



Preventing Bullying Among Schoolchildren: Persuasive Communication Between Teachers And Students At State Junior High School 14 In Cirebon City

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Abstract

Background. Bullying is a phenomenon that has garnered significant media attention, both on social media and in other mass media. Bullying cases most often target school-aged children, particularly those aged 13–15, although they also frequently occur among college students or adults; consequently, bullying is most prevalent in schools. Therefore, persuasive communication between teachers—and educators—and students is essential to prevent bullying.

Aims. The purpose of this study is to identify the barriers that arise in the process of persuasive communication, to determine the efforts made by teachers to overcome these barriers, and to analyze the forms of persuasive communication used by teachers to prevent bullying in schools.

Methods. This study employs a qualitative approach using the case study method to understand the persuasive communication between guidance counselors and students.

Result. The results of the study show that when teachers engage in persuasive communication, they do so using a psychological approach, carefully selecting the messages to be conveyed to students so that they are easily accepted. Students are given the opportunity to actively participate in bullying prevention because, after all, they are the key actors in preventing bullying.

Conclusion. The conclusion of this study is that persuasive communication between teachers and students can prevent bullying or violence in schools.

Keywords: Persuasive Communication, Prevention, Bullying, Teachers, Students.



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INTRODUCTION

Bullying is a phenomenon that has garnered significant media attention, both on social media and in other forms of mass media. Bullying can be defined as repeated aggressive

behavior by someone who feels more powerful toward someone considered weaker. Bullying can be carried out by individuals or groups. Bullying is a phenomenon that can happen to anyone, regardless of time or place. While bullying most often targets school-aged children, it also frequently occurs among college students or adults, which is why it is so prevalent in schools.

Adolescents aged 13–15 are particularly vulnerable to bullying. This is supported by the findings of a ChildFund International study, which states that 6 out of 10 children aged 13–25 are most at risk of being bullied. Boys and girls face the same risk (Tempo, 2023). Bullies are usually older students or peers who feel they have certain advantages and therefore look down on their classmates. These children are typically middle school students (SMP). Bullying can occur at any time—for example, during orientation, at recess, or after school.

Schools are educational institutions that serve to impart academic knowledge, teach social skills, develop students' potential, and build strong character. Schools are not limited to imparting knowledge, but also focus on shaping students' character holistically within the school environment. This is stated in (Law No. 20 of 2003 on the National Education System, 2003) or SISDIKNAS, in Chapter 1, General Provisions, Article 1.

Education is a conscious and planned effort to create a learning environment and learning process so that students can actively develop their potential to possess religious and spiritual strength, self-control, character, intelligence, noble moral values, and the skills needed by themselves, their community, the nation, and the state.

Education is a conscious effort to enable learners—now more commonly known as students—to develop their full potential so that they may possess spiritual strength, self-control, character, intelligence, noble moral values, and skills. From this objective, it is clear that the purpose of education is not merely to impart knowledge and skills, but rather to foster spiritual strength, character, and noble moral values.

Problems in schools certainly cover a wide range of issues, one of which is bullying. The high number of student bullying cases in schools across various regions has led several parties to call for preventive measures, including the President of the Republic of Indonesia, who has ordered the Ministry of Primary and Secondary Education to address the issue immediately and ensure it is not allowed to continue. Schools must be safe and comfortable places (safe houses) for learning, not frightening places. Effective communication between teachers and students is essential to prevent bullying.

Persuasive communication is communication that contains an appeal or persuasion

directed at someone. The goal is to get that person to follow what is being communicated. Persuasive communication can be implemented through direct and indirect channels, whether through educational campaigns on social media or face-to-face dialogue. Schools have programs to prevent bullying among students. This program can be carried out by all members of the school community, including subject teachers, homeroom teachers, guidance counselors, and counseling teachers. In practice, these activities are primarily focused on homeroom teachers or guidance counselors. Persuasive communication is communication that contains an invitation or persuasion directed at someone. The goal is to get that person to follow what is being conveyed. Persuasive communication can be implemented through direct and indirect channels, whether through educational campaigns on social media or face-to-face dialogue. The school has a program to prevent bullying among students. This program can be carried out by all members of the school community, including subject teachers, homeroom teachers, form advisors, and Guidance and Counseling teachers. In practice, these activities are primarily carried out by form advisors or Guidance and Counseling teachers.

