

Research Article

Emile Durkheim's moral perspective on reducing bullying and violence in schools: A phenomenological study

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Morality plays an essential role in human life, tying social behavior to the dynamics of life. Despite the importance of universal morality, ethical awareness in education is not fully understood, leading to continued cases of bullying and violence in schools. This research aims to understand the role of morality in reducing bullying and violent practices in schools, with a particular focus on Emile Durkheim's moral perspective. The study used descriptive and interpretive phenomenological analysis. His research subjects were Madrasah Ibtidaiyah students and teachers from six schools in East Lombok Regency. Data collection techniques include in-depth interviews, observations, and literature reviews. Data analysis uses descriptive and interpretive analysis. The results showed that strategies for preventing and handling bullying and violence could be done through 3 strategies as a synthesis of Emile Durkheim's thinking, including internalizing moral values, ensuring students behave safely, and the role of teachers as intermediaries in building safe behavior at school. The study emphasizes the importance of a multi-method approach based on morality to reduce bullying and violence in schools. It provides insight into strategies for internalizing moral values, creating a safe environment for students, and the role of teachers in maintaining discipline.

Keywords: Bullying, Moral education, School, Violence

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1. Introduction

Morality has a very important position in determining the quality of human life. Morality binds human social behavior to realize the dynamism of life in the world. Therefore, morality is universal justice and full benevolence towards others (Setiya, 2022). Morality is central to maintaining social harmony (Eres et al., 2018) and requires normative reasoning in discussing the right and wrong of those social rules (Mammen & Paulus, 2023). Humans can only do normative reasoning because humans contribute to forming ethical consciousness, where free will is regulated and limited by rationality and morality (Tao & Chen, 2023). In addition, internal and contextual factors influence the process of regulating free will (manifested as immoral behavior). Moral behavior is informed by the interaction between personal factors (e.g., moral standards and self-sanctions for immoral behavior) and environmental factors (e.g., social sanctions for immoral behavior), which also inform future behavior (Luo & Bussey, 2023). Moral behavior is based on the moral foundation of

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man. Jonathan Haidt says moral foundations theory leads to information processing related to harm versus care, justice versus cheating, loyalty versus betrayal, authority/respect versus subversion, and purity/chastity versus degradation (Simpson, 2017). Therefore, the theory of moral foundations describes that human nature seeks to suppress this immoral behavior, both individually and socially, which is called the moral foundation (Wang et al., 2020).

However, humans have not fully understood and realized this ethical awareness, especially in education. Various types of bullying and violence continue to occur in schools. UNESCO data for 2016 shows that in industrialized countries, the proportion of children and adolescents affected by cyberbullying ranges from 5% to 21%, and most are women (UNESCO, 2017). The U.S. Department of Education reports that 20% of students have been bullied during the 2016-2017 school year, and most female students have been bullied (Seldin & Yanez, 2016). Research findings among children and adolescents in China explain that 17.3% of respondents have participated in any form of traditional bullying behavior, and 7.8% of respondents participated in cyberbullying behavior in the past year (Xue et al., 2022). In Indonesia, the results of the National Survey of Life Experience of Children and Adolescents, the Ministry of Women's Empowerment and Child Protection also reported that emotional violence is the most common form of violence experienced by children aged 13-17 years, while in young adults (18-24 years) in 2018, sexual violence was more prevalent in women, with a rate of 10.40 percent, while 3.10 percent of young men reported experiencing sexual violence (Hastuti et al., 2022).

Some of the previous studies behind this study include the following: consideration of authority can increase the involvement of preventive behaviors and reduce ineffective behaviors, and emphasize the importance of moral concern (Pizza et al., 2023), the importance of the role of teacher emotional support and the positive climate of teacher-student relationships in reducing bullying in schools, especially in students with emotional and behavioral difficulties (Dietrich et al., 2023). Efforts to reduce bullying and violence can be made through workshop-based interventions in the workplace (Seppälä et al., 2023) and the Finnish anti-bullying program intervention KiVa in primary schools (Garandeanu et al., 2023). A multi-component school-based prevention program that includes caring adults, a positive school climate, and support services for engaged adolescents can effectively reduce bullying and violence in schools (Flannery et al., 2023).

