

Training of Prevention from Bullying to Teachers in The Sangkhom Islam Wittaya School Thailand

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ABSTRACT

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Bullying at schools can happen in the form of physical violence, intimidation, mockery, social excommunication, and other violence actions. Bullying can cause psychological disturbance such as depression, anxiety, stress, unsecure, and unconfident. Teachers must have skills to prevent students from bullying. The training was conducted to teachers such that they can avoid bullying happens at their school. The training was conducted by online and offline method. In the offline method some a simulation was conducted. The improvement of soft skills of teachers in preventing bullying to happen was detected.

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INTRODUCTION

Education is a comprehensive process involving multiple dynamic interactions between its key components: teachers, students, and subject content. These interactions are facilitated by various infrastructures such as teaching methods, instructional media, and an organized learning environment (Jeon & Lee, 2023; Khotimah et al., 2024; Li & Xue, 2023). When these components work harmoniously, they create a conducive atmosphere for students to thrive academically and socially. However, in many educational settings, this harmony is disrupted, leading to various issues including student disengagement, academic underachievement, and more critically, bullying. Bullying has become a significant concern within schools worldwide (Adipat et al., 2021; Anggraeni & Hina, 2024; Purwanto & Wafa, 2023). It reflects a broader failure in the educational ecosystem, especially when students do not feel safe or supported. Teachers, who play a central role in planning, implementing, and evaluating learning processes, are often the first responders to signs of conflict or aggression among students (Ataman et al., 2024; Saharani & Diana, 2024; Zhao et al., 2024). A lack of proactive strategies, insufficient training, or inadequate support

systems can lead to environments where bullying is not only present but persistent. As such, bullying is not simply an isolated student behavior but a systemic problem emerging from failures in the educational structure and social dynamics within schools. Its impacts are far-reaching, affecting not only the victim but also the overall climate of the learning environment.

Bullying should be understood not merely as an individual issue but as a systemic concern that requires a whole-school approach. Teachers are not only facilitators of knowledge but also key figures in classroom management and social development (Islamiah & Maulidiah, 2024; Umar & Mardesia, 2023). The classroom becomes a microcosm of the school's culture, and the teacher's ability to manage this culture directly influences student behavior. The importance of creating an environment that supports active and collaborative learning through effective use of media, teaching strategies, and interpersonal relations (Roziqin et al., 2024; Ziatdinov & Valles Jr, 2022). When the interaction among educational components is weak or dysfunctional, it may lead to unhealthy student behavior, including bullying. A structured environment supported by effective teaching methods and school policies can prevent such issues (Aldrup et al., 2022; Arifin, 2024). The promotion of moral values, empathy, and respect within the school environment helps students build positive social behaviors. Thus, the teacher's role goes beyond academic instruction—they are instrumental in shaping the emotional and social well-being of students and, by extension, the school culture.

In reality, bullying continues to affect students across the globe. Nearly one in three students worldwide experience school violence and bullying. This statistic is alarming and indicative of systemic educational problems. In Indonesia, as in many other countries, bullying has led to significant disruptions in learning environments. Victims of bullying often suffer from academic decline, emotional trauma, social withdrawal, and even mental health issues such as depression and anxiety (Daryanes et al., 2023; Luthar et al., 2020; Suryaningsih & Aisyah, 2024). These negative outcomes not only hinder the victim's personal growth but also damage the overall classroom dynamic. Bullying can manifest in various forms, including physical aggression, verbal abuse, social exclusion, and online harassment (Fauzan & Sulaeman, 2024; Yuliza & Daulay, 2023). The failure to address these behaviors promptly and effectively creates a toxic school culture that discourages learning and fosters fear. In many cases, perpetrators view their actions as harmless jokes due to a lack of awareness about the impact of their behavior. This is compounded by inadequate responses from school staff, who may not be properly trained or equipped to handle bullying cases. As such, the current school environments often fail to provide the support necessary to prevent or mitigate bullying.

Numerous studies have examined the causes and effects of bullying in schools, as well as the role of teachers in its prevention. Teacher's self-perceived competence in handling bullying significantly influences their willingness and effectiveness in intervening (Nugroho et al., 2021; Shablystyti et al., 2021).

