

## **STRENGTHENING CHARACTER EDUCATION VALUES IN PREVENTING BULLYING BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN**

**\*Wina Puspita Sari, Marisa Puspita Sary, Dini Safitri**

Universitas Negeri Jakarta, Jakarta, Indonesia

Email: winapuspitariunj@gmail.com

### **Abstract**

There are 18 values offered by Ministry of Education to develop cultural national character education at school in Indonesia. However, the values of character education are now being to fade, which is likely to be the cause of the rampant bullying behavior. The phenomenon of bullying is quite often reported by the media, especially on social media. This research is based on the community services aimed to strength character education values in preventing bullying behavior especially for elementary student. There were two partner of this community services, the first one was Desa Pendidikan located in PAUD Cempaka RT 06 RW 03, Rawamangun. While the other was Taman Pintar in Jalan Waringin Raya No.25, Kayu Putih Village, Pulogadung Sub-District, East Jakarta. The procedure conducted for this research began by giving explanation about what bullying is. Then the research participants were given workshop about values of character education. All materials were delivered using language and methods which can be understood by the children as the workshop participants as well as using storyteller. The participants were also given explanation on what to do if they were victims of bullying. The materials in this workshop were delivered to older people, especially parents and teachers. Based on two workshop conducted in two community services partners, it can be concluded that bullying behavior often occurs among children, they only do not know the term. Participants of the workshops experienced the act of bullying both verbally and physically, however, they did not know what to do when they experienced it. This study offers some suggestions to avoid children from conducting or experiencing bullying, those are: children need to be equipped with character education values to deal with bullying behavior both formally through study material in schools and informally through workshops such as conducting community services in an interesting way, using fairy tales, movies or games.

**Keywords:** Character Value Values, Bullying

### **INTRODUCTION**

Starting from 2011, there are 18 values offered by Ministry of Education to develop cultural and national character education at school in Indonesia. Those values, such as character education, have to be inserted in all levels of education in Indonesia in the education process. The 18 values in character education according to the Ministry of Education are (AAR, 2011):

1. Religious: attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, are tolerant of the conduct of worship of other religions and live in harmony with those of other faiths.
2. Honest: behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work.

3. Tolerance: attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others are different from his.
4. Discipline: actions that show orderly behavior and comply with various provisions and regulations.
5. Hard Work: actions that show orderly behavior and comply with various rules and regulations.
6. Creative: think and do something to produce new ways or results from something that has been owned.
7. Independent: attitudes and behaviors that are not easily dependent on others in completing tasks.
8. Democratic: how to think, behave, and act that assesses the rights and obligations of himself and others.
9. Feelings of Knowledge: attitudes and actions that always strive to know more deeply and extensively than something they learn, see and hear.
10. Nationalism: the way to think, act and be insightful that places the interests of the nation and the state above the interests of themselves and their groups.
11. Love the Motherland: the way of thinking, acting and having insight that places the interests of the nation and the state above the interests of themselves and their groups.
12. Appreciating Achievements: attitudes and actions that encourage themselves to produce something that is useful for the community, and recognizes, and respects the success of others.
13. Friendly/Communicative: attitudes and actions that encourage themselves to produce something that is useful for the community, and recognizes, and respects the success of others.
14. Love of Peace: attitudes and actions that encourage him to produce something useful for the community, and recognize, and respect the success of others.
15. Reading: the habit of providing time to read various readings that give virtue to him.
16. Environmental Care: attitudes and actions that always strive to prevent damage to the surrounding natural environment, and development efforts to repair the damage to nature that has occurred.
17. Social Care: attitudes and actions that always want to provide assistance to other people and people in need.
18. Responsibility: a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, environment (nature, society and culture), state and God Almighty.

According to Charlie (Kusmawardani, 2013), character education is an effort to help students understand, care, and behave according to the ethical values apply in society. However, the value of character education are now increasingly fading. The diminishing values of the character of the Indonesian nation are likely to be the cause of the rampant bullying behavior at this time, that the problems associated with the decreasing character values of students are frequent acts of violence such as brawls between students, cheating, bullying, various immoral acts, destruction of school facilities by students, increasing drug use, etc. (Kusmawardani, 2013).

