

Digitalization to Eradicate Bullying: Proactive Solutions to Problems in Elementary Schools - A Case Study

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Abstract: This research uses a quantitative approach with a survey design to investigate the factors that influence bullying behavior in elementary schools. The sample consisted of 77 respondents from sixth-grade elementary school students. Data was collected through questionnaires, interviews, and observations. Quantitative data analysis was carried out using linear regression, while qualitative data analysis used a thematic approach. The results of the study revealed the following findings: (1) Children's personality does not have a significant influence on bullying behavior at school (2) Social inequality does not affect bullying behavior, (3) The inability to resolve conflict influences bullying behavior because children who lack skills in resolving conflicts tend to use bullying behavior as an alternative way to overcome problems. (4) Adult indifference, especially from the school and family, does not have a significant impact on bullying behavior, (5) The existence of school gangs has a significant effect on bullying behavior because gang members tend to pursue interests in power and popularity among peers, which may lead to bullying behavior

Keywords: digital. behavior, bullying, elementary school

1. Introduction

Bullying in primary schools is a serious problem that affects children's well-being and the school environment. Bullying can hurt children's mental health, emotions, and academic performance. Therefore, in-depth research is needed to identify effective prevention strategies and solutions to overcome this bullying problem. Bullying is an action or behavior carried out by an individual or group of individuals to humiliate, intimidate, or hurt another individual physically, verbally, or psychologically (ZAKIYAH et al., 2017). Bullying usually occurs repeatedly, to harm, control, or injure the victim (Rivara & Le Menestrel, 2016). This is a form of aggressive behavior that has the potential to have serious impacts on the victim's psychological and physical well-being (Ahmed et al., 2022). Bullying behavior refers to actions or actions directed at someone to hurt, degrade, or intimidate them (Barus et al., 2023). This behavior can take the form of (1) Physical Bullying: This involves physical actions such as hitting, kicking, pushing, or destroying the victim's belongings (Wolke & Lereya, 2015). (2) Verbal Bullying: This involves the use of harsh words, insults, ridicule, or verbal abuse to degrade the victim (Asrul et al., 2021) (Putra, 2023). (3) Psychological or Emotional Bullying: This includes behavior designed to harm the victim's emotional well-being, such as isolating them, threatening them, distancing them, or spreading false gossip (Fine et al., 2023). (4) Social Bullying: This involves actions aimed at alienating the victim from friends or social groups, by means such as boycotting or ostracizing them (Sainju et al., 2022). (5) Cyberbullying: This is a form of bullying that occurs via social media, text messages, emails, or other online platforms. This includes online harassment, the spread of toxic messages, and harassment via technology (Combating Cyber Violence against Women and Girls, n.d.). Bullying behavior can occur in various environments, including at school, at work, in the family, or social settings. Addressing and preventing bullying is important to protect individuals from its negative effects and potential long-term impact on their well-being. Many countries and organizations have taken steps to address the problem of bullying and raise awareness about the importance of preventing this behavior. Bullying in

elementary schools can occur due to various complex factors. Several previous studies have revealed several factors that can cause bullying in elementary schools, as found (Ogundele, 2018) that children have a variety of different personalities and characteristics. Some children may be more prone to aggressive or dominant behavior, while others may be more prone to becoming victims. The environment at school and home greatly influences children's behavior. Aggressive or bullying behavior patterns can be learned from the family environment, peers, or the media (Fraga et al., 2022). Social factors such as social, economic, racial, or gender differences can trigger bullying. Children may be targets for bullying because of differences in these characteristics (Tippett & Wolke, 2014). Children may not have adequate skills to resolve conflicts or disagreements. This can lead to the use of physical or verbal violence as a way of dealing with conflict (Attri et al., 2015). Indifference or ignorance of adults, such as teachers or parents, regarding bullying, can make the situation worse. Children may feel that they can avoid punishment or that no one will protect the victim (Wolke & Lereya, 2015). Some children may be involved in school gangs that carry out bullying as a way to control certain areas or to achieve power. Children may engage in bullying because of peer pressure or as a way to seek attention or approval from a particular group (Sabramani et al., 2021). Sometimes, children may not fully realize the negative impact of bullying behavior. Insufficient education about the impact of bullying can exacerbate this problem (Rivara & Le Menestrel, 2016). In some schools, a lack of supervision and strict enforcement of rules can create an environment that supports bullying behavior (Cahyati, 2023). Modern technology and social media can also contribute to bullying outside the school environment. Children may be victims of cyberbullying, which involves harassment or threats via online platforms (Drakatos et al., 2023). It is known that every bullying situation is unique, and some of the factors above may apply in certain cases. To prevent and overcome bullying in elementary schools, a comprehensive approach is needed that involves collaboration between teachers, parents, students, and the school. Education, awareness, enforcement of rules, and emotional support for children are essential in addressing this problem. The formulation of the research problem is 1) Is there an influence on the child's personality on bullying behavior? (2) Is there an influence of social inequality on bullying behavior? (3) Is there an influence of the inability to resolve conflict on bullying behavior? (4) Is there an influence of adult neglect on bullying behavior? and (5) Is there an influence of the presence of school gangs on bullying behavior?