Teachers who are confident in their knowledge and skills tend to employ more constructive strategies, resulting in reduced bullying rates (Alwi et al., 2023; Gaffney et al., 2021). The importance of training teachers to recognize and respond to bullying incidents appropriately, noting that teachers are often the first point of contact for students in distress. The importance of teachers providing accurate information about bullying, its consequences, and how to seek help (Izadi & Hart, 2024; Samara et al., 2024). These studies demonstrate that comprehensive teacher training and school-wide intervention strategies can significantly reduce the prevalence of bullying. They also underscore the critical need for collaboration among teachers, counselors, and administrators. However, while these studies provide valuable insights, they often focus on isolated interventions or general strategies without exploring the integration of educational roles with counseling services as a comprehensive approach to bullying prevention.

Despite the growing body of research on bullying, there remains a gap in the integration of preventive strategies involving both academic and non-academic school personnel. Much of the existing literature tends to treat teacher interventions and counseling services as separate entities. This fragmented approach often overlooks the synergistic potential of combining these roles to form a cohesive strategy for bullying prevention. Moreover, while many studies focus on recognizing bullying and responding to it, fewer delve into proactive teacher-led educational strategies that focus on increasing students' awareness, moral education, and emotional intelligence. The novelty of this research lies in its focus on the integrated roles of teachers and guidance counselors in both preventing and handling bullying through educational interventions, social-emotional support, and strategic collaboration. It also addresses the importance of increasing teachers' knowledge and capacity to intervene effectively.

The main objective of this study is to enhance the knowledge and skills of teachers in preventing and managing bullying in schools. The focus of this research centers on several problems faced by the school as a partner in the public service. One major issue is the limited skillset of both guidance and counselling teachers, as well as subject teachers, in effectively communicating information about bullying to students. Additionally, many students exhibit low self-control, indicating a need for coaching-based interventions and services to support their development. The shortage of teaching staff further contributes to suboptimal services provided to students, limiting the school's ability to address student needs comprehensively. Furthermore, there is a lack of understanding among guidance and counselling teachers regarding effective methods to prevent bullying, which underscores the need for targeted training and capacity-building initiatives in this area.

The key to effective bullying prevention in schools lies in empowering teachers and school counselors with the necessary knowledge, skills, and collaborative strategies. Teachers are uniquely positioned to influence both the

academic and social-emotional development of students. By providing them with proper training and resources, they can become proactive agents of change within their school communities. Additionally, the integration of guidance and counseling services as a core part of school operations can offer a multi-layered support system that addresses not just the symptoms but also the root causes of bullying. When teachers and counselors work together, they can create interventions that are both educational and therapeutic, helping students develop empathy, self-awareness, and social responsibility.

METHOD

The research was conducted at the Sangkhom Islam Wittaya School, located in the Sangkhom district of Nong Khai province, Thailand. This study employed a qualitative approach to explore the effectiveness of teacher training programs aimed at preventing bullying. A qualitative approach was chosen because it allows for an in-depth exploration of participants' experiences, perceptions, and behaviors. This research adopts the Community-Based Research (CBR) approach, which emphasizes collaboration between academic researchers and community members to address issues that affect the community (Fine et al., 2021). The focus of the research was on teachers from the Sangkhom Islam Wittaya School, with the aim of understanding how training can foster a better awareness and response to bullying within the school environment. CBR allows for the involvement of local stakeholders, ensuring the training program is culturally relevant and tailored to the specific needs of the school.

The research process was divided into several stages, starting with online meetings, followed by an offline training session, and concluding with an evaluation phase (Brydon-Miller et al., 2020). Initially, online meetings were conducted, where lecturers from the Department of Guidance and Counselling at Surabaya State University (UNESA) provided educational materials on preventing and handling bullying. These online sessions allowed the teachers to familiarize themselves with the training content at their own pace, ensuring that they were well-prepared before the offline training. The offline segment took place at the Sangkhom Islam Wittaya School, where the lecturers and assistants from UNESA facilitated the simulation exercises and group discussions. The teachers, totaling 25 participants, actively engaged in these activities, which included real-life simulations designed to reflect bullying scenarios. After the offline session, the research team evaluated the success of the training through discussions and feedback from the teachers. Observations during the event, including the level of participation and enthusiasm, were documented for analysis. The schedule of offline meetings is presented at August 5, 2024 in Table 1. Whereas the record of the online meeting can be seen in Figure 2 and the offline meeting in Figure 3.

