

The Role of Anti-Bullying Ambassadors in Reducing Bullying in Elementary Schools

Febrina Dafit, Feby Yolanda

Universitas Islam Riau, Riau, Indonesia
febrinadafit@edu.uir.ac.id, febyyolanda@student.uir.ac.id
corresponding author: febrinadafit@edu.uir.ac.id

ABSTRACT

This paper presents the role of anti-bullying ambassadors in reducing bullying cases at SD Negeri 193 Pekanbaru. The research background is the high incidence of bullying in elementary schools—physically, verbally, and socially—which negatively impacts students' emotional and social well-being. As a preventive measure, the school implemented an anti-bullying ambassador program that involves students as agents of change to create a safe and supportive school environment. This research uses a qualitative approach with a case study method. Data collection techniques include interviews, observations, and documentation. The informants consist of mentor teachers, ambassador students, and students who have been victims of bullying. The results show that anti-bullying ambassadors perform three main roles: as peer counsellors, companions to victims, and motivators who encourage students to speak up and reject bullying. This program has proven effective in reducing bullying and fostering a culture of mutual respect within the school.

Keywords: *anti-bullying ambassador, bullying, peers, elementary school*

Submitted	Accepted	Published
26 June 2025	19 July 2025	30 July 2025

Citation	:	Dafit, FF., & Yolanda, F. (2025). The Role of Anti-Bullying Ambassadors in Reducing Bullying in Elementary Schools. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 9(4), 481-489. DOI: http://dx.doi.org/10.33578/pjr.v9i4.200 .
----------	---	---

INTRODUCTION

The school is the second most important environment after the family, where students engage in intensive social interaction with peers and teachers. In these interactions, negative behaviors that lead to bullying are not uncommon. Bullying in schools remains a common issue, including at the elementary level. This bullying can take various forms, ranging from physical intimidation such as hitting, pushing, and pinching, to verbal bullying such as mocking, insulting, spreading rumors, or calling out a student's parents' names in a demeaning tone. Moreover, bullying can also be social, such as excluding someone from a playgroup, or psychological, such as giving belittling stares or treating someone with indifference (Nugroho & Nursi 2023).

Ironically, many people still consider bullying to be a normal part of childhood or merely a joke. Some teachers still have limited understanding of the definition, impact, and handling of bullying cases in schools. In fact, bullying can have long-term effects on victims, including psychological, social, and academic consequences. Victims of bullying often experience a decline in motivation to learn, anxiety disorders, loss of self-confidence, and in severe cases, depression and suicidal thoughts. Therefore, it is crucial for schools to have both preventive and curative strategies for addressing bullying (Nuzuli et al., 2023; Lusiana & Siful Arifin 2022).

According to Pradana (2024), one key to successfully addressing bullying in schools is fostering collective awareness within the school environment, particularly through student participation in creating a positive culture. One innovative approach now being implemented in several schools is the formation of Anti-

Bullying Ambassadors. This program involves students as agents of change who receive training and are given the responsibility to promote anti-bullying values and encourage their peers to create a safer, more respectful, and inclusive environment (Pradana 2024; Wulandari & Sumatingsih 2024).

SD Negeri 193 Pekanbaru is one of the schools that has begun implementing the Anti-Bullying Ambassador program, launched in conjunction with a Teaching Assistance activity in 2024. In this program, each class appoints two student ambassadors, totaling 26 students from 13 classes. These ambassadors are trained by mentor teachers to understand the forms of bullying, its impacts, and intervention strategies. They then actively share this knowledge with their peers through various activities such as classroom discussions, poster campaigns, and role-playing simulations.

Based on observations and the researcher's experience during the teaching assistance program, bullying cases were still found at the school, in physical, verbal, and social forms. Some behaviors observed included students pushing or hitting their peers during play, mocking others by calling their parents' names, and excluding classmates from playgroups. Though often dismissed as jokes or harmless behavior, these actions can cause emotional wounds and make victims feel pressured or uncomfortable at school.

The Anti-Bullying Ambassador program serves as a strategic effort to address this issue. Through the active involvement of student ambassadors, a sense of collective awareness among students has emerged, emphasizing that bullying is not a trivial matter. Moreover, the program provides opportunities for students to learn about empathy, leadership, and positive social skills (Farida et al., 2024). It is hoped that the presence of these ambassadors can serve as a bridge of communication between students, teachers, and school staff to create a conducive school climate.

