

ABSTRAK

Perilaku *bullying* masih menjadi permasalahan di lingkungan madrasah sehingga memerlukan peran guru wali kelas dalam upaya pencegahan dan penanganannya. Penelitian ini bertujuan untuk mendeskripsikan peran guru wali kelas dalam mengatasi perilaku *bullying*, menjelaskan langkah-langkah yang dilakukan guru dalam menangani perilaku *bullying*, serta mengidentifikasi tantangan yang dihadapi guru wali kelas pada peserta didik kelas IV MIN 26 Aceh Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Informan penelitian terdiri atas kepala madrasah, guru wali kelas IV, dan peserta didik kelas IV. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa guru wali kelas berperan sebagai pembimbing, pengawas, mediator, dan pembina karakter dalam mengatasi perilaku *bullying*. Peran tersebut diwujudkan melalui pemberian bimbingan dan nasihat, pengawasan terhadap interaksi peserta didik, mediasi antara pelaku dan korban, pembinaan karakter melalui kegiatan keagamaan, serta penerapan rotasi tempat duduk sebagai bagian dari pengelolaan kelas untuk mendukung pengawasan dan mengurangi peluang terjadinya perilaku *bullying*. Langkah-langkah penanganan dilakukan dengan mengidentifikasi bentuk *bullying*, memberikan teguran dan nasihat, melakukan mediasi, memberikan pembinaan dan pengawasan khusus kepada pelaku, serta melibatkan orang tua, kepala madrasah, dan instansi terkait apabila diperlukan. Tantangan yang dihadapi guru meliputi masih berulangnya perilaku *bullying*, keterbatasan pengawasan di luar kelas, dan belum optimalnya kerja sama dengan sebagian orang tua dalam mendukung pembinaan peserta didik. Berdasarkan hasil penelitian dapat disimpulkan bahwa guru wali kelas memiliki peran penting dalam mengatasi perilaku *bullying* melalui pembimbingan, pengawasan, mediasi, pembinaan karakter, serta kerja sama dengan orang tua dan pihak madrasah sehingga tercipta lingkungan belajar yang aman, nyaman, dan kondusif.

Kata Kunci: Peran Guru Wali Kelas, Perilaku *Bullying*, Peserta Didik.

ABSTRACT

Bullying remains a problem in the madrasah environment, requiring the active role of homeroom teachers in its prevention and management. This study aimed to describe the role of homeroom teachers in addressing bullying behavior; explain the strategies employed by homeroom teachers to handle bullying behavior, and identify the challenges faced by homeroom teachers among fourth-grade students at MIN 26 Aceh Utara. This study employed a qualitative approach using a descriptive method. The research participants consisted of the principal, fourth-grade homeroom teachers, and fourth-grade students. Data were collected through observation, interviews, and documentation. The data were analyzed using data reduction, data display, and conclusion drawing techniques. Data validity was ensured through source triangulation and technique triangulation. The findings revealed that homeroom teachers played roles as mentors, supervisors, mediators, and character educators in addressing bullying behavior. These roles were implemented through guidance and counseling, supervision of students' interactions, mediation between perpetrators and victims, character building through religious activities, and the implementation of a seat rotation strategy as part of classroom management to support supervision and reduce the likelihood of bullying. The steps taken by the teachers included identifying the forms of bullying, giving warnings and advice, conducting mediation, providing special guidance and supervision for students who repeatedly engaged in bullying, and involving parents, the madrasah principal, and relevant institutions when necessary. The challenges encountered included the recurrence of bullying behavior, limited supervision outside the classroom, and the lack of optimal cooperation from some parents in supporting students' character development. In conclusion, homeroom teachers play an important role in addressing bullying behavior through guidance, supervision, mediation, character building, and collaboration with parents and the madrasah, thereby creating a safer, more comfortable, and more conducive learning environment.

Keywords: *Homeroom Teacher's Role, Bullying Behavior, Students.*