such as the police and the Religious Affairs Office (KUA) was implemented. Schools like SDND and MIMT organized awareness programs involving these institutions to educate students about the consequences of bullying.

Parental collaboration was also actively maintained through regular meetings and communication. This partnership enabled schools and families to monitor and guide students' behavior collectively, as emphasized by the principal of SDND.

### **Reflection and Adaptation in Learning**

The final theme highlights the reflective practices of PE teachers in continuously improving their strategies. Teachers identified class characteristics as the basis for adapting their approaches, recognizing that each class has unique dynamics.

Regular evaluation of teaching materials and methods was conducted to ensure that activities did not trigger bullying. At SDN3Kt, teachers reviewed whether certain activities were too demanding, while at SDN1Kr, reflection sessions were held at the end of lessons.

Variation in learning methods and the creation of enjoyable environments were also emphasized. Teachers introduced diverse and engaging activities to maintain student enthusiasm and reduce opportunities for negative behavior. As stated by the PE teacher at SDNDr, enjoyable learning conditions minimized the likelihood of bullying.

Furthermore, collaboration among teachers served as a platform for professional reflection. Teachers shared experiences and strategies, contributing to continuous improvement in handling bullying cases.

### **Discussion**

The findings of this study demonstrate that the strategies employed by Physical Education (PE) teachers to reduce bullying in PESH learning are multidimensional, contextual, and adaptive. No single strategy was uniformly applied across all schools; instead, teachers developed approaches based on student characteristics, school environments, and the severity of bullying incidents. This aligns with the argument that the effectiveness of anti-bullying strategies is highly dependent on contextual factors, including institutional support and classroom dynamics (Wang & Hall, 2021).

### **Preventive Strategies in PESH Learning Context**

Preventive strategies emerged as the most dominant approach, reflecting a proactive orientation in reducing bullying before it occurs. One of the key findings is the modification of learning activities and equipment to accommodate diverse student abilities. This is particularly relevant in PESH contexts, where differences in motor skills

can become a trigger for peer victimization (Jiménez-Barbero et al., 2020). By adapting activities—such as replacing hard balls with softer materials—teachers created a more inclusive environment that minimized the risk of ridicule.

From a theoretical standpoint, this approach aligns with inclusive education principles and differentiated instruction, which emphasize the need to tailor learning experiences to students' abilities (Tomlinson, 2017; UNESCO, 2020). Furthermore, fair and non-discriminatory treatment observed in this study reflects effective classroom management practices that foster positive teacher–student relationships, which are crucial in preventing bullying behaviors (Tomprowski & Qazi, 2020; Emmer & Sabornie, 2015).

The integration of sportsmanship values also plays a critical role. Teachers consistently emphasized respect, fairness, and acceptance of outcomes in games. This finding is supported by research indicating that value-based physical education can enhance prosocial behavior and reduce aggression among students (Bailey et al., 2019; Shields & Bredemeier, 2016). Additionally, collaborative games implemented in several schools contributed to strengthening peer relationships and empathy, which are key protective factors against bullying (Van Ryzin & Roeth, 2019; Dyson, 2014).

The establishment of class rules through student participation further reinforces social responsibility. This participatory approach aligns with democratic classroom management models, which suggest that student involvement in rule-making increases compliance and internalization of norms (Bear et al., 2016; Thornberg et al., 2022). Thus, preventive strategies in this study reflect a comprehensive effort to shape a positive learning climate that discourages bullying behavior.

### **Responsive Strategies and Restorative Approaches**

Responsive strategies were implemented when bullying incidents occurred, emphasizing immediate intervention and emotional support. The use of direct reprimands and advice as initial responses is consistent with traditional disciplinary approaches; however, this study shows that teachers also integrated restorative elements, such as encouraging perpetrators to apologize and facilitating reconciliation.

This aligns with restorative justice approaches in education, which focus on repairing harm and rebuilding relationships rather than solely punishing offenders (Bonell et al., 2020; Morrison, 2016). Research has shown that restorative practices are more effective in reducing repeated bullying behavior compared to punitive measures alone (Gaffney et al., 2021; Gregory et al., 2016).