The effectiveness of bullying prevention depends on teachers' ability to manage communication with relevant stakeholders. Teachers are able to communicate internally with administrators and colleagues, as well as with external parties.

The objectives of this study are as follows: (a) To identify the constraints or barriers that arise in the process of persuasive communication aimed at preventing student bullying in schools; (b) To examine teachers' efforts to overcome barriers to persuasive communication in school-based student bullying prevention programs; (c) To analyze the forms of internal and external persuasive communication used by teachers to prevent bullying in schools.

The results of this study are expected to contribute to the field of communication studies, with a focus on persuasive communication. The benefits of this study include both practical and theoretical aspects. Practically, this study provides guidance for schools on how to optimize the use of persuasive communication to prevent bullying in schools. Theoretically, the findings of this study contribute to the development of persuasive communication theory, particularly in the context of educational institutions.

LITERATURE REVIEW

Persuasive Communication

Persuasive communication is a form of communication in which one person (the communicator) attempts to persuade or convince another person (the recipient) to follow what

is being communicated. Simply put, persuasive communication can be defined as communication intended to change the recipient's views, thoughts, opinions, and behavior.

This study uses the theory of persuasive communication by (Devito, 2013). Persuasive communication is a communication technique that aims to influence people's thoughts by using psychological or sociological data and facts to influence the audience. This is explained in his book titled **The Interpersonal Communication Book**. Persuasive communication is also defined as the process of influencing the beliefs and behaviors of others, as described in his book "Communicology: An Introduction to the Study of Communication" (Devito, 1982). there are four main principles of persuasion, namely:

- a. The Principle of Selective Exposure. Listeners (individuals) follow the principle of selective exposure.
- b. The Principle of Individual Participation: Persuasion will be successful if individuals actively participate in the presentation or discussion.
- c. The principle of inoculation—presenting counterarguments and then explaining their weaknesses—will enable individuals to fortify themselves against potential attacks on their values and beliefs.
- d. The Principle of the Magnitude of Change: The greater and more significant the change one wishes to bring about in an individual, the more difficult the task becomes. People change gradually. Therefore, persuasion is most effective when it is aimed at bringing about small changes over a sufficiently long period of time or in stages.

Persuasive communication consists of several key, interconnected elements. Theoretically, these elements of communication include "three components: the speaker, the content of the message, and the listener." (Aristoteles, 2010). The first element, the speaker, also known as the communicator or persuader, is the source of the message. The second element—the subject matter of the conversation, also known as the message or message content—is the message itself. The third element, the listener, also known as the recipient or the person being persuaded, is the recipient of the message.

The goals of persuasive communication vary depending on the communicator's objectives. Therefore, communicators must master various communication techniques that can foster motivation in their audience. Persuasive communication can be achieved by stimulating or providing incentives, such as presenting data or facts. Another approach involves persuasion—that is, bringing about changes in the recipient's beliefs, attitudes, judgments, and

values. Yet another approach involves calls to action designed to spark curiosity, solve problems, or propose various solutions.

Persuasive communication can take various forms or use various methods, such as public education, face-to-face or interpersonal communication, and advertisements for products or public services. The methods used are tailored to the target audience.

Bullying

Conceptually, bullying is defined as a form of aggressive behavior that is repeated and intentional, directed at a weaker party. This behavior often occurs when a person in a position of power targets someone in a weaker position. Bullying can take the form of physical, verbal, or social abuse, or occur via social media.

Physical bullying is bullying that targets a person's body or involves acts of violence that include direct physical contact. Physical bullying usually occurs because the bully feels stronger, bigger, or more aggressive than the victim. Physical bullying can include hitting, kicking, shoving, slapping, and other forms of physical assault. This type of bullying usually results in physical injuries.

The next type of bullying—verbal bullying—is bullying that occurs through speech or words. This type of bullying typically involves using harsh language, body shaming, making threats, spreading rumors or gossip, and making demeaning jokes.

Social bullying is a covert form of aggression intended to damage a person's reputation, relationships, or social status. Social bullying is typically associated with exclusion, spreading rumors, public humiliation, or manipulative behaviors such as “playing the victim..

Cyberbullying refers to aggressive, intentional, and repeated actions intended to frighten, anger, or humiliate a victim through digital technology, social media, or chat or gaming platforms. This includes the dissemination of slander, negative content, or embarrassing personal information.