The findings of this study want to illustrate the importance of multiple methods in efforts to reduce bullying and violence. The application of this multi-method is, of course, based on the common foundation, namely morality. This research focuses on discussing morality from the perspective of Emile Durkheim and its relation to efforts to reduce bullying and violent practices. This study aims: 1) to understand forms of bullying and violence as common phenomena in schools; 2) to understand sociologist Emile Durkheim's thoughts on morality; 3) to understand the meaning of the phenomenon of bullying and violence in schools; 4) to understand how morality plays a role in reducing bullying and violence in schools. This research is crucial in maintaining the welfare of life and social harmony in schools.

2. Theoretical Framework

2.1. Bullying and School Violence

Bullying and violence have received serious attention globally, especially in education. Student involvement in bullying can be both a perpetrator and a victim (Mandira & Stoltz, 2021). Bullying is excessive, monotonous, and destructive adult and student behavior based on its power (Waseem & Nickerson, 2023), aggressive behavior that involves the intention to harm others. Various forms of bullying include physical aggression (hitting or tripping), verbal (calling names or teasing), or relational/social (rumours spreading or leaving the group) (Menesini & Salmivalli, 2017). In addition, bullying also includes online bullying or cyberbullying, which is the act of sending electronic messages, such as text, images, or videos, intending to harass, threaten, or target others through social media and platforms, including online social networks, chat rooms, blogs, instant messages, and text messages (Schlüter et al., 2023). The goal is to isolate victims from online networks or other communication channels. This strategy typically allows the perpetrator to maintain anonymity, control the victim, and quickly disseminate messages and images to a wide audience. The verbal and cyberbullying taxonomy is categorized as direct bullying (A to B) and indirect bullying (A to B through C).

In addition to bullying, school violence is a common and significant social problem that threatens public health, violates human rights, and poses substantial barriers to national education (Kurt & Akın, 2023). School violence includes physical, psychological, and sexual aggression, as well as bullying perpetrated and experienced by students, teachers, and staff (Al-Ali & Shattnawi, 2018). Physical violence refers to any form of aggression with harmful intent, including corporal punishment and physical threats that cause pain.

Psychological violence consists of verbal and emotional abuse tactics, including ostracism, rejection, abandonment, humiliation, fabricating untrue stories, vilifying, mocking, humiliating, threats and psychological punishment (UNESCO, 2017). Sexual violence: attempts to obtain sexual acts in the form of unwanted sexual comments or advances or acts to trade or be directed against one's sexuality using coercion by anyone, regardless of their relationship to the victim (Miele et al., 2023). Physical abuse is usually limited by time and context, but it also has an impact on psychological burdens. Psychological violence implies poorer mental health than physical violence (Friborg et al., 2019). School violence creates uncertainty and fear, undermines the safety and well-being of public school communities, and violates students' right to a safe and peaceful education.

Incidents of bullying and violence in schools are, of course, caused by several factors, including family environment and parenting style, school environment, and psychological and physiological factors of students (Tian & Zhang, 2022). 1) Family education and childcare are essential in shaping students' futures. However, bullying and violence also occur in the family environment. This concept is in line with research findings that there is domestic violence, most of whom experience it are women, and most of them also experience it in childhood and adolescence (Kurt & Akın, 2023) (Moon et al., 2023). In addition, childhood domestic violence has a direct positive effect on depression rates in the elderly, and childhood domestic violence also has an indirect impact on elderly depression rates through children's health status, income logarithms and their daily lives (Wang et al., 2023). Bullying and violence are also seen in sibling feuds caused by several factors, namely: 1) structural factors, which include household composition, number, age, and gender of siblings; 2) socioeconomic factors, including household income, parental education and employment; and 3) adult or caregiver behavior, such as child abuse and parental behavior (Wolke et al., 2015).

2) The school environment is a place for personality formation and improving students' knowledge. The most common school violence and bullying are related to sexual assault, physical violence, and other influencing factors. In contrast, the least common school violence and bullying are related to problems of victimization and self-identification, psychological violence and bullying (Escuadra et al., 2023). Bullying and violence in schools will have an impact on student learning outcomes, where students who attend schools with higher levels of bullying can show poorer school performance. The results of previous literature review research suggested that sibling bullying hurt the mental health of victims and perpetrators; involvement increases the risk of anxiety, depression, low self-esteem, self-harm, and suicidal ideation (Brett et al., 2023).