Another significant finding is the emphasis on victim support. Teachers actively provided psychological reinforcement to victims, helping them regain confidence and emotional stability. This is particularly important, as bullying has been widely associated with negative psychological outcomes, including anxiety, low self-esteem, and academic disengagement (Aulannisa & Mustika, 2024; Arseneault, 2018). The presence of supportive teachers has been identified as a protective factor that mitigates these adverse effects (Longobardi et al., 2019).

The implementation of graduated sanctions, ranging from verbal warnings to structured point systems, indicates a balanced approach between discipline and

education. Such tiered interventions are consistent with Positive Behavioral Interventions and Supports (PBIS), which emphasize proportional responses to student behavior (Sugai & Simonsen, 2015). Furthermore, the involvement of parents in more severe cases highlights the importance of extending interventions beyond the classroom, as supported by ecological perspectives on bullying (Espelage & Swearer, 2019).

### **Multi-Party Collaboration and Ecological Perspective**

The study highlights that bullying prevention is not solely the responsibility of PE teachers but requires collaboration among multiple stakeholders. The involvement of school principals, teachers, parents, and external institutions reflects a systemic approach to addressing bullying.

This finding strongly supports Bronfenbrenner's ecological systems theory, which emphasizes that children's behavior is influenced by interactions across multiple environmental systems (Bronfenbrenner, 1979; updated applications in Espelage & Hong, 2017). Collaboration between teachers and principals ensures consistent policy implementation and reinforces a school-wide anti-bullying culture (Thapa et al., 2017).

The establishment of Violence Prevention and Handling Teams (TPPK) in several schools indicates institutional commitment to bullying prevention. Such structured approaches are recommended in global anti-bullying frameworks, which emphasize coordinated efforts at the school level (OECD, 2019). Moreover, collaboration with external institutions such as the police and Religious Affairs Office (KUA) reflects a community-based approach, which has been shown to enhance the effectiveness of bullying interventions in Indonesian contexts (Noboru et al., 2021; Hakim & Baihaqi, 2024).

Parental involvement further strengthens this ecosystem. Regular communication between schools and families ensures consistency in behavioral guidance and monitoring, which is crucial for long-term behavioral change (Sheridan et al., 2019). Thus, multi-party collaboration in this study represents a holistic strategy that extends beyond the classroom.

### **Reflection, Adaptation, and Professional Practice**

The ability of teachers to reflect and adapt their teaching practices emerged as a critical component of bullying prevention. Teachers recognized that each class has unique characteristics, requiring flexible and context-specific strategies. This aligns with the concept of reflective practice, which emphasizes continuous evaluation and improvement in teaching (Schön, 2017).

The implementation of differentiated learning based on class dynamics is particularly relevant in PESH settings, where student diversity in physical abilities is prominent. Research suggests that differentiated instruction not only improves learning outcomes but also reduces social exclusion and bullying (Tomlinson, 2017; Jiménez-Barbero et al., 2020).

Additionally, the use of varied and engaging learning methods was found to reduce opportunities for bullying by maintaining student focus and motivation. This supports

findings that positive classroom climates and engaging instructional practices significantly decrease students' involvement in bullying behaviors (Thornberg et al., 2022; Kutsyuruba et al., 2015).

Collaboration among teachers as part of reflective practice also indicates a professional learning culture within schools. Peer discussions and experience-sharing contribute to the development of more effective strategies, as supported by research on professional learning communities (Vescio et al., 2008; recent applications in Darling-Hammond et al., 2017).

### **Theoretical and Empirical Contribution**

This study contributes to the literature by providing a context-specific analysis of bullying prevention strategies in PESH learning, an area that has received limited attention in previous research. Unlike earlier studies that primarily focused on reactive approaches or general school contexts (Ramadhanti & Hidayat, 2022; Siti Annisa Jumarnis et al., 2023), this research demonstrates that the unique characteristics of PESH—such as physical interaction and competition—require integrated and preventive strategies.