Table 1. Schedule of Offline Meeting at the Sangkhom Islam Wittaya School

Duration/ time	Activity
08:00 – 09:00	Delivery of the first material: A harmony building, intimidation removing training: preventing and overcoming bullying at <i>pesantren</i> (Islamic schools)
09:00 – 10:00	Delivery of the second material: A guidance about good characters
10:00 – 11:00	Delivery of the third material: A guidance for improving understanding psychological welfare of students
11:00 – 12:00	Delivery of the fourth material: A reality therapy as a counselling technique for relational students with school counsellors
12:00 – 13:00	Break
13:00 – 14:00	Delivery of the fifth material: The prevention of bullying at schools
14:00 – 15:30	Delivery of the sixth material: A counselling of rational emotional behaviour for students
15:30 – 17:00	Delivery of the seventh material: The contribution OD guidance and counselling to the harmony of culture at school environments

This study used the thematic analysis approach as outlined by Braun and Clarke (2006), which is widely used in qualitative research (Clarke & Braun, 2018). The data collected from observations, discussions, and participant feedback were analyzed to identify common themes and patterns. This thematic analysis provided valuable insights into the effectiveness of the teacher training program and helped in evaluating its contribution to improving bullying prevention at the Sangkhom Islam Wittaya School. The success of the program was measured for the next evaluation. The measurements include the beneficial of the training, the easiness to understand the training materials, the material's urgency for guidance and counselling services, the method suitability, the improvement of counsellors' competence after the training.

FINDING AND DISCUSSION

Bullying Prevention Training Session

The Bullying Prevention Training Session was held at the Sangkhom Islam Wittaya School in the Sangkhom district of Nong Khai, Thailand. The event took place in a well-organized seminar room within the school, with teachers participating both in-person and online. The session was led by lecturers from the Department of Guidance and Counseling at Surabaya State University (UNESA), Indonesia, and aimed to provide teachers with the knowledge and skills necessary to prevent and manage bullying in their classrooms. The event was attended by teachers, lecturers, public, and assistants. The blend of online and offline methods ensured that the teachers could first familiarize themselves with the material and then apply it through in-person discussions and simulations.

The session covered a variety of important topics to help teachers better understand bullying and how to respond effectively. Key topics included the legal and policy framework surrounding bullying, emphasizing federal and state laws as well as updated school policies that align with these regulations in Figure 1. Teachers were introduced to training on how to identify, prevent, and handle bullying incidents in the school environment. The session also focused on practical skills, such as how to engage with students who may be affected by bullying, how to intervene in bullying situations, and how to create a supportive and safe school environment. The materials presented during the session were designed to be accessible, allowing the teachers to digest the information before the hands-on simulations took place.

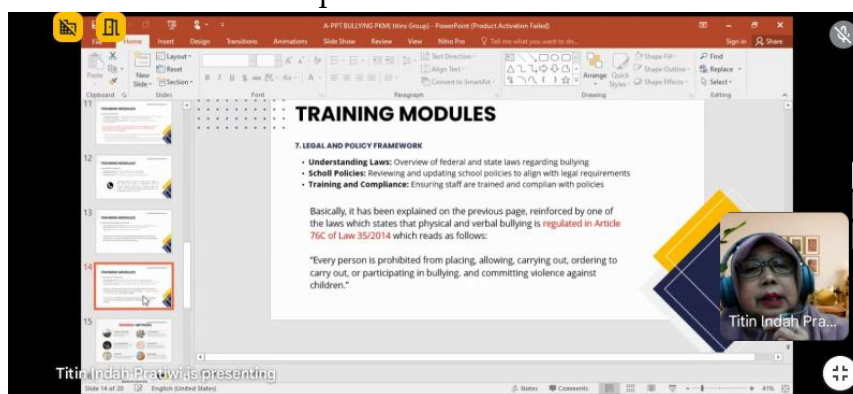


Figure 1. Webinar Session About Bullying

The atmosphere of the training session was highly engaging and interactive. Based on observation, teachers appeared to be attentive and actively participated in both the online and offline segments of the event. During the online portion, teachers were seen to engage with the training materials, ensuring they understood the key concepts before moving on to the practical sessions. The offline sessions, where discussions and simulations took place, were marked by a sense of enthusiasm and collaboration in Figure 2. Teachers were eager to contribute their thoughts and experiences, and the lecturers facilitated these discussions with ease. This level of engagement indicated that the teachers were invested in learning and improving skills to address bullying more effectively.