News about bullying is quite often heard. Not only in conventional media such as television and newspapers but also on social media. Video footage of bullying behavior

of school children in the school environment can be found on social media such as Facebook and Instagram or YouTube. The incident is most likely only an iceberg phenomenon, where only a few that appear and stick to the public space, and it is suspected that there are still many other cases that have not been exposed until now. However, this phenomenon is very alarming and has caused criticism from various parties.

One of the statistical data on bullying in Indonesia was obtained from NGO Plan International and the International Center for Research on Women (IRCW) which doing research related to bullying in 2015. The results revealed that 84% of children in Indonesia experienced bullying at school. This figure was higher than other countries in the Asian region. This research was conducted in several countries in Asia, including Vietnam, Cambodia, Nepal, Pakistan, and Indonesia. As many as 9000 school children aged 12-17 years old involved in this research (Qodar, 2015).

Previously, the *Republika Daily* (2014), referring to the KPAI data, stated that in 2014, bullying cases ranked the highest in public complaints. From 2011 to August 2014, KPAI recorded 369 complaints related to the matter. That number was around 25% from the total of 1,480 cases in the education sector. In addition, based on a survey conducted by *Latitude News* in 40 countries, Indonesia ranked second as , the country with the most bullying cases compared to other countries in the world. Japan was the first, followed by Indonesia, Canada, the United States, and Finland (Sari, 2016).

The Indonesian Child Protection Commission (KPAI) noted, so far there have been many reports of bullying cases in children from ridicule to physical behavior. The secretary of the KPAI gave information about the cases of bullying that had been reported to KPAI very diverse. Ranging from mild to the heaviest. The light ones start from mocking each other, complaining friends, threatening until they have received a report that one of the children was asked to drink toilet water (Qodar, 2015).

Violent behavior or bullying in schools has a negative impact on victims and perpetrators, even eye witnesses who witness the bullying behavior. If bullying is not dealt with seriously, then the problem of bullying will have an impact on many things, such as a decrease in achievement in school, stress, and withdrawal from the association and physical, which leads to suicide and death. Even the impact can make victims become bullying perpetrators if there is a cycle of violence. Moreover, if bullying takes place in a long time (yearly), it will affects the victim psychologically.

## **LITERATURE REVIEW**

According to Josep A. Devito, bullying in close relationships, in the work environment or playground consists of rude actions taken by someone or a group of people to other people. Bullying behavior has become a pattern, which is often done repeatedly rather than alienating. In playgrounds, bullying often involves physical violence, while verbal bullying generally happened in the world of work in some civilized countries (Devito, 2013, p. 284).

Psychologist Andrew Mellor stated bullying is an experience that occurs when a person feels persecuted by the actions of others and he is afraid that bad behavior will occur again while the victim feels powerless to prevent it. Bullying is inseparable from

the power/power gap between victims and perpetrators and followed by repetition patterns (repetition of behavior). Cases of bullying often encountered were cases of seniority or the intimidation from senior students towards their juniors both physically and non-physically. Examples of bullying cases include verbal bullying, such as saying, dubbing, insulting, criticizing, slandering, cursing, or threatening. Second, do the physical bullying, such as hitting, punching, slapping, kicking, pinching, and punishing by running around the field, and so on. Third, bullying in relational and mental relations, such as alienating friends, avoiding, terrorizing, intimidating, discriminating, ignoring, glaring, etc. Bullying in schools can be done by individuals to individuals, groups to individuals, or groups to groups. Not infrequently also occurred from teacher to student (Setiawan, 2014).