Empirically, the study confirms that effective bullying prevention involves a combination of preventive, responsive, collaborative, and reflective approaches. Conceptually, it reinforces the integration of ecological systems theory, social learning theory, and classroom management theory in understanding and addressing bullying in educational settings.

### **Limitations and Future Directions**

Despite its contributions, this study has several limitations. First, the research was limited to Todanan District, Blora Regency, which may affect the generalizability of the findings to other regions with different socio-cultural contexts. Second, students' perspectives were not explored in depth, as they were primarily positioned as supporting informants.

Future research should expand the geographical scope and adopt mixed-method or longitudinal designs to provide a more comprehensive understanding of bullying dynamics. Additionally, deeper exploration of students' voices is essential to capture their lived experiences and perspectives more fully.

## **CONCLUSION**

This study concludes that Physical Education (PE) teachers in elementary schools in Todanan District, Blora Regency have implemented a variety of multidimensional, independent, and context-based strategies to reduce bullying in PESH learning. The findings reveal four major strategic approaches: preventive strategies, responsive strategies, multi-party collaboration, and reflective-adaptive teaching practices. Preventive strategies such as modifying learning activities and equipment, applying fair and inclusive treatment, instilling sportsmanship values, establishing class agreements, and implementing collaborative games were identified as the most dominant efforts in

minimizing bullying from the outset. These approaches successfully created a more inclusive and supportive learning environment, particularly for students with diverse physical abilities.

Responsive strategies were also consistently applied when bullying incidents occurred, including direct reprimands, victim support, graduated sanctions, reconciliation processes, and parental involvement. These actions demonstrate that teachers not only act as disciplinarians but also as facilitators of emotional recovery and social harmony among students. Furthermore, the study highlights the importance of multi-party collaboration involving school principals, parents, and external institutions such as the police and Religious Affairs Office, which strengthens the effectiveness of bullying prevention through a systemic approach.

In addition, reflective and adaptive practices carried out by teachers—such as identifying class characteristics, evaluating teaching methods, and creating engaging learning environments—play a significant role in continuously improving the quality of PESH learning and minimizing bullying opportunities. Overall, these findings confirm that the role of PE teachers extends beyond teaching physical skills to fostering a safe, inclusive, and character-oriented educational environment.

Practically, this study implies that PE teachers should prioritize well-planned preventive strategies alongside responsive actions. Schools are also encouraged to strengthen coordination among stakeholders and systematically integrate bullying prevention into PESH programs in a sustainable manner to ensure long-term positive impacts on students' physical, social, and emotional development.

## **ACKNOWLEDGMENTS**

The authors would like to express their sincere gratitude to all parties who have contributed to the completion of this research entitled "Teachers' Strategies for Reducing Bullying in Physical Education Classes at Elementary Schools in Todanan District, Blora Regency." This study would not have been possible without the valuable support, guidance, and cooperation from various individuals and institutions.

First and foremost, the authors extend their deepest appreciation to the supervising lecturer for the continuous guidance, constructive feedback, and insightful suggestions provided throughout the research and writing process. The intellectual direction and academic encouragement given have greatly contributed to the development and refinement of this study.

The authors would also like to convey their sincere thanks to the school principals, Physical Education (PE) teachers, and students from the 30 elementary schools in Todanan District, Blora Regency. Their willingness to participate, openness in sharing experiences, and active cooperation during interviews, observations, and data collection processes were essential to the success of this research. The valuable information provided by these participants has significantly enriched the findings and strengthened the empirical basis of this study.

In addition, appreciation is extended to all stakeholders who have indirectly supported this research, including educational staff and local authorities who facilitated access to the research sites and provided administrative assistance.

Finally, the authors would like to express their heartfelt gratitude to their families for their unwavering support, patience, encouragement, and motivation throughout the entire research process. Their emotional and moral support has been a constant source of strength and inspiration in completing this study.

It is hoped that this research will contribute meaningfully to the development of safer and more inclusive Physical Education learning environments.

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