According to the KBBI, bullying is the process, method, or act of bullying. Bullying is defined as the act of harassing, constantly bothering, and causing distress to others. Bullying is a form of physical, psychological, verbal, or social violence carried out repeatedly to hurt, intimidate, or corner someone.

According to (Olweus, 2013), Bullying is negative behavior that causes someone to feel uncomfortable or hurt. This behavior usually occurs repeatedly and is characterized by an imbalance of power between the perpetrator and the victim.

According to Smith (Smith & Thompson, 1991) bullying is a set of behaviors that are intentionally carried out and cause physical and psychological harm to the victim. Thus, it can be interpreted that the bully attacks the victim consciously and intentionally without considering the victim's condition.

Previous Research

There have been several previous studies similar to the topic of this research. One such study was conducted by (Rosali, 2025) and titled "Teachers' Persuasive Communication in Instilling Character Education." The purpose of this study is to examine how teachers' persuasive communication instills character education in students. This study demonstrates that the persuasive communication employed by teachers at SDIT Hidayatullah in Yogyakarta plays a crucial role in instilling character education in sixth-grade students.

The second study is titled "Teachers' Persuasive Communication Strategies for Preventing Bullying at SMPN 213 Jakarta." This study was conducted by (Ramadhan et al., 2024). The purpose of this study was to determine whether persuasive communication strategies can increase students' awareness of the dangers of bullying. The results of this study indicate that persuasive communication strategies between teachers and students are effective in preventing bullying. These strategies can foster better attitudes among students and help them avoid the negative effects of bullying. This study also involved the police as one of the sources of information or guidance on bullying prevention, along with guidance counselors. The conclusion of this study is that, in discussions regarding the role of teachers in building students' self-confidence, several sources shared their experiences and perspectives. Given the correlation between students' parental backgrounds and their behavior at school—which can influence students' attitudes and behavior—values such as tolerance, respect for differences, and the courage to take initiative also need to be instilled in students.

The third study was conducted by (Kamila et al., 2025) and titled "Analysis of Persuasive Communication in Preventing Bullying Among Adolescents: A Literature Review." This study aimed to examine the role of persuasive communication in preventing bullying through a literature review approach. The findings indicate that persuasive communication strategies implemented by teachers, parents, and caregivers are effective in shaping adolescents' attitudes and behaviors. Empathetic, educational, and consistent communication techniques raise awareness of the negative impacts of bullying and foster a safe and supportive

social environment. Persuasive communication also strengthens interpersonal relationships and promotes moral values, which are crucial in shaping positive character traits in adolescents.

Another study is titled “Persuasive Communication as a Teaching Technique for Teachers in Addressing Misconceptions Among Students at RA Al-Badri in Jember.” This study was conducted by (Faozan et al., 2024). The purpose of this study is to examine persuasive communication as a teaching technique used by teachers to address students’ misunderstandings at RA Al-Badri in Jember. The research method employed was qualitative descriptive, focusing on teachers at RA Al-Badri as the data subjects to observe teacher-student interactions in addressing these misunderstandings. The results of this study indicate that misunderstandings frequently occur among students in reading, writing, and arithmetic, and that teachers’ approaches to addressing these issues are inextricably linked to their self-concept, mindset, and societal context. Teachers convey their self-concept by emphasizing shared backgrounds or similar life experiences with their students. In the process of persuasive communication, teachers apply persuasive communication techniques to address students’ misunderstandings during the teaching and learning process. The techniques used include association, integration, rewards, and structuring.

In addition, there is also a study conducted by (Hape et al., 2023) titled “Interpersonal Communication Through Meditation: A Phenomenological Study on Instagram @pishiyoga” (2024). This study aims to distill individual experiences to identify what is essential. The results of this study indicate that the process of intrapersonal communication through meditation is interpreted as a process of identity search, a process of increased awareness, and a necessity in the process of self-healing aimed at developing a personality with a positive self-concept.

METHOD

In this study, the researcher used a qualitative approach with a case study method to understand persuasive communication between guidance counselors and students. Qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. This method was presented by (Moleong, 2018). This approach is used to examine how guidance counselors’ policies help prevent bullying in schools, so that students can feel understood and accepted, and those seeking counseling can feel protected at school.

Through this case study approach, researchers can explore in depth the persuasive communication processes employed by guidance counselors, the dynamics of students’

responses, and the various social factors that may influence students' acceptance of the counselors' messages. Therefore, this study not only describes the phenomenon of bullying in schools but also analyzes whether the messages conveyed by counselors are well-received and whether they influence students' behavior.