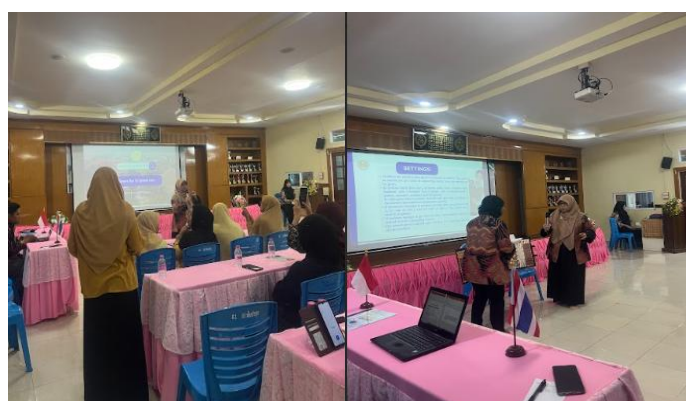


Figure 2 The Training Sessions

The data gathered from the training sessions revealed that the teachers were enthusiastic and highly engaged throughout the event. The combination of online and offline learning methods allowed for effective knowledge transfer and the application of practical skills. The interactive nature of the session, with simulations and discussions, helped solidify the teachers' understanding of bullying prevention techniques. Teachers also gained a better understanding of the legal aspects of bullying, which was reinforced through the content on laws and policies related to bullying.

The training session was successful in fostering a deeper understanding among teachers about bullying and its prevention. The high level of enthusiasm and participation, as observed, reflects the teachers' readiness to learn and improve their approaches to handling bullying. The combination of theoretical and practical learning appears to have been effective in reinforcing key concepts and providing teachers with actionable strategies. The emphasis on legal frameworks further enhances teachers' ability to navigate bullying situations within the boundaries of the law, which is crucial in maintaining a safe and supportive school environment.

Beneficial of The Training Program

The training program aimed to enhance the teachers' knowledge and competence in addressing and preventing bullying. The event was held in a seminar room within the school, where both online and offline sessions took place. The evaluation, which was part of the final phase of the training, assessed the overall benefits of the program, focusing on its effectiveness and relevance. The materials focused on understanding the legal and policy frameworks surrounding bullying, as well as strategies for effective intervention and prevention. Teachers were provided with guidelines on how to handle bullying situations in the classroom, focusing on both immediate response and long-term strategies for creating a safe and supportive learning environment. The training also included practical simulations and discussions, allowing participants to apply the knowledge gained and assess real-life scenarios in their school settings. These materials were tailored to meet the specific needs of the teachers at Sangkhom Islam Wittaya School.

Table 2. The Beneficial of The Training Program

Criteria	Response
Advantage	100%
Disadvantage	0%

Table 3. The Easiness to Understand the Training Materials

Criteria	Response
Easy	96%
Difficult	4%

Table 4. The Urgency of the Training Materials

Criteria	Response
Important	96%
Not important	4%

Table 5. The Suitability of the Training Materials

Criteria	Response
Suitable	96%
Not suitable	4%

Table 6. The Improvement of the Competence of Counsellors

Criteria	Response
Improved	100%
Not improved	0%

The atmosphere of the training was very positive and engaging. Participants appeared motivated and eager to learn, demonstrating a high level of interaction during both online and offline segments. The lecturers from UNESA facilitated the sessions in a way that encouraged active participation, allowing teachers to share their experiences and challenges related to bullying. The in-person discussions, coupled with the online learning modules, created a dynamic learning environment where teachers felt supported in understanding and addressing bullying in their school community. The overall energy in the room was enthusiastic, with participants expressing their appreciation for the practical nature of the training.

The evaluation results by Table 2 indicate that 100% of the participants found the training beneficial and reported an improvement in their competence in conducting counseling processes related to bullying prevention. Additionally in Table 3, 96% of the participants agreed that the training materials were easy to understand, urgent, and suitable for their needs. Only 4% of participants found the materials difficult or not important. Furthermore, the majority of participants expressed the desire for similar training sessions to be conducted in the future, indicating their positive reception and continued interest in professional development. They also welcomed the idea of hosting students from UNESA for internships at their school and expressed a wish for ongoing guidance and support from UNESA lecturers.