The research objectives with a problem formulation like the one you provided may include the following:

- 1) Analyzing the Influence of Children's Personalities on Bullying Behavior. This study aims to explore whether there is a relationship between children's personalities and bullying behavior. The goal is to understand whether certain personality characteristics can be risk factors or protective factors against a child's tendency to engage in bullying behavior.
- 2) Evaluating the Effect of Social Inequality on Bullying Behavior. This research will investigate whether social inequality among students has a relationship with the incidence of bullying behavior. The aim is to understand whether differences in social status or unfair treatment can be factors that trigger bullying behavior.
- 3) Investigating the Effect of the Inability to Resolve Conflict on Bullying Behavior. This research seeks to determine whether the inability to resolve conflict can influence a child's tendency to engage in bullying behavior. The goal is to understand whether difficulty in handling conflict healthily could be a factor that triggers aggressive or detrimental behavior.
- 4) Analyzing the Effect of Adult Neglect on Bullying Behavior. This research will explore whether attitudes or actions of neglect from adults in the school environment influence the incidence of bullying behavior. The goal is to understand whether a lack of attention or inconsistent actions from adults can signal that bullying behavior will not be acted upon, which could reinforce the behavior.
- 5) Investigating the Effect of the Presence of School Gangs on Bullying Behavior. This study aims to evaluate whether the presence of school gangs influences bullying behavior. The goal is to understand whether group dynamics, rivalry between gangs, or social pressure from school gangs can influence students' tendencies to engage in bullying behavior.

Overall, this research aims to gain a better understanding of the factors that influence the incidence of bullying behavior in elementary schools. With a deeper understanding of these factors, it is hoped that more effective prevention strategies and better interventions can be developed to reduce cases of bullying in schools.

2. Research Method

2.1. Identify Population and Sample

The research population is all students in elementary schools who will be research subjects. The research sample consisted of 77 students selected randomly from grade 6 at the school.

2.2. Research Instrument Development

Create a questionnaire that includes questions related to bullying experiences, student perceptions of bullying incidents, and factors that influence bullying. This questionnaire will be given to students. Create an observation guide that will be used to observe bullying behavior that may occur in the school environment.

2.3. Data collection

A review of previous studies on bullying in elementary schools, including trigger factors, impacts, and prevention strategies. Surveys will be conducted on students, teachers, and parents at elementary schools selected as research samples. Interviews will be conducted with teachers, students, and education personnel to gain deeper insight into the problem of bullying.

Distribute questionnaires to students to collect quantitative data about their experiences with bullying. Conduct interviews with religious teachers, class teachers, and deputy heads of student affairs to collect qualitative data about their perspectives regarding the problem of bullying in schools. Conduct observations in the school environment to observe bullying incidents or situations related to bullying.

2.4. Data analysis

Quantitative data from questionnaires can be analyzed using statistical methods such as regression analysis to identify factors related to bullying. Qualitative data from interviews and observations can be analyzed using a thematic approach. Key themes will be identified from interview transcripts and observation notes

2.5. Interpretation of Results

After analyzing the data, the research results will be interpreted to identify factors that contribute to bullying and prevention approaches that can be proposed.

2.6. Conclusions and Recommendations

Conclusions will be drawn based on the results of the data analysis, and recommendations will be put forward for preventing and handling bullying in elementary schools.

3. Results

The data description for each variable is presented as follows:

Table 1. Data Description

	N	Minimum	Maximum	Mean	Std. Deviation
Personality Child (PC)	77	1.6	5.0	3.75	.662
Social Inequality (SI)	77	1	5.0	3.08	.721
Resolve Conflict (RC)	77	2.0	5.0	3.43	.851
Ignore of Adult (IoA)	77	2	5.0	4.06	.711
School Gang (SG)	77	2.3	5.0	3.96	.560

Source: Analyzed Data (2024)

Table 1 shows that the average Personality of Child (PC) value is 3.75; the average Social inequality is 3.08; the Resolve Conflict (RC) of 3.43; the average Ignore of Adult (IA) of 4.06; and the average School Gang of 3.96. From the average value of each variable, information is obtained that all are included in the good/high category because the average value is more than 3.

Measurement Model Analysis

The outer model of the measurement analysis assesses the construct variables, their validity, and reliability. To determine the consistency of results within a test, internal consistency analysis is employed. This analysis uses a composite reliability value, with a variable considered reliable if the value exceeds 0.700 (Sarstedt et al., 2020)(Budiastuti & Bandur, 2018).

Table 2. Internal Consistency Analysis

Variable	Cronbach's Alpha	Composite reliability	Average Variance Extracted
Personality Child (PC)	0.801	0.864	0.565
Social Inequality (SI)	0.843	0.89	0.619
Resolve Conflict (RC)	0.835	0.884	0.606
Ignore of Adult (IoA)	0.877	0.912	0.675
School Gang (SG)	0.862	0.901	0.648
Bullying (B)	0.848	0.897	0.687

Source: Analyzed Data (2024)

According to the internal consistency analysis data provided in the table, the results indicate that the personality Child is reliable with a composite reliability value of $0.864 > 0.700$. Similarly, the Social inequality variable ($0.890 > 0.700$), Resolve Conflict variable ($0.884 > 0.700$) are also found to be reliable, the School Gang variable with composite reliability ($0.901 > 0.7$), and the Bullying variable with composite reliability of $0.897 > 0.7$. Therefore, the data suggests that these variables demonstrate reliability.

Table 3. Convergent Validity

	PC	SI	RC	IA	SG	B
PC1	0.818	-0.272	0.375	-0.265	0.068	-0.181
PC2	0.843	-0.212	0.126	0.165	-0.059	0.023
PC3	0.833	0.019	-0.275	-0.037	0.325	0.032
PC4	0.642	-0.16	-0.023	0.049	-0.277	0.082
PC5	0.583	0.836	-0.29	0.131	-0.169	0.084
SI1	0.217	0.751	-0.615	-0.131	0.227	0.071
SI2	0.231	0.643	-0.612	0.172	0.119	0.04
SI3	-0.199	0.854	0.402	-0.034	-0.098	-0.171
SI4	-0.078	0.85	0.236	-0.035	0.084	-0.04
SI5	-0.091	0.817	0.38	0.056	-0.286	0.124
RC1	0.119	0.518	0.653	0.059	0.16	0.067

RC2	-0.027	-0.091	0.81	-0.472	-0.167	0.122
RC3	0.166	0.106	0.748	0.557	-0.2	-0.065
RC4	-0.214	-0.246	0.84	-0.192	0.156	-0.11
RC5	0	-0.166	0.826	0.107	0.058	-0.001
IA1	-0.025	0.041	0.135	0.824	0.02	-0.344
IA2	-0.174	0.087	-0.028	0.881	0.012	0.007
IA3	0.116	0.002	0.015	0.823	-0.035	0.306
IA4	0.062	-0.101	0.239	0.873	-0.064	0.143
IA5	0.035	-0.035	-0.444	0.692	0.084	-0.143
SG1	-0.114	-0.175	1.017	-0.484	0.685	0.119
SG2	0.062	-0.08	-0.285	0.218	0.821	-0.147
SG3	-0.02	0.058	0.073	-0.022	0.837	0.145
SG4	-0.203	0.239	-0.226	-0.112	0.793	-0.093
SG5	0.235	-0.06	-0.395	0.297	0.873	-0.009
B1	-0.092	-0.189	0.705	-0.362	0.065	0.844
B2	-0.008	-0.197	0.527	-0.37	-0.022	0.853
B3	0.093	0.023	-0.425	0.35	-0.069	0.818
B4	0.01	0.387	-0.873	0.419	0.026	0.798

Source: Analyzed Data (2024)

The table above reveals that the outer loading values for all indicators are higher than 0.6, so all indicators are valid from the model. After the second stage of the analysis, the loading values obtained for all indicators already have an outer loading value above 0.6 so a structural analysis model can be carried out.