This study involved two groups: (a) Guidance and Counseling Teachers at SMP 14 Negeri in Cirebon City, who served as key informants to understand communication strategies used during student consultations regarding bullying; and (b) students at SMP 14 Negeri in Cirebon City, who served as supporting informants to provide perspectives on their experiences following the consultations.

This study was conducted at State Junior High School No. 14 in Cirebon City over a three-month period, from February through April. The school is located at 50 Kebumen Street in Cirebon City. Students at SMP Negeri 14 come from diverse socioeconomic backgrounds and social environments, creating the potential for various conflicts, including bullying. For this reason, this study was conducted at SMP Negeri 14 in Cirebon City. Furthermore, no similar research had been conducted at this school previously.

The primary data sources were obtained through interviews conducted by the researcher with the principal, the vice principal for student affairs, the guidance counselor, and three students at State Junior High School No. 14 in Cirebon City, who were selected through purposive sampling. Purposive sampling is a method of selecting respondents based on the research objectives. The interviews were conducted using a semi-structured interview guide to explore the participants' experiences, understanding, and behavioral changes in efforts to prevent bullying at school.

Another source of data is observation. This observation involves directly observing guidance and counseling activities aimed at preventing bullying in schools. How do teachers use persuasive communication with students at the target schools.

Secondary data was obtained from documentation used to collect such data, including interview transcripts and field notes related to student bullying in schools. A literature review was also conducted by examining books, scientific journals, and publications both online and offline related to bullying and persuasive communication strategies for preventing bullying.

Data analysis is conducted when further information is needed. Data analysis involves three stages. First, data reduction, which involves selecting key information from interviews, observations, and documentation. Second, data presentation, which is done through descriptive

narratives to examine the relationship between teachers' persuasive communication roles toward students and students' understanding of bullying and its prevention.

DISCUSSION

Persuasive Communication Between Teachers and Students at State Junior High School No. 14 in Cirebon City

The school strives to prevent violence and bullying, especially given that its students come from diverse backgrounds. According to the principal of Cirebon Public Junior High School No. 14, as part of its efforts to prevent bullying, the school has formed a team called the School Violence Prevention and Response Team (TPPK) through the Principal's Decree No. 800/138/SMP. 14/2025 regarding the Team for the Prevention and Handling of Violence in the School Environment at State Junior High School No. 14, Cirebon City.

This is carried out in accordance with the provisions regarding bullying or violence in schools as stipulated in Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia No. 6 of 2026 on a Safe and Comfortable School Culture, 2026). Regulation No. 6 of 2026 replaces (Regulation of the Minister of Education, Culture, Research, and Technology No. 46 of 2023 on the Prevention and Handling of Violence in Educational Institutions, 2023).

This team has several functions or tasks, including (a) submitting proposals and/or prevention programs to the head of the educational unit (Principal), (b) conducting outreach on policies and programs related to the prevention and handling of violence, and (c) addressing reports of suspected bullying or violence. Furthermore, this team has developed a work plan as part of its bullying prevention efforts. There are at least three measures implemented by SMP Negeri 14 in its bullying prevention efforts, as follows.

Strengthening Governance

There are three key points for strengthening governance in efforts to prevent bullying, as explained in (Regulation of the Minister of Education, Culture, Research, and Technology No. 46 of 2023 on the Prevention and Handling of Violence in Educational Institutions, 2023), Some of them are:

1. "a. develops and implement rules and regulations and programs for the prevention and handling of violence within educational institutions;

2. b. implement policies on the Prevention and Handling of Violence in educational institutions as established by the Ministry and local governments in accordance with their respective authorities;
3. c. plan and implement programs for the prevention and response to violence within educational institutions.”

Once the rules and regulations have been finalized, the next step is to implement them in schools, followed by periodic evaluations.

Education

Education, which refers to prevention efforts carried out through persuasion, prioritizing communication that is easy for children to understand, in the following ways:

1. Conduct outreach on rules and regulations and programs related to the prevention and handling of violence within educational institutions to all members of the educational community and parents/guardians of students, including those with disabilities (during orientation week and other electronic and non-electronic activities);
2. Incorporating the values of Pancasila into character building and fostering a culture free of violence across all aspects of education.
3. Providing regular or occasional direct guidance by homeroom teachers and guidance counselors as a means of preventing and addressing acts of violence.

Provision of Facilities and Infrastructure

Provision of supporting facilities and infrastructure, as follows:

1. The facilities required for the TPPK to carry out its duties include, at a minimum, a reporting channel, an examination room, and office supplies;
2. Safety in the learning process;
3. Safety in public spaces such as restrooms, cafeterias, and laboratories;
4. Implementation of educational activities on the prevention and response to violence; and
5. Safety and comfort of other facilities on the school grounds, including the provision of appropriate accommodations for people with disabilities.

It is during this educational stage that communication between teachers and students takes place. Communication takes various forms—verbal, nonverbal, and visual. When teachers engage in persuasive communication, they do so using a psychological approach, carefully selecting messages to convey to children that support their beliefs rather than contradicting them. In this context, the teacher first listens to the students’ perceptions of

bullying, then reinforces and validates those perceptions. If any perceptions are inaccurate, the teacher can gently correct them without being critical. This approach is employed by the guidance counselor at SMP Negeri 14 in Cirebon City toward their students as a preventive measure and a response when signs of violence or bullying emerge.

Students are given the opportunity to actively participate in bullying prevention because, after all, they are the key players in preventing bullying. As key players in bullying prevention, students are given the opportunity to participate so that bullying is truly kept under control and no significant cases occur.

As social beings, humans naturally interact with one another. This process implies interaction in the form of contact and communication. Contact is the initial stage of social interaction. Contact can occur physically or through non-physical means. When people come into contact with one another without communication, social interaction does not occur; thus, human interaction occurs when there is both contact and communication. If contact occurs but there is no communication, it cannot be called interaction. Therefore, contact that occurs in a crowd does not constitute interaction if there is no communication.

Communication is the process of conveying a message—which may take the form of feelings, ideas, or information—from the sender, known as the communicator, to the receiver, known as the communicant, in order to reach a mutual understanding regarding the content of the message. According to (Rogers, 1962), communication is defined as the process by which an idea is transferred from a source to one or more recipients, with the intent of changing their behavior. A similar view was expressed by (Hovland et al., 1963), who stated that communication is the process that enables a person (the communicator) to convey a stimulus (usually a verbal symbol) to change the behavior of others. As for the view of (Miller, 2013), communication occurs when a source conveys a message to a recipient with the conscious intention of influencing the recipient's behavior. Based on the views of several experts, it is evident that communication is the process of conveying information, ideas, or messages with the aim of influencing the recipient—whether by altering their understanding of something or by bringing about changes in attitude and behavior.

Communication can take various forms, including verbal, nonverbal, and visual. Verbal communication can take the form of speech, whether spoken or written. Nonverbal communication can include body language, facial expressions, or other physical cues. Visual communication, on the other hand, can include images, graphs, or videos.

In terms of social context or participants, forms of communication include intrapersonal communication, interpersonal communication, group communication, organizational communication, and mass communication. Intrapersonal communication is communication that takes place with oneself. This type of communication occurs when a person receives a message from another person—whether verbally or otherwise—and then stores or processes that message or information in their memory or mind. Examples of intrapersonal communication include self-reflection, meditation, contemplation, self-evaluation, or creative imagination, including having a discussion with oneself.

Interpersonal communication is communication that takes place between individuals. Interpersonal communication can occur when certain criteria are met. These criteria are as follows: (a) it involves both verbal and nonverbal behavior, (b) there is personal feedback, (c) there is an ongoing relationship, and (d) it is mutually persuasive.

Group communication is communication that takes place among several people or groups. This type of communication occurs between one person and several people (a group) or between one group and another. An example of group communication is the interaction between a professor and students during a class. Another example is when there is a meeting or briefing at an office.

Organizational communication is interpersonal communication that occurs within organizational relationships, whether in governmental or nongovernmental organizations. In general, the scope of organizational communication encompasses institutional structures and functions, the dynamics of interpersonal relationships, communication and organizational processes, and the formation of organizational culture.

Mass communication is defined as the process of conveying messages through mass media channels to connect communicators and recipients on a large scale. This process reaches a large audience from various locations. It is called “mass” communication because it is disseminated on a large scale through mass media, both print and online.

SMP Negeri 14 in Cirebon has implemented various preventive measures through different forms of communication, particularly persuasive communication between teachers and students. This has helped prevent bullying at the school.