The training program was highly effective and well-received by the participants. The 100% positive response regarding the improvement in counseling competence indicates that the training successfully enhanced the teachers' abilities in managing bullying cases and providing support to affected students in Table 6. The overwhelming agreement (96%) on the ease, urgency, and suitability of the training materials further reinforces the idea that the content was highly relevant and accessible for the participants by Table 4 and Table 5.

The feedback also shows a strong desire for continued professional development, with teachers expressing interest in future training and further collaboration with UNESA. This suggests that the program had a lasting impact, not only in terms of knowledge acquisition but also in fostering a sense of community and support among educators.

Discussion

The training programs that combine theoretical knowledge with practical exercises result in higher levels of teacher engagement and effectiveness in bullying prevention (Gaffney et al., 2021). The idea that equipping teachers with knowledge of legal frameworks significantly improves their confidence in addressing bullying, as it clarifies their roles and responsibilities. The studies corroborate the success of the Sangkhom Islam Wittaya School training session, highlighting the importance of comprehensive and participatory training programs.

The teacher training in bullying prevention without practical simulation often results in minimal behavior change, the Sangkhom Islam Wittaya School training session stood out due to its focus on both theory and practice. Teacher training sessions that include discussions about policies and regulations yield better outcomes in the long term. Teacher involvement in the development of anti-bullying policies greatly enhances their effectiveness in preventing bullying (Nwoko et al., 2024; Strohmaier et al., 2021; Zuhdi et al., 2024). The findings from the Sangkhom Islam Wittaya School align well with these studies, reinforcing the importance of a multifaceted approach that combines legal knowledge, practical skills, and active teacher participation.

The teacher training programs that combine theoretical knowledge with practical application tend to have a more significant impact on teachers' ability to manage bullying in schools (Faiz et al., 2023; Ortan et al., 2021). This is supported by the results of the Sangkhom Islam Wittaya School training, where participants felt more competent in handling bullying situations after the training. Similarly, when teachers are provided with clear, accessible materials that are both urgent and relevant to their everyday work, they are more likely to engage in the training and implement the strategies effectively. The positive feedback on the training materials aligns with these findings, indicating the importance of delivering relevant and understandable content.

The importance of providing practical, hands-on training to teachers in order to ensure that the knowledge gained can be effectively applied in the classroom (Gaffney et al., 2021; Zahid, 2024). The Sangkhom Islam Wittaya School training's focus on practical simulations reflects this approach. The most successful anti-bullying programs are those that involve both the educators and the community in addressing bullying. The feedback from teachers at the Sangkhom Islam Wittaya School, who expressed interest in future collaboration with UNESA, supports this idea of community involvement in long-term

bullying prevention. The need for ongoing professional development in bullying prevention, a sentiment echoed by the teachers in their desire for continued training. The results of this study reinforce the importance of comprehensive, ongoing teacher training in addressing bullying effectively within school communities.

The combination of theoretical knowledge and practical exercises proved to be essential in enhancing teachers' engagement and effectiveness in handling bullying cases. The success of the Sangkhom Islam Wittaya School training session underscores the importance of adopting a multifaceted approach that incorporates both legal knowledge and practical skills. This study highlights the need for ongoing professional development, suggesting that teacher training should be a continuous process that encourages community involvement and collaboration. Ultimately, the research reinforces the idea that comprehensive, participatory, and practical teacher training is crucial for creating a safer, more supportive school environment and ensuring effective bullying prevention in the long term.

CONCLUSION

The training program on bullying prevention for teachers at the Sangkhom Islam Wittaya School in Thailand was highly successful, significantly improving the competence of the guidance and counseling teachers. Participants expressed satisfaction with the knowledge gained and were eager to apply it in their efforts to prevent bullying in the school. However, the study revealed some limitations, including the need for continued support in implementing guidance and counseling programs, as well as the necessity of adapting case studies to the specific cultural context of Thailand to facilitate easier application. Furthermore, teachers suggested the creation of a forum for sharing experiences, challenges, and strategies among those who participated in the training. Future research should explore long-term impacts of such programs and investigate the effectiveness of ongoing support networks for teachers in preventing bullying.

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