Structural Model Analysis (Inner Model)

The inner model analysis, also known as structural model analysis, is conducted to test the research hypothesis. In this analysis, the coefficient of determination (R Square) is examined to test the hypothesis. The collinearity test assesses the strength of the correlation between latent or construct variables. If a strong correlation is found, it indicates methodological issues in the model, which can affect the estimated statistical significance. This issue is referred to as collinearity. To analyze collinearity, the Variance Inflation Factor (VIF) value is considered (Purwanto & Sudargini, 2021). If the VIF value exceeds 5.00, it indicates the presence of a collinearity problem, whereas a VIF value below 5.00 suggests no collinearity problem (Sarstedt et al., 2022).

Table 4. Collinearity

PC	SI	RC	IA	SG	B
1,849	2,387	3,857	3,33	3,138	2,306

Source: Analyzed Data (2024)

From the above data, it can be described that all indicators have a VIF of less than 5. Thus, from the data above, the structural model, in this case, does not contain collinearity problems

Testing the Significance of the Structural Model Path Coefficient

The test comprises two stages: examining the hypothesis of direct effect and examining the hypothesis of indirect effect. The image below contains the path coefficients for hypothesis testing.

The purpose of conducting significance testing on the path coefficients of the structural model is to assess the significance of the relationships within the structural model. The objective is to test the significance of all relationships or hypotheses.

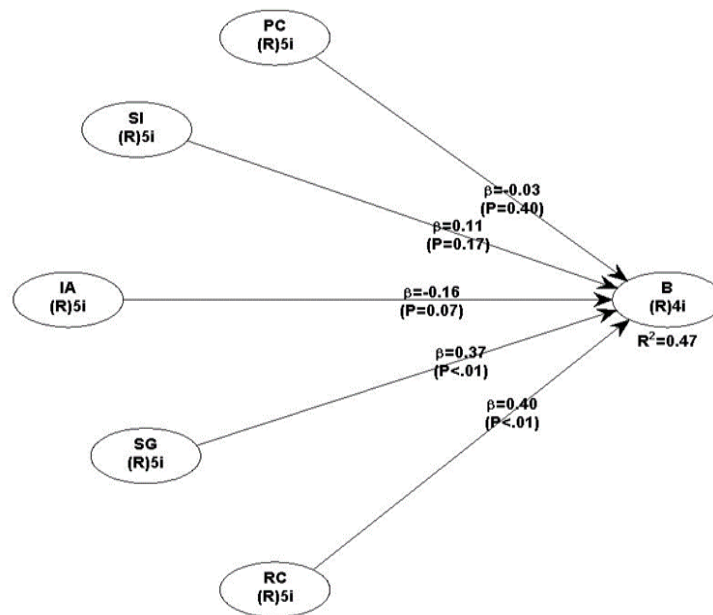


Figure 1. Hypothesis test

Source: Analyzed Data (2024)

Direct Effect Testing

The objective of testing the direct effect hypothesis is to demonstrate the impact of a variable on other variables directly (Setyorini & Syahlani, 2019). A positive path coefficient value indicates that an increase in one variable corresponds to an increase in the other variable. Conversely, a negative path coefficient value suggests that an increase in one variable leads to a decrease in the value of the other variable.

If the probability value (p-value) is less than the significance level (Alpha) of 0.05, the null hypothesis (H_0) is rejected, indicating a significant influence of the variable on other variables. On the other hand, if the probability value (P-Value) is greater than Alpha (0.05), the null hypothesis (H_0) is not rejected, implying that the effect of the variable on other variables is not significant. (Suciawati, 2016).

Table 5. Path Coefficient

Relationship between Variable	Original sample (O)	P-values
Personality of Child (PC) -> Bullying (B)	0.028	0.401
Social Inequality (SI) -> Bullying (B)	0.105	0.171
Resolve Conflict (RC) -> Bullying (B)	0.400	< 0.001
Ignore of Adult (IA) -> Bullying (B)	0.16	0.073
School Gang (SG)-> Bullying (B)	0.374	< 0.001

Source: Analyzed Data (2024)

Table 5 shows that of the 5 research hypotheses, only two research hypotheses were confirmed, namely the influence of the ability to resolve conflict (RC) on bullying incidents, and the influence of the existence of school gangs (SG) on bullying incidents as proven by a probability value of $0.001 < 0.05$.

4. Discussion

4.1 The Influence of Children's Personalities on Bullying Behavior in Elementary Schools

The results of this study indicate that children's personalities have no influence on bullying incidents in elementary schools. Several factors might explain why the results of this study show that children's personalities have no effect on bullying incidents in elementary schools:

The research methods used may not be sensitive enough to detect the influence of children's personalities on bullying incidents. More comprehensive research or more precise methods could provide different results (Salmivalli et al., 2021). Environmental factors in schools, such as school culture, social norms, and anti-bullying policies, may have a greater influence on the incidence of bullying than individual personality. A supportive school environment, for example, can reduce bullying incidents, even if the child has a personality that tends to be a target (Bokhove et al., 2022).

Social dynamics among children can be very complex, and other factors such as group dynamics, social status, and peer relationships may have a greater influence than individual personality in the context of bullying (Mishna et al., 2021).

Research results may also be influenced by the way the data is analyzed and the results are interpreted. The influence of children's personalities on bullying may be hidden in the data or not detected by the analysis used. It is possible that uncontrolled external factors, such as influences from the environment outside of school (for example, family environment, media, or relationships outside of school), play a greater role in the incidence of bullying than the child's personality.

4.2 The Influence of Social Inequality on Bullying Behavior in Elementary Schools

Social inequality is one of the factors that influences bullying behavior in elementary schools. Social inequalities can create situations where children feel more likely to bully or become victims of bullying. However, the results of this study indicate that social inequality does not have a significant effect on the incidence of bullying in elementary schools. Interpretations of the research results which show that social inequality does not have a significant effect on the incidence of bullying in elementary schools can vary, and several possible interpretations are:

There may be factors in schools that cause social inequality to not have a significant influence on the incidence of bullying. For example, school policies that promote inclusion, foster positive relationships between students, or adopt effective anti-bullying programs can reduce the impact of social inequality (Peguero, 2012). Although social inequalities among students may exist, there may be external factors outside the school environment that have a greater influence on the incidence of bullying. For example, influences from the family environment, media, or relationships outside of school may have a greater impact on bullying behavior than social inequality at school (Qiu, 2021).

The proper interpretation of research results depends on how the data is analyzed and interpreted. There may be factors that are not considered or are not properly measured in research that make it unlikely that social inequality influences the incidence of bullying (Wicaksono, 2019). Social dynamics among children can change over time and from one school context to another. It is possible that at the time the research was conducted, social inequality did not have a significant impact on the incidence of bullying, but this could change in the future (Forsberg, 2021).

The study may have methodological limitations that impact its ability to detect a relationship between social inequality and the incidence of bullying. For example, a small sample size, insensitive measurement methods, or confounding variables that are not properly controlled can lead to incorrect conclusions.

4.3 The Influence of the Inability to Resolve Conflict on Bullying Behavior in Elementary Schools

The results of this study show that the inability to handle conflict has a significant effect on the incidence of bullying in elementary schools. The inability to handle conflict can influence bullying behavior in elementary schools because children who do not have adequate skills in handling conflict often look for alternative ways to express their dissatisfaction. Here are some reasons why the inability to resolve conflict can have an impact on bullying behavior:

Children who do not know how to manage and deal with their frustration or dissatisfaction may seek forms of release of negative emotions, which may include bullying behavior. They may think that by teasing, threatening, or hurting their peers, they can relieve their frustration (Rivara & Le Menestrel, 2016). Poor communication skills can cause conflicts to arise more easily. Children who have difficulty communicating their feelings and views healthily and constructively may tend to use aggression or bullying behavior as a form of poor communication (Aminah et al., 2023). When children lack the skills to resolve problems or conflicts effectively, they may feel trapped in uncomfortable situations. This may encourage them to use bullying behavior as a way to "cope" with conflict or gain control of the situation.

Children often imitate the behavior they see in their environment. If they are exposed to conflict or bullying behavior at home or in their environment, they may tend to imitate that behavior as a way to deal with conflict (Wokoma & Udochukwu, 2020). Social skills, such as empathy, cooperation, and appreciation of differences, are important in handling conflict well. Children who lack these social skills may find it more difficult for them to interact with their peers without creating conflict. Schools that do not provide education about conflict, conflict resolution skills, and the importance of healthy communication can increase the likelihood of bullying behavior (Levi-Keren et al., 2022).

To overcome the influence of the inability to resolve conflict on bullying behavior, schools, and families need to provide relevant education and training on communication skills, conflict resolution skills, and the importance of respecting differences. Additionally, creating a supportive and safe environment in elementary schools can help children feel comfortable expressing their feelings without the need to use bullying behavior as a form of negative emotional expression.

4.4 The Effect of Adult Indifference on Bullying Behavior in Elementary Schools

The results of this study indicate that adult ignorance does not have a significant effect on the incidence of bullying in elementary schools. The causes of research results that show that adult ignorance does not have a significant effect on the incidence of bullying in elementary schools can be varied. Here are some possible causes:

Adults at the school may be less aware or less active in detecting and dealing with cases of bullying. Their indifference could be due to a lack of training or awareness about how to recognize and handle cases of bullying (Shamsi et al., 2019). Even though there is adult involvement, existing policies or protocols in handling bullying cases may not be effective. This can include a lack of consistent action or a lack of adequate sanctions against bullies.

A school culture that does not support or even condones bullying behavior can make adults feel like they have no obligation to confront or resolve the problem. If school norms tolerate or even condone bullying behavior, then the role of adults in preventing it may be neglected (Noboru et al., 2021). Each school has unique social and policy dynamics. The research results may reflect the specific context of the school studied, and the conclusions may not be widely applicable to other schools with different contexts.

Other factors, such as the interaction of social dynamics between students, other school policies, or environmental influences outside the school, maybe more dominant in influencing the incidence of bullying than adult indifference (Alwi et al., 2023). The study may have used methods that were not sensitive enough or were unable to accurately capture the influence of adult ignorance on bullying incidents. It is possible that the role of adults in preventing bullying is not apparent in the data collected or in the analyses conducted.

The combination of the above factors, along with individual variability in school experiences, may explain why

research results show that adult indifference has no significant effect on the incidence of bullying in elementary schools.

4.5 The Influence of School Gangs on Bullying Behavior in Elementary Schools

The results of this study indicate that the existence of school gangs has a significant effect on the incidence of bullying in elementary schools. School gangs or peer groups can influence bullying behavior in elementary schools in several ways. Here are the reasons why school gangs can influence or even trigger bullying behavior:

Children in elementary school often have a drive to be popular and gain power among their peers. School gangs can provide a way to achieve this goal. Some gang members may utilize bullying behavior as a tool to maintain or improve their social status among peers (Ben-Arieh et al., 2014). Children who are members of school gangs often feel the need to be loyal to other members of the gang. This can lead to justification and support for bullying behavior by fellow gang members. They may feel compelled to behave in a certain way to maintain gang solidarity (White & Mason, 2012).

School gangs can create pressure to behave and behave according to the gang's internal norms. If these norms support bullying behavior or even encourage it, gang members may find it difficult to challenge it (Erika et al., 2017a). Children who are not involved in a particular school gang may be targets of intimidation or bullying by members of that gang. Gangs can be a source of fear and stress for other children at school, possibly leading to bullying.

In some school gangs, bullying behavior occurs not only outside the gang but also within it. Gang members may be victims of harassment, intimidation, or bullying by fellow gang members. School gangs infiltrated by bullying behavior can exacerbate the problem throughout the school (Erika et al., 2017b). School gang members may feel pressure to submit to the will of gang leaders or gang behavioral norms that may involve bullying behavior. They may fear being the target of bullying if they speak out against the behavior.

To overcome the influence of school gangs on bullying behavior, schools and families need to work together. Steps that can be taken include:

- 1) Providing education to children about the negative impacts of bullying and the importance of being wise in choosing peers.
- 2) Implementing firm and fair anti-bullying policies and approaches in schools, and following protocols for handling bullying cases.
- 3) Involving parents in supervising and supporting their children in facing school gang pressure.
- 4) Encourages the development of positive leadership skills among children so that they can positively influence their peers.

Based on the results of research through interviews with teachers, school principals, and school committees, the general strategies implemented by schools to prevent bullying in schools are:

CCTV can be installed at strategic locations in schools, including halls, canteens, corridors, and play areas. Active supervision can assist in detecting bullying situations in real-time, allowing for rapid intervention. CCTV should be complemented by education and awareness programs for students about the consequences of bullying behavior and the importance of compliance with school rules (Ghimire & Rana, 2023). The use of CCTV must be made clear as part of efforts to create a safe and supportive environment, not as an intimidating surveillance tool (Kencono & Ahsany, 2023). In addition, the use of artificial intelligence (AI) in CCTV systems can help identify bullying behavior. This technology can be programmed to recognize suspicious behavior patterns, such as physical or verbal confrontations between students.

It is important to be aware of privacy and ethical issues regarding the use of CCTV in schools. Students and staff should be informed about the existence of CCTV and how the data obtained from CCTV will be used. Camera placement should pay attention to individual privacy and avoid filming sensitive areas such as toilets or changing rooms (Nurazwa & Che Soh, 2020). Schools must have clear procedures for dealing with bullying incidents detected via CCTV. Interventions must be carried out sensitively and by school policies and applicable

regulations(Gaffney et al., 2021). Additionally, follow-up must be taken to ensure that the bully receives appropriate consequences and the victim gets the support they need. The effectiveness of CCTV use in preventing bullying should be evaluated periodically. Data obtained from CCTV can be used to analyze bullying trends and assess the effectiveness of existing prevention strategies. Based on the evaluation results, improvements and enhancements to prevention strategies can be implemented.

This strategy must be tailored to the specific needs and context of each school, and take into account applicable regulations and privacy policies. It is important to involve all stakeholders, including students, staff, parents, and the school community, in efforts to prevent bullying by using digital camera technology such as CCTV.

Conclusion

From the results of the investigation and discussion, it can be concluded that: (1) Children's Personality on Bullying Behavior in Elementary Schools, (2) Social Inequality influences Bullying Behavior in Elementary Schools, (3) Inability to Resolve Conflict influences Bullying Behavior in Elementary Schools, (4) Adults' indifference to bullying behavior in elementary schools, (5) The existence of school gangs influences bullying behavior in elementary schools.

The implications of the research results which include factors that influence bullying behavior in elementary schools, such as children's personality, social inequality, inability to resolve conflict, adult indifference, and the presence of school gangs, have significant relevance for academic professionals, such as teachers, school counselors, and school administrators. Here are some possible implications:

- 1) The results of this research highlight the importance of integrated anti-bullying education in the elementary school curriculum. Teachers and school staff must be given training and resources to recognize the signs of bullying behavior and deal with the problem effectively.
- 2) Academic professionals must pay attention to the diversity in children's personalities and provide appropriate psychosocial support. Creating an environment where children feel accepted, supported, and valued in their full range of personalities can help reduce motivation to bully.
- 3) School administrators must ensure that the school has a clear and firm anti-bullying policy. In addition, the policy must be implemented consistently, and appropriate consequences must be applied to perpetrators of bullying.
- 4) The research results emphasize the importance of adult involvement, including teachers, parents, and school staff in preventing and overcoming bullying. Academic professionals must take an active role in supporting children and reporting bullying when it occurs.
- 5) Teachers and school counselors can collaborate with families to support children in overcoming bullying problems. Forming partnerships between schools and families can help create a supportive and safe environment for children.
- 6) Education about Conflict and Social Skills: Academic professionals can include education about conflict and social skills development in elementary school curricula. This can help children develop the ability to deal with conflict constructively and communicate well.
- 7) Supervision and Enforcement: Teachers and school staff need to increase supervision in the school environment and monitor children's behavior. It is also important to ensure that school rules regarding bullying behavior are strictly enforced.
- 8) School principals and teachers should encourage positive leadership development among children to help reduce the negative influence of school gangs. Academic professionals can create opportunities for children to become leaders that promote friendship and respect for differences.

The results of this research can be a basis for improving the education system and a more effective approach to preventing and overcoming bullying in elementary schools. In implementing these implications, collaboration between teachers, school staff, parents, and school administrators will be critical to creating a safe and supportive learning environment for all children.

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