Based on this background, the researcher is interested in further examining the role of Anti-Bullying Ambassadors in reducing bullying cases at SD Negeri 193 Pekanbaru. This study aims to describe how the program is implemented, the roles played by the ambassadors, and the impact felt within the school environment. It is expected that this research can contribute to schools and policymakers in developing effective and participatory strategies for handling bullying.

METHOD

This study employs a qualitative approach with a case study design, as it allows for an in-depth explanation of what truly happens in the school, specifically regarding the role of Anti-Bullying Ambassadors in reducing bullying cases at SD Negeri 193 Pekanbaru. The research was conducted at SD Negeri 193 Pekanbaru, located in Marpoyan Damai District, Pekanbaru City, during the months of April to May 2025. The choice of this location was based on the researcher's prior experience of conducting a teaching assistance program at the school, during which an active implementation of the anti-bullying ambassador program was observed.

The informants in this study consisted of 6 students serving as Anti-Bullying Ambassadors, 4 other students who had either been victims of or had directly witnessed bullying incidents, and 1 mentor teacher involved in implementing the program. The informants were selected purposively, meaning they were deliberately chosen for having direct experience with bullying issues. Data were collected through interviews, direct observation, and documentation. Interviews were conducted to gather information and personal experiences from the ambassadors, student victims, and the teacher. Observations were used to directly examine the ambassadors' activities and interactions in the school environment, while documentation included activity photos, field notes, and supporting documents such as student complaint letters.

The instruments used in this study were interview guides, observation sheets, and documentation guidelines developed based on the indicators of the Anti-Bullying Ambassadors' roles, namely as peer counselors, companions to bullying victims, and motivators or encouragers for other students to stand against bullying.

Table 1. Interview Guide for Anti-Bullying Ambassadors and Students

No	Indicator	Question no
1	Peer counseling	1,2,3,4,5 6
2	Companionship	7,8,9,10 11
3	Motivator/encourager	12,13,14,15 16

Source : (Bramantha et al., 2023) modified by the researcher

Table 2 . Interview Guide Blueprint for Mentor Teacher

No	Indicator	Question no
1	Teacher's role in guiding ambassadors	1,2,3
2	Forms of guidance provided	4,5,6
3	Efforts to develop ambassadors' potential	7,8,9

Source : (Wafiyatu et al., 2023) modified by the researcher

To ensure data validity, the researcher applied source triangulation, technique triangulation, and time triangulation. Triangulation involves verifying data from various sources, using different methods, and at different times. This is done to enhance the credibility of the research findings. By approaching the issue from multiple perspectives, a higher level of truth can be achieved (Wiyanda et al., 2024). This triangulation was conducted to ensure that the data collected were consistent and trustworthy, whether coming from different informants, different methods, or collected at different times.

The data analysis technique used in this study follows the Miles and Huberman model, consisting of three stages: data reduction, data display, and conclusion drawing (Zulfirman 2022). In the data reduction stage, irrelevant data are filtered out. The selected data are then organized and presented systematically. Finally, the researcher draws conclusions based on recurring patterns, trends, and field findings consistently observed throughout the data collection process. These stages are carried out continuously and interconnectedly to ensure that the research findings reflect the actual reality in the field.

RESULTS AND DISCUSSION

This research was conducted at SD Negeri 193 Pekanbaru, located on Kartama Street, Maharatu Subdistrict, Marpoyan Damai District, Pekanbaru City, Riau Province. The school was established in 2015 and has been accredited with a B rating. The research took place over two weeks, from April 28 to May 10, 2025. During this period, the researcher carried out a series of data collection activities using observation, interviews, and documentation techniques.

The activities began with coordination with the school administration, followed by the identification of active anti-bullying ambassadors at the school. In-depth interviews were then conducted with the mentor teacher, students who had been victims or witnesses of bullying, and ambassadors from Grades II, IV, and VI. The researcher also directly observed the ambassadors' roles in action, including when they accompanied victims and conducted awareness-raising activities. Supporting data were also collected, such as activity photos and student complaint notes. The entire series of activities aimed to obtain a comprehensive understanding of

the contribution of anti-bullying ambassadors in reducing bullying cases within the elementary school environment.

This research revealed that the presence of Anti-Bullying Ambassadors at SD Negeri 193 Pekanbaru has made a significant contribution to reducing bullying cases in the school. The ambassadors' roles are evident in three key aspects: as peer counselors, companions to bullying victims, and motivators who encourage other students to resist and prevent bullying. Furthermore, the success of this program is strongly supported by the involvement and guidance of teachers, who actively participate in the formation and empowerment of the ambassadors' roles.

The Role of Ambassadors as Peer Counselors

Anti-Bullying Ambassadors serve as friends who are ready to listen to the stories of bullying victims. In this role, they provide a safe space for victims to talk, express their feelings, and receive emotional support. Students who are victims feel more comfortable sharing their experiences with peers rather than with teachers, as they feel more understood and less judged. One ambassador, for instance, mentioned that they often became a confidant for their bullied friends and offered encouragement to keep them motivated in learning. This was supported by the researcher's interviews with several students who expressed that they felt more at ease speaking with ambassadors than with teachers.

A student who had been bullied (H) stated:

"I felt sad and uncomfortable. I got scared when I saw the classmate who bullied me again."

A student who witnessed bullying (R) stated:

"If I can, I help report it to the teacher. Sometimes I also encourage my friend not to be afraid and tell the anti-bullying ambassador."

An ambassador (ZK) said:

"I listen to their stories slowly, I don't get angry, and I keep their secrets so they feel safe."



Figure 1. Peer Counseling Conducted by Anti-Bullying Ambassadors

This role aligns with the opinion of (Bramantha & Pratiwi 2023; Bramantha et al., 2023) who state that anti-bullying ambassadors, as peer counselors, are able to create a sense of safety for victims through an emotionally equal and friendly approach, and are effective in reducing the psychological pressure experienced by children who are victims of bullying. The presence of ambassadors as trustworthy friends who understand the emotional condition of bullying victims contributes to reducing the anxiety and feelings of isolation often experienced by victimized students. Ambassadors are present not only physically but also emotionally, offering an equal, friendly, and empathetic approach. This strengthens their position as a bridge between students and a more supportive and safe school environment.

In this context, the peer approach used by anti-bullying ambassadors is considered more effective than adult intervention because of the similarity in age and experience, making victims more willing to share their

feelings and problems. Thus, the presence of ambassadors as companions is highly relevant to the effort of creating a socially and emotionally healthy school environment.

Social support from peers not only provides emotional comfort but also has a real psychological impact in reducing anxiety and pressure among bullying victims. In the school setting, the presence of figures like anti-bullying ambassadors who show empathy and the ability to build positive relationships can be a meaningful source of support for students experiencing bullying. As explained by peer friends can offer a sense of safety and acceptance, which directly helps victims rebuild their self-confidence and face social situations that previously felt intimidating. Therefore, the formation of anti-bullying ambassadors who possess emotional closeness and an understanding of their peers' psychological conditions is a strategic step in building a healthy and supportive school climate.

The Role of Ambassadors as Companions

In addition to being listeners, the ambassadors also play an active role in accompanying their peers who are victims of bullying. This accompaniment takes many forms, such as playing with the victims, encouraging them to rejoin social groups, and providing simple education on how to deal with and avoid bullying. In interviews, ambassadors mentioned that they often invited victims to play together so they wouldn't feel excluded and could regain their confidence.



Figure 2. Support and Companionship Provided by the Ambassadors

Based on the research findings, the implementation of peer support by the ambassadors has been effective. They serve not only as a link between students and teachers but also as trusted friends. Statements from both students and the mentor teacher reinforce this finding, showing that the presence of ambassadors greatly helps in the emotional recovery process of students who have experienced bullying. This companionship role is important because it demonstrates that recovery from bullying does not rely solely on teacher intervention, but also on support from the victim's closest social environment. Peer companionship can accelerate the victim's social adaptation process and prevent them from withdrawing from social interactions.

Research conducted by (Raflesia & Maharani 2024) supports this finding, stating that continuous peer companionship can reduce both the frequency and impact of bullying in elementary schools. This peer support program typically includes bullying education, the formation of support groups, and assigning students to actively provide emotional support to victims. Moreover, these activities also promote collective awareness among other students about the importance of building an inclusive, safe, and discrimination-free school environment.

The Role of Ambassadors as Motivators

Anti-bullying ambassadors also act as motivators by encouraging other students to speak up and not remain silent when witnessing bullying. They actively invite their peers to maintain a safe and comfortable school environment. The ambassadors convey this message through casual discussions, advice during break times, and by setting a direct example through their behavior. One student stated that they felt more confident to speak up after receiving encouragement from a friend who served as an ambassador.

An ambassador (DD) stated:

"The role of the anti-bullying ambassador is important because they can help record who the bullies are and report it to the teacher. That way, the bullied friends can feel safer and less afraid. The ambassadors also make school a safer place and more comfortable for all friends."

This statement from one of the ambassadors shows that their presence greatly helps in identifying bullying incidents that occur at school. The ambassador felt that their role was important because they could be a bridge for other students to have the courage to report the bullies to the teacher.



Figure 3. Anti Bullying Socialization and Declaration



Figure 4. Complaint Letter Written by Student

This motivational role strengthens the values of solidarity among students. This aligns with the opinion of (Prasetyo 2024), who emphasizes the importance of student involvement as agents of change in building a culture of mutual respect within schools. The significance of involving students in bullying prevention lies in their ability to initiate change from within their own social groups. By positioning students as agents of change—such as anti-bullying ambassadors—efforts to transform school culture toward a more positive direction can take place more naturally and sustainably.

Ambassadors serve as proof that change can begin from student-led initiatives, not only through formal rules or teacher intervention. Research also shows that peer support has a significant influence on bullying behavior in schools. Students who receive support from ambassadors or peers are more likely to show increased courage in reporting bullying cases and demonstrate higher emotional resilience because they feel they are not alone in facing psychological pressure. This reinforces the important role of ambassadors as

motivators who can bring about positive change in the school's social and cultural dynamics (Wulandari & Sumatingsih 2024; Puspita et al., 2023).

The Role of Teachers in Supporting Ambassadors

The success of the Anti-Bullying Ambassador program cannot be separated from the crucial role of teachers as mentors. Teachers provide guidance, direction, and motivation to the ambassadors so they can carry out their roles effectively. In this study, the teacher played a role in three aspects: directly mentoring the ambassadors, providing training or instructions, and helping to develop the ambassadors' personal potential.



Figure 5. Teacher Guiding the Ambassador

The mentor teacher regularly holds discussions with the ambassadors, provides examples of how to respond to bullying, and prepares educational media such as posters or small school campaigns. In addition, the teacher also reinforces character development so that the ambassadors are not easily influenced by peer pressure. The mentor teacher mentioned that their task is not only to supervise, but also to accompany the development of the ambassadors' attitudes and mental resilience in carrying out their roles.

The research findings show that teachers play an active role in guiding the Anti-Bullying Ambassadors through direct involvement in various activities, such as giving instructions during flag ceremonies, providing communicative support, and mentoring the ambassadors directly in the classroom through lectures and presentations. Teachers also offer motivation, encouragement, and space for the ambassadors to understand their roles and develop their personal capacity, thereby strengthening the overall implementation of the program.

These findings are in line with the theory presented by (Wafiyatu et al., 2023) which states that teacher guidance in anti-bullying ambassador programs is crucial, especially in providing motivation, direction, and character building. With the teacher's active involvement, the program becomes more structured and systematic.

The study indicates that the role of teachers is very important in reducing the level of bullying in schools. Through an approach focused on moral values and positive behavior, teachers can become effective agents of change in shaping a safe, supportive, and inclusive school culture. Teachers do not only act as educators but also as transformative leaders who are capable of fostering students' character through education that responds to their emotional and social needs. Through activities such as reflective discussions, counseling services, and anti-bullying programs involving active student participation, teachers help create spaces that promote awareness and positive behavior within the school environment (Lahandaya & Maksum 2025; Dana & Setiawati 2024).

CONCLUSIONS AND RECOMMENDATION

This study concludes that the presence of Anti-Bullying Ambassadors at SD Negeri 193 Pekanbaru plays an important role in reducing bullying cases in the school environment. The ambassadors carry out three main roles: as peer counselors who provide a safe space for victims to share their experiences and rebuild self-confidence; as companions who show empathy and help victims reintegrate into the social environment; and as motivators who encourage other students to speak up and promote a culture of mutual respect. These three roles collectively contribute to creating a safer, more comfortable, and inclusive learning atmosphere, as well as increasing social awareness among students.

Based on these findings, several recommendations are proposed. Students are encouraged to be more open to the presence of anti-bullying ambassadors and to be brave in reporting incidents of bullying. Teachers and school staff are advised to continue providing support for the ambassadors and to strengthen the program through regular training, periodic evaluations, and collaboration with parents. Meanwhile, parents are expected to be more actively involved in guiding their children at home and to maintain good communication with the school. For future researchers, it is recommended to expand the study to different school levels and to explore more deeply the effectiveness of ambassadors' roles in various contexts.

REFERENCES

- Aleeya, Alyfa, & Aulia Suhesty. (2025). *The Relationship Between Social Support and Public Speaking Anxiety in Teenagers Who Are Victims of Bullying*. Jendela Pendidikan Journal, 5(3), 1576–1580.
- Amit Dana, Ika Setiawati, & Titin Erviana. (2024). *Revitalizing Teachers as Leaders in Addressing Bullying Issues Through Progressive Character Education*, 5(3), 1011–1016.
- Bramantha, Amelia, & Nova. (2023). *Anti-Bullying Ambassadors as Peer Group Educators to Promote Mutual Respect Among Elementary School Students*. Jurnal Pengabdian, 2(1), 77–90. Retrieved from www.kpai.go.id
- Lahandaya, Doni, Hafidh Maksum, & Muhammad Isa. (2025). *The Effectiveness of the Teacher's Role in the Prevention and Handling of Bullying at SD Negeri 52 Banda Aceh*, 2(1), 73–82.
- Farida, Eva Nur, Teguh Prasetyo, Sobrul Laeli, & Universitas Djuanda. (2024). *The Impact of Bullying and Intervention Strategies for Elementary School Students*. Progressive of Cognitive and Ability, 3(1), 9–22. <https://doi.org/10.56855/jpr.v3i1.884>
- Bramantha, Heldie, Vidya Pratiwi, & Nova Amelia Sari. (2023). *Anti-Bullying Ambassadors as Peer Group Educators to Promote Mutual Respect Among Elementary School Students*, 2(1), 77–90.
- Lusiana, Siti Nur Elisa, & Siful Arifin. (2022). *The Impact of Bullying on a Child's Personality and Education*. Kariman: Islamic Education Journal, 10(2), 337–350. <https://doi.org/10.52185/kariman.v10i2.252>
- Nugroho, Rinto, & M. Nursi. (2023). *The Role of Schools in Addressing Bullying Among Vocational High School Students*. Journal of the Faculty of Teacher Training and Education, 4(1), 1–9.
- Nuzuli, Ahmad Khairul, Ainil Khuryati, Yoza Andi Putra, Muhammad Aqbal, Duta Rahmat Seftian, Muhammad Faiz Hidayat, & Asrayodi Ilham Putra. (2023). *Prevention of Anti-Bullying Attitudes Among Children at SD IT Al-Fikri, Dusun Baru, Sungai Penuh City*. RENATA: Journal of Community Service Kita Semua, 1(3), 107–113. <https://doi.org/10.61124/1.renata.29>
- Pradana, Chandra Duwita Ela. (2024). *Understanding Bullying: Causes, Effects, Prevention, and Solutions*. Syntax Admiration Journal, 5(3), 884–898. <https://doi.org/10.46799/jsa.v5i3.1071>
- Prasetyo, Firmansyah Dwi. (2024). *The Role of the Anti-Bullying Task Force (Gaspro Cetar Perkasa) in Preventing Bullying in Educational Institutions*, 18(2), 127–134.
- Puspita, Mefrie, Dian Octavia, & Loriza Sativa Yan. (2023). *The Role of Peers in Bullying Behavior at School*. Dunia Keperawatan: Journal of Nursing and Health, 11(2), 245–251. <https://doi.org/10.20527/jdk.v11i2.70>



- Raflesia, Citra, & Tidi Maharani. (2024). *Assistance in Preventing the Three Major Educational Sins to Minimize Bullying Cases Among Elementary School Children in Mekar Jaya Village*, 2(10), 4505–4510.
- Wulandari, Risca, Sri Sumatingsih, & Agus Yuwono. (2024). *The Effectiveness of Teachers as Companions and Support Providers in Addressing Bullying in Elementary Schools*, 09, 1–23.
- Wafiyatu, Hesti, Jiwota, Sofyan, Faradiba, & Nadhiv. (2023). *Strengthening Pancasila Student Programs by Creating Child-Friendly Anti-Bullying Schools*. *Nuclear Physics Journal*, 13(1), 104–116.
- Wiyanda, Wahyu, Aivan, Rusdy, & Afgani. (2024). *Data Triangulation in Qualitative Analysis*, 10 (September), 1–23.
- Zulfirman, Rony. (2022). *The Implementation of Outdoor Learning Methods to Improve Student Achievement in Islamic Religious Education at MAN 1 Medan*. *JPPP: Journal of Research, Education and Teaching*, 3(2), 147–153. <https://doi.org/10.30596/jppp.v3i2.11758>