Barriers in the Persuasive Communication Process

Communication barriers will always exist wherever communication takes place, including at SMP Negeri 14 in Cirebon. These barriers or obstacles can arise from technical or

physical barriers, psychological barriers, language barriers, or other factors, including attitudinal or behavioral barriers and cultural differences.

Technical or physical barriers arise from an inadequate or unsuitable environment or equipment. For example, an overly noisy environment, an open space, or poor timing. An overly noisy environment can disrupt communication between teachers and students; the message may not reach the recipient because the recipient's concentration is disrupted or they are not focused.

Meanwhile, psychological barriers are those stemming from fear, anxiety, and a lack of trust. These barriers prevent messages from being conveyed effectively, and it can be difficult to find the courage to speak honestly. Students worry about themselves or fear that something might happen to them or even to their loved ones.

Language can also be a barrier to persuasive communication. This happens because of differences in accents, terminology, or jargon, which can lead to miscommunication between the speaker and the listener. Speech intonation can also play a role. A teacher may intend to convey something correct, but if their tone is somewhat raised, it can be interpreted differently by students, who may perceive the teacher as being strict or angry.

Schools' Efforts to Overcome Barriers to Persuasive Communication

Barriers to persuasive communication that occur in schools can be addressed in various ways, depending on the type of barrier. According to guidance counselors, barriers that arise when communicating with children include noisy environments, which often require them to repeat questions or conversations. Another factor is that children's mental resilience is still developing, making it difficult to elicit information or offer advice. According to (Ludlow & Panton, 1992) There are several barriers to communication, including differences in social status (status effect), cultural differences, and physical distractions. Physical barriers, such as a noisy environment, can be overcome by finding a private space for counseling, such as the guidance counseling room. The guidance counseling room has spaces for both group and individual counseling sessions. To avoid disrupting students' learning activities in the classroom, the timing can be adjusted based on the availability of both the counselor and the student. If possible, counseling sessions can be held after school hours.

Other barriers, such as psychological or emotional ones, can be addressed through psychological approaches as well. It is indeed somewhat difficult to convince children to be confident, fearless, or free from anxiety. Communication must truly touch the students' souls

or hearts so that these psychological barriers can be broken down. The key is to foster feelings of empathy and self-confidence. Developing these feelings can minimize psychological barriers, allowing children to feel brave enough to express their feelings. According to (Slamet, 2008), there are several barriers to communication, including sociological barriers (social barriers), psychological barriers (mental barriers), barriers (obstacles), and mechanical barriers (technical barriers).

Forms of Persuasive Communication for Bullying Prevention

Bullying prevention efforts will not be effective without effective communication. Schools have taken various steps to minimize bullying. Group communication has already been implemented through guidance provided during the flag-raising ceremony. During the flag-raising ceremony, the ceremony leader delivers a speech, allowing anti-bullying messages to be conveyed as part of the ceremony.

Other communication takes place on an interpersonal level, whether between subject teachers, homeroom teachers, or guidance counselors. Anyone in the school environment—including educators (teachers) and support staff—can help prevent bullying. Every member of the school community has a responsibility to prevent bullying or violence at school. This should be done with care.

Guidance counselors also play a significant role in bullying prevention efforts. They provide individual counseling to students suspected of bullying or showing signs of bullying. Although there have never been any incidents of physical bullying at SMP 14, prevention efforts are always carried out.

Another form of communication used by schools in their efforts to prevent bullying is through social media. One form of communication is through the mass media, such as awareness-raising activities organized by the DP3APPKB (Cirebon City Agency for Women's Empowerment, Child Protection, Population Control, and Family Planning) regarding bullying prevention. These activities are also publicized through schools, including initiatives by the Health Department via the Cangkol Community Health Center as part of mental health outreach efforts that incorporate bullying prevention.

CONCLUSION

Bullying or violence at SMP Negeri 14 in Cirebon can be prevented through various efforts. One of these is through communication between teachers, as educators, and students;

for example, the school has formed a bullying and violence prevention team, teachers conduct awareness campaigns on bullying and violence prevention at school, and the principal instructs students not to engage in bullying at school. The main tasks of this team are to educate students about the dangers of violence and bullying, as well as to prevent and address bullying incidents.

Several communication barriers arise, such as physical, linguistic, and psychological barriers. By effectively addressing these barriers, teachers can overcome them so that the messages they convey to students reach their intended audience. Communication takes various forms, including verbal, nonverbal, and visual. It can also take the form of group or individual guidance.

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