3) Violence and bullying in schools can also affect the psychological and physiological aspects of students. Victimization of bullying and victimization of cyberbullying in students creates a psychological burden on students and even impacts the physiological aspects of students. *i.e.*, the act of suicide (Zou et al., 2023). Thus, bullying and violence in schools have a significant negative impact on students' educational and employment prospects, as well as students' health and well-being. Children and adolescents who learn in discriminatory environments or who experience bullying or violence are more likely to feel unsafe at school, avoid school activities, skip classes, skip or drop out of school altogether, and achieve lower academic performance than their peers.

The results of the systematic review (Zych et al., 2019) explain that 1) self-oriented personal competence is the strongest protector against victimization, 2) low frequency of technology use is protected from involvement in cyberbullying, 3) good academic performance and other socially oriented competencies are the strongest protective factors against implementers, and 4) positive peer interaction is the strongest protective factor for Being a bully/victim.

2.2. The concept of Morality, according to Emile Durkheim

Emile Durkheim was a French sociologist who chose to become a rational humanist. Durkheim craved more moral principles and the scientific training necessary to contribute to the moral guidance of society. Durkheim viewed the sociology of morality as an important subject. Durkheim argued that human beings are social beings, and their lives originate and exist within social structures. Therefore, morality is a system of behavior that indicates what society considers "right" or "wrong" (Chazan, 2022). There are four strategies in which social groups become central to morality, including 1) in person, individuals evaluate their morality by comparing it with reference groups that provide standards of moral people; 2) morality is socially common, not individual; 3) a socially shared sense of morality necessary for social coordination necessary for social harmony; Morality is essential for social interaction because it is inferentially necessary for all judgments regarding human goodness (Leach et al., 2015).

Today, man is only marginally ruled by morality, and most human actions occur outside the moral environment. Therefore, moral obligations must be firmly embedded in man so that man is awake. Humans tend to fail to refrain from exercising self-control. Durkheim explained that human tasks are not always the same and under the same circumstances, sometimes determined by gender and social status, but proceeding in order.

Durkheim developed a theory of morality in education. According to Durkheim, morality in education can be defined as tasks and obligations that influence individual behavior constructed through school discipline. Moral education has a law of morality, which is a small part of the dimension of moral phenomena. This moral phenomenon describes the state of morality that occurs in society. Modern moral education, for Durkheim, involves transmitting appropriate and desirable societal behavior to future generations. Schools should prepare children to lead autonomous lives, teaching morality, not for preaching or for teaching. Therefore, Durkheim views teachers as "secular" figures who aim to transmit society's core values and behaviors through words, attitudes, and actions and considers teachers a significant and powerful force in moral education (Chazan, 2022). He recognized that it is sometimes necessary to rebel against the practices of society if his current moral behavior deviates from the principles of society. Durkheim put forward several things in the formation of morality, including:

First is family discipline. The spirit of student discipline must start from the family because family education is an excellent initial preparation in shaping the moral life of students. Durkheim says that family arrangements can give birth to altruistic tendencies and feelings of solidarity first, but the morality practised is more towards emotional aspects and sentiments. Students are built on emotional closeness and a sense of mutual need. Therefore, the child must learn to respect the rules, and he/she must carry out his duties even if they are invisible.

Second, school discipline. A school is a small community that shares a common direction and purpose. These goals can be achieved with discipline at school. Therefore, a strong and complex regulatory system is needed to prevent violations that impact immoral acts. Durkheim said this regulation does not need to address small things (for example, how to keep books, how to walk) because school discipline instils respect for rules and trains children in self-control. The man carries out the rules of morality based on his moral considerations. Moral considerations give birth to moral decisions. Ethical decision-making involves choosing between fundamental values and conflicting principles that force humans to decide right and wrong (Chazan, 2022).

Third, the application of punishment in schools. Different views regarding the application of punishment in schools. On the one hand, punishment is an act of revenge for an offence and must be equivalent to an offence (Taylor, 2022). However, this perspective is only one among many and does not fully encapsulate the diverse nature of punishment. Fittipaldi distinguishes between revenge and punishment by highlighting that revenge occurs outside any authority relationship.

In contrast, punishment is given by authority holders against subordinates for non-compliance with orders or desires (Fittipaldi, 2022). The goal is to reduce subsequent violations. Durkheim expressly says punishment reaffirms societal norms and values, strengthening social solidarity (Burkhardt & Connor, 2016). Furthermore, he said every child has moral authority within him, so our task is to revive that moral authority in the child (Heidt, 2023). Awareness of moral authority within him will change the way children perceive moral authority. Moral authority will be viewed as sacred and must be upheld and inviolable. Awareness of moral authority has an impact on strengthening self-control. Awareness of moral authority within oneself can influence one's moral judgment. Low self-control can give birth to traditional bullying and cyberbullying perpetrators (Xue et al., 2022). Thus, the essential function of punishment, according to Durkheim, is not for the guilty to atone for their crimes through suffering or to intimidate through threats, but rather to sustain a conscience that is a violation of a rule can and must be well issued in conviction, although they are not aware of it; to show that it continues to be justified. Thus, school discipline plays an important role in the functioning of school morality.

3. Method

3.1. Research Design

This research uses a qualitative approach with a phenomenological type of research. Phenomenology is the study of a person's life experience or how individuals subjectively perceive their experiences and understand the phenomenon (Wiyani, 2015). This study used descriptive phenomenology (Edmund Husserl) and interpretive phenomenology (Heidegger).

In Husserl's view, phenomenology is a scientific approach to describing phenomena, most purely, without a process of interpretation. The phenomenological description describes the world of human life through the experience of intersubjectivity (worldview of all people involved in social activities in the living world) (Wiyani, 2015), especially the phenomenon of bullying and violence in schools.

According to Heidegger, the elimination of the process of interpretation is impossible; each person always brings and utilizes his experience to understand the circumstances before him, and thus the process of interpretation always takes place. Interpretive phenomenology emphasizes the principle of hermeneutics, where researchers clarify the world of shared understanding between researchers in hermeneutical circles throughout the research process (Horrigan-Kelly et al., 2016). Interpretive phenomenology is used to examine Emile Durkheim's morality concerning efforts to address bullying and violence in schools.

3.2. Participants

This study used grade 1 – 3 students of Madrasah Ibtidaiyah (MI) as research subjects. Madrasah Ibtidaiyah (MI) is equivalent to elementary school. These madrasahs are part of the Islamic education system and focus on primary education for children. The target subjects of this study are 6 Madrasah Ibtidaiyah schools located in East Lombok Regency, namely Madrasah Ibtidaiyah Nahdlatul Wathan Kelayu Jorong, Madrasah Ibtidaiyah Nahdlatul Wathan 4 Pancor, Madrasah Ibtidaiyah Nahdlatul Wathan 5 Pancor, Madrasah Ibtidaiyah Nahdlatul Wathan 1 Kelayu, Madrasah Ibtidaiyah Nahdlatul Wathan 2 Kelayu, and Madrasah Ibtidaiyah Nahdlatul Wathan 3 Pancor. Researchers interviewed 6 Ibtidaiyah Madrasah Principals, four male and four female students and 4 class teachers.

3.3. Data Collection Tools

Data collection techniques include in-depth interviews, participant observation, research, and document analysis to reveal the meaning behind the phenomenon of bullying and violence in schools. 1) In-depth interviews are used so that researchers obtain more data and understand social and cultural situations/conditions through the language and expressions of the interviewee and can clarify unknown things. 2) Participant observation is carried out by observing (observation) directly the behavior of individuals and their interaction with their social environment. This participant observation aims to allow researchers to obtain information on the suitability of interview data with observation data. 3) Document analysis. This source of data can be used to support data from observations and interviews and obtain relevant thoughts in deepening the interpretation of phenomena.

3.4. Data Analysis

Data analysis uses descriptive and interpretive phenomenological analysis. This research procedure (Smith & Fieldsend, 2021) consists of 6 steps: (1) Reading and rereading transcripts, further improving understanding; (2) making initial notes in successive readings; (3) developing issues as they arise; (4) find relationships between problems that arise; (5) move on to the next case to allow new issues to arise; and (6) look for patterns through the cases.

3.5. Data Validity Test

This research has gone through data validity testing in qualitative research, including credibility tests (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). 1) Credibility: researchers are directly involved in participants' lives for a long time and try to confirm and clarify the data obtained from participants. 2) Transferability: The transferability of this study was seen in the selection of research subjects by focusing on students, teachers and principals who were directly involved in the experience of bullying and violence in schools. 3) Dependability: The direct involvement of researchers is very helpful in confirming the suitability of data in the field to achieve data stability, consistency, and equivalence. 4) Confirmability: The results of this research have been discussed with students of the doctoral program in Education at Universitas Pendidikan Ganesha and received various inputs and suggestions related to the phenomenon of bullying and violence based on experience and the reality of life.