Andrew Mellor explained that there are several types of bullying (Setiawan, 2014), namely:

- (1) Physical bullying, namely the type of bullying that involves physical contact between the perpetrator and the victim. Behavior that includes, among others: hitting, kicking, spitting, pushing, strangling, injuring using objects, forcing victims to do certain physical activities, grabbing, damaging objects belonging to the victim, and others. Physical bullying is the most visible and easy to identify type compared to other types of bullying.
- (2) Verbal bullying involves verbal language that aims to hurt someone's heart. Behaviors that include, among others: ridicule, give inappropriate names, slander, sexual statements that harass, terrorize, and so on. Cases of verbal bullying include types of bullying that often occur in everyday life but are often not realized.
- (3) Social relations bullying is a type of bullying aimed at rejecting and severing the social relations of victims with others, including the weakening of victims' self-esteem systematically through neglect, exclusion or avoidance. Examples of social bullying include: spreading rumors, humiliating someone in public, inciting to stay away from someone, laughing, destroying someone's reputation, using degrading body language, ending relationships without reason, etc.
- (4) Electronic bullying is a form of bullying behavior carried out through electronic media such as computers, mobile phones, internet, websites, chat rooms, e-mail, SMS, and others. Behaviors include using writing, pictures and videos that aim to intimidate, scare, and hurt the victim. Examples of cyber bullying is internet bullying.

Referring to Andrew Mellor's explanation, cases of educational environmental violence as they occur today are a form of physical bullying and this includes serious and dangerous problems, not only for victims - but also for perpetrators and witnesses. Impact of bullying, as according to Victorian Department of Education and Early Childhood Development can occur in:

- (1) Perpetrators, bullying that occurs at the elementary level can be a cause of violent behavior at the next level of education; the offender tends to behave aggressively and engage in gangs and other delinquency activities; perpetrators are vulnerable to being involved in criminal cases when they reach adolescence.
- (2) Victims, have emotional problems, academic, and long-term behavior, tend to have low self-esteem, feel more depressed, like being alone, anxious, and unsafe, bullying raises a variety of school-related problems such as dislike of school, ditching, and dropping out.

- (3) Witnesses, experiencing unpleasant feelings and experiencing severe psychological distress, feeling threatened and fear of becoming the next victim, can experience low achievement in class because attention is still focused on how to avoid being targeted by bullying rather than academic assignments (Setiawan, 2014).

Some of the effects that arise from the results of bullying behavior are as follows (Seff, 2015):

1. Bullying victims tend to experience internal disorders such as anxiety, loneliness, sadness, (Frost, Hawker & Boulton, Olweus (in Beran & Li, 2007) tend to avoid school, feel insecure and have low academic levels (Reid and Mellor in Beran & Li, 2007).
2. Actors of bullying may tend to be more hyperactive and impulsive (Camodeca, et al., Johnson, et al., in Beran & Li, 2007). Schafer et al (in Cook, Sadek, Guerra & Williams, 2010) found that victims who experience bullying from school age will continue to experience disruption when working.
3. Bullying victims often suffer from long-term psychological problems including loneliness, low self-esteem and they experience psychosomatic and depressed complaints (Hawker & Boulton, Kaltiala-Heino, Rimpela, Rantanen, & Rimpela, Parker & Asher, Salmon, James, & Smith in Beran & Li, 2007). They also have an increased risk of suicidal ideation and even suicide attempts in extreme cases (Kaltiala - Heino, Rimpela, Marttunen, Rimpela & Rantanen, Rigby & Slee in Beran & Li, 2007).
4. Students who are victims of bullying become less involved in school activities and have continued declining performance (Cornell; Gregory; Huang & Fan; Juvonen, Wang, & Espinoza; Robers, et al., in the American Educational Research Association, 2013) and have graduation rates the low (Espelage & De La Rue; Mehta, Cornell, Fan, & Gregory in the American Educational Research Association, 2013).
5. Students involved in bullying have a high risk of committing delinquent behavior and not adjusting to school. They are also at risk of committing criminal behavior and inability to adjust themselves in a social environment (Bender & Losel; Farrington & Ttofi in the American Educational Research Association, 2013).

## **METHOD**

The community service activities were carried out in two places in the East Jakarta area, namely Desa Pendidikan and Taman Pintar. Each area was divided into two stages of activities: the pre-implementation stage and the implementation phase.

### **Partner 1: Educational Village**

#### ***Pre-Implementation Stage***

The author and team consisting of two lecturers namely Marisa Puspita Sary, M.Sc. and Dr. Dini Safitri coordinated with two students namely Tri Nanda Nur Safitri and Choerunisa Febriana. Tri Nanda was one of the students of UNJ's Public Relations D3 study program who volunteered at the Desa Pendidikan which was developed by BEM FIS UNJ. As the team coordinator, Tri Nanda coordinated the team with Desa Pendidikan regarding the planned implementation of community service activities. The lecturer team prepared proposals for activities to the community to the Desa Pendidikan, to agree upon execution time. Some preparations were made including material, design and backdrop printing, attendance list, gifts and consumption assisted by the two students.

### ***Implementation Stage***

In accordance with the agreement, the implementation of community service activities with the first community services partner namely Desa Pendidikan was held on Saturday, August 11, 2018, at 14.00 WIB located in the Desa Pendidikan on Jalan Practicing PAUD Cempaka RT 06 RW 03, Rawamangun.

The lecturer team assisted by Tri Nanda and Choerunisa Febriana and other volunteers from various study programs at the UNJ Faculty of Social Sciences in Desa Pendidikan prepared spaces and participants. Participants were children in the Desa Pendidikan environment who have been studying in the Desa Pendidikan, which amounts to approximately 20 elementary school children with age range between 6 years up to 10 years.

The event began with the opening of the Desa Pendidikan volunteer students. They did icebreaking by telling the purpose of the arrival of the lecturer team and what was bullying. After that, our lecturer team took over the event. We as the team of lecturers first sought out how they understood bullying. What is bullying? Have they been victims of bullying? Have they been perpetrators of bullying?

### **Pertner 2: Taman Pintar**

#### ***Pre-Implementation Stage***

Before conducting the community services with the second community services partner, Taman Pintar, our lecturer team conducted an evaluation of the implementation of activities with the first community services partner in Desa Pendidikan and conducted a comparison with the second community services partner, Taman Pintar. This was because the characteristics of the community services participants in the Taman Pintar children are somewhat different from the Desa Pendidikan. They were not organized like in Desa Pendidikan, whose notes were students who remain in the Desa Pendidikan. The same applies to the situation and place of implementation of activities. Taman Pintar is an outdoor park consisting of various people and activities in it. For this reason, a method that is more interesting for children is needed, by telling stories. Therefore, the student team, Tri Nanda, coordinated with students from the UNJ Language and Literature Faculty who were also UNJ ambassadors who used to be storytellers, namely Muhammad Afi Nur Rizqi. We provide material for bullying behavior and the values of character education in the storyteller so that it can be included in the fairytale material.

Marisa Puspita Sary, M.Si., who had collaborated before with the Taman Pintar manager, also coordinated by submitting a proposal for the intent and purpose of the community services activities to Ms. Niza.

#### ***Implementation Stage***

On Saturday, August 25, 2018, at 3:00 p.m. WIB at the Taman Pintar in Jalan Waringin Raya No.25, Kayu Putih Village, Pulogadung Sub-District, East Jakarta, community services was held.

Unlike the first community services, this time the team of lecturers and student needed time to gather participants in elementary school children. We chose one of the pavilions in the Taman Pintar. After collecting, we also do ice breaking with them. By

conveying our intentions and arrival. The atmosphere of the day, quite crowded. There are various activities. Such as afternoon sports, play and religious activities carried out by the congregation of one religion.

The activity begins by asking if they know what is meant by bullying? how far do they know about bullying. Have they ever been victims or even become bullying perpetrators. At first, they did not know what was called bullying. Having explained that bullying is an act of intimidating and forcing a weaker individual or group to do something they do not want, with the intent to endanger the physical, mental or emotional through abuse and assault

## **RESULTS AND DISCUSSION**

The result is, almost 100% participants did not know what bullying is. But after explaining what bullying is, it turns out that there were 70% participants who had been victims of verbal bullying, such as being called "black", "skinny", "idiot". There were 40% participants were also victim of physical bullying from playmates and older friends, for example being kicked or beaten even some were often asked for money.

The next activity, by the lecturer team were giving them explanation that the bullying behