

GAMBARAN MOTIVASI GURU DALAM MELINDUNGI SISWA DARI BULLYING DI SMP N 4 TEMPEL SLEMAN

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ABSTRAK

Guru dalam mengendalikan perilaku menyimpang seperti bullying adalah memberikan nasihat dan memediasi antara pelaku dengan korban serta melakukan tindak preventif lainnya seperti memberikan edukasi kepada semua peserta didik bahwa perilaku bullying itu merupakan tindak tercela yang tidak sesuai dengan norma. Bullying sendiri dapat dilakukan secara verbal maupun non verbal. Bullying verbal biasanya berupa cacian dan umpatan kebencian sedangkan non-verbal biasanya berupa kekerasan fisik. Tujuan untuk mengetahui gambaran motivasi guru dalam melindungi siswa dari bullying. Penelitian ini mengacu kepada hierarki kebutuhan Maslow (2018) sebagai dasar teori. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengambilan subjek menggunakan purposive sampling dengan tiga subjek yakni guru BK dan guru wali kelas SMP N 4 Tempel dan tiga significant other. Data diambil menggunakan metode wawancara, observasi dan dokumentasi. Hasil yang diperoleh dari penelitian ini yakni guru memberikan perhatian terhadap kebutuhan fisik, psikologis, dan sosial siswa, serta komitmen untuk menciptakan lingkungan belajar yang aman dan mendukung, menjadi faktor kunci. Melalui wawancara dengan guru, terlihat bahwa motivasi muncul dari cinta terhadap pekerjaan, hubungan yang intim dengan siswa, dan upaya proaktif dalam mencegah bullying.

Kata Kunci: *Bullying, Guru, Sekolah*

DESCRIPTION OF TEACHER MOTIVATION IN PROTECTING STUDENTS FROM BULLYING AT SMP N 4 TEMPEL SLEMAN

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ABSTRACT

Teachers in controlling deviant behavior, e.g. bullying, by providing advice and mediating between the perpetrator and the victim and taking other preventive actions such as educating all students that bullying behavior is a despicable act that is not following the norms. Bullying can manifest in both verbal and non-verbal forms. Verbal bullying typically involves the use of derogatory language and expressions of animosity, while non-verbal bullying often takes the shape of physical aggression. This research explores teachers' motivations to safeguard students against bullying. The theoretical framework for this study is grounded in Maslow's hierarchy of needs (2018). A qualitative methodology was employed, utilizing a case study approach. The subjects were selected through purposive sampling, including the counselling teacher, the SMP N 4 Tempel homeroom teacher, and three additional significant individuals—data collection methods comprised interviews, observations, and documentation. The findings indicate that teachers are attentive to students' physical, psychological, and social needs, demonstrating a commitment to fostering a safe and supportive educational environment, which is identified as a crucial element. Through interviews with teachers, it is seen that motivation arises from love for work, intimate relationships with students, and proactive efforts in preventing bullying.

Keywords: *Bullying, Teacher, School*