4. Results and Discussion

Bullying and violence have been and always have been in schools. Differences in the characteristics of students who come from different backgrounds, social statuses and genders tend to be the basic reasons for the emergence of violent bullying in schools. The results showed that the phenomenon of bullying and violence also occurred in Madrasah Ibtidaiyah (MI) students in East Lombok. Awareness of the danger of

this phenomenon to the development of Madrasah Ibtidaiyah (MI) students in East Lombok, the school took various preventive measures to counter this phenomenon.

The results showed that one of the students of Madrasah Ibtidaiyah Nahdlatul Wathan 4 Pancor in East Lombok experienced verbal bullying. This verbal bullying was found from the results of the researcher's interview with the Head of Madrasah Ibtidaiyah Nahdlatul Wathan 4 Pancor said:

One of the grade 1 students often cries and sometimes shirks at school because he gets unpleasant treatment from his friends (bullying because his parents have a mental illness). The action taken by the madrasah is to call students (bullies) to the madrasah headroom for coaching. Students (victims of bullying) are given understanding and advice to be able to accept and let go by being good children in the sight of God. After the incident, the bully was no longer bullied, and the victim of bullying was more enthusiastic about school and was not "whiny" / did not cry often anymore. (MI NW 4 Pancor student interview transcript, August 2023).

Departing from the thoughts of Emile Durkheim, it can be interpreted several strategies to overcome bullying and violence in schools as follows:

4.1. Internalization of Moral Values within Students through School Discipline

Internalization of moral values must consider how to manage students' relationships with others, resolve conflicts (interpersonal aspects) and explore the basic values and goals that characterize students' identities and lifestyles. Internalizing moral values involves instilling them into the student's personality, making them part of their daily actions and decisions. Durkheim points out that this process must begin significantly in the family environment.

In this study, moral values are internalized in the school's actions in building awareness among its students.

Three students in grade 3 MI confessed to the teacher that they smoked and drank alcohol at home because they were invited by young people in their village. The school (madrasah) conducts internal coaching according to the student's level of understanding and continues to control and involve parents in creating a comfortable environment at home. Teachers continue to make approaches by inviting students and parents to chat so that teachers get information on the progress of the madrasah's efforts. Teachers realize their presence in the madrasah is a substitute for their parents at home (MI NW 4 Pancor Teacher interview transcript, August 2023).

Internal coaching, according to the student's level of understanding, is an effort to internalize moral values within students, and control is an effort to monitor further development of the effort. This statement aligns with previous research that positive family relationships and home environments help protect children from the negative consequences associated with bullying, and warm parent-child relationships may have an environment-mediating effect on children's behavioral adjustment after bullying (Schlüter et al., 2023). Proper family involvement in childhood is closely related to the positive development of children over a long period (Bartoszuk et al., 2021).

In addition, internalization of moral values can also be done through continuous socialization of ethical values and involving students in improving their moral lives. The Stop Bullying and Violence campaign in schools is a concrete example of internalizing moral values in students, and this form of socialization can use posters, billboards, or scientific discussions about bullying and violence in schools (Mansur, 2020).

In this study, the internalization of moral values was carried out through socialization.

Teachers and Madrasah Heads continue to conduct related socializations about the dangers of bullying to students regularly and discuss the importance of mutual respect to achieve mutual achievements. Socialization is still carried out even though all activities have not been programmed properly, considering that teachers and madrasah heads do not understand how to integrate them into learning activities, so it has only reached the stage of socializing and continuing to remind not to call their friends by the names of their parents which have been done since a long time ago. Since the existence of this socialization program, fewer students have heard their friends saying their friends' nicknames with inappropriate words (transcript of interviews with teachers and principals of MI NW 4 Pancor, June 2023).

Empirically, this socialization can reduce bullying and violent behavior in schools. Socialization agents are not only teachers but also involve students. Previous empirical research (Smyth & Carless, 2021) applies the following strategies in its dialogical approach by involving students, including a) inviting students to think about the best role models for themselves, b) encouraging students to identify the moral values that these role models have, c) inviting students to provide examples of their own moral behavior, and d) requiring students to evaluate moral behavior based on moral values from his role model.

In this study, student involvement was expressed in child-friendly programs. The implementation of the Madrasah child-friendly program is carried out as follows: 1) making class rules with students, the aim is to be able to participate in learning in conducive conditions and situations through mutually determined class

agreements; 2) Teachers alternately motivate students every day so that students can learn safely, comfortably and can be motivated to learn to a higher level. Teachers' records show bullying cases have seldom been found in the madrassa since implementing the child-friendly program. Teachers and madrassas also continue to insert messages about the dangers of bullying and how to build a sense of security and mutual respect in Imtaq and Apple activities every week.

Internalization of moral values aims to help students become accustomed to applying them. This habit is the foundation on which the school provides moral strength for students. This moral strength will impact student actions, where students will be afraid to commit bullying and violence at school. Durkheim argues that habits tend to dominate students' minds, and when the student's mind is open, outside influences will be easy to accept and maintain (Dubrule, 2022). Thus, internalizing moral values makes the student more aware of his moral autonomy and encourages the development of the student's moral identity so that moral concerns become relevant in most life activities. The student is much more confident about acting in life if he understands the good and bad consequences of his existence than if he acts solely on the authority of others.

4.2. Ensuring Students Behave Safely and are Trained in a Safe Environment

One of the most effective preventive measures in overcoming immoral acts (bullying and violence) is to ensure that students are not trained exclusively under the influence of a bad environment and by inappropriate people. It is one of several reasons for inadequate education in families and schools.

In this study, the meaning of a safe environment can awaken and strengthen students' identities.

One of the students experienced pain for six months and was in and out of the hospital. She wanted to go to school because she was sick, but her father did not give her permission. His father consulted with the madrassa so that his son could go to school, and a miracle happened: his son was cured without any treatment. Because she feels happy and comfortable and can express herself at school (MI NW 4 Pancor student interview transcript, August 2023).

A safe environment provides possibilities not only to promote children's participation but also to apply basic qualities in the socio-physical environment of children as part of sustainable development (Jansson et al., 2022). Thus, schools should provide a comfortable learning environment, and learning is based on the principles of equality and respect (World Health Organization, 2016).

This moral formation of students can be done by teaching students about safe behavior. Based on the notes of Madrasah teachers, 1) teachers integrate safe behavior content into teaching modules; 2) the teacher feels more sense of responsibility to the child after receiving the material; 3) Teachers feel that the material should be trained and socialized to all teachers and the community at any level or level.

This concept is in line with the implementation of the function of school discipline, according to Durkheim, to instil respect for rules and train children in self-control. The World Health Organization defines safe behavior as the ability of students to recognize situations where harassment or violence is likely to occur and understand how to avoid potentially dangerous situations and where to go for help (World Health Organization, 2019). Building safe behaviors in students aims to enable students to identify bullying and violence that afflicts them and try to deal with them calmly, avoid dangerous situations, and seek professional help. This effort can be made by developing students' life skills, such as cognitive, social, and emotional skills. These three skills include problem-solving, critical thinking, communication, decision-making, creative thinking, relationship-building skills, self-awareness, empathy and managing stress and emotions (World Health Organization, 2015). These skills help children manage emotions and conflict and communicate effectively and non-aggressively, reducing the risk of violent behavior.

4.3. Teachers as Intermediating Rules in Building Safe Behavior

Rules are abstract, and regulations cannot react and assert them on their own; hence, there is a need for the instrument to be intermediate, that is, through the intermediary of the teacher. The student trusts the rules because he trusts the teacher respects them. After all, the teacher affirms them as worthy of respect. Conversely, if the teacher allows transgression, the student will not believe it and the same belief; the student will not respect it to the same degree. Thus, allowing or accepting bullying behavior means giving bullies power to bully, creating unhealthy social interactions, and increasing a culture of violence. Unhealthy social interaction can hinder the development of optimal self-potential to sterilize a superior culture (Wiyani, 2015).

The impact is that teachers' doubts about the rules impact students' doubts. These doubts can shake school discipline. Teacher doubters are often the perpetrators of bullying and violence in schools. Therefore, certain measures are indispensable in protecting the freedom of students. The teacher is a model of behavior for students, and the teacher's actions can reflect the formation of student behavior (Duznaeva et al., 2023).

Therefore, the attitude and behavior of a teacher are deeply imprinted in students so that the teacher's speech, character, and personality become a mirror for students.

Based on the defects of madrasah teachers, 1) Teachers feel emotional closeness with students, so students are comfortable telling about the things they do both at home, play and in school environments; 2) Teachers become more sensitive to changes in student attitudes/behavior. A good teacher must have a better example than his students and have good attitudes, behavior, morals, ethics, and manners because their students will imitate them. Their role is very important in developing student ethics, covering a wide range of behaviors ranging from speaking to social interaction, thus shaping students into individuals with better ethics (Sumo & Koryataini, 2023).

Empirically, these teachers' notes align with previous research that teachers' positive attitudes have positively influenced students' personalities and life performance. Departing from Durkheim's thoughts on moral autonomy, it can be concluded that the teacher bases himself on the awareness of moral autonomy within himself and expresses it in action as an abstract intermedia of rules. Previous empirical research provides examples of teachers as models of behavior for students, where during the pandemic, they feel morally obligated to meet the diverse needs of their students (Cohen Lissman et al., 2023). In addition, if teachers feel competent in dealing with bullying, they will more often intervene with positive strategies, thus reducing bullying and violence in the classroom and higher levels of teacher job satisfaction will have a direct impact on low rates of bullying and violence in schools (World Health Organization, 2015).

5. Limitations and Suggestions for Future Research

The phenomenological study of Emile Durkheim's moral perspective on reducing bullying and violence in schools highlights some limitations and offers suggestions for future research. One significant limitation is the research focuses on ethical and social intelligence components as determinants in bullying behavior, without extensively exploring the broader socio-ecological and psychological factors contributing to such behavior. Although this study recognizes the importance of moral intelligence and social intelligence in reducing bullying, it may overlook the complex interplay of individual, family, school, and community influences on bullying and violence. In addition, the phenomenological approach of the study, while valuable for understanding individuals' life experiences, may not fully capture the systemic and institutional factors that perpetuate bullying and violence in schools. For example, the important role of school culture, climate, and early reactions of peers and teachers in reinforcing or reducing bullying behavior was not deeply examined. In addition, the study may not adequately address the long-term impact of bullying on mental well-being and the effectiveness of whole-school intervention programs.

For future research, it is advisable to adopt a more comprehensive socio-ecological model that considers the multifaceted nature of bullying and violence in schools, including examining the sociomoral development of teachers and their responsibilities in intervention and exploring the psychological pressures and conflicts students face in modern society. Investigating the effectiveness of different intervention strategies, including those involving families and tailored interventions, can also provide valuable insights. In addition, future studies may benefit from critically examining the social processes and institutional factors that contribute to bullying, moving beyond individual dysfunction to embrace a broader understanding of bullying as part of social dynamics.

6. Conclusion

Contrary to the problem and integrated with the thoughts of Emile Durkheim, it can be concluded that several strategies to overcome bullying and violence in schools are as follows: First, internalize moral values within students through school discipline. Internalization of moral values must consider how to manage students' relationships with others, resolve conflicts (interpersonal aspects) and explore the basic values and goals that characterize students' identities and lifestyles. The Stop Bullying and Violence campaign in schools is a concrete example of internalizing moral values in students, and this form of socialization can use posters, billboards, or scientific discussions about bullying and violence in schools.

Second, ensure students behave safely and are trained in a safe environment. Durkheim said one of the most effective preventive measures in tackling immoral acts (bullying and violence) is to ensure that students are not trained exclusively under the influence of a bad environment and by inappropriate people.

Third, teachers are intermediary rules in building safe behavior. Building safe behaviors in students aims to enable students to identify bullying and violence that afflicts them and try to deal with them calmly, avoid dangerous situations, and seek professional help. The student trusts the rules because he trusts the teacher respects them. After all, the teacher affirms them as worthy of respect. Conversely, if the teacher allows

transgression, the student will not believe it and the same belief; the student will not respect it to the same degree. Therefore, the attitude and behavior of a teacher are deeply imprinted in students so that the teacher's speech, character, and personality become a mirror for students. In addition, if teachers feel competent in dealing with bullying, they will more often intervene with positive strategies, thus reducing bullying and violence in the classroom, and higher levels of teacher job satisfaction will directly impact low rates of bullying and violence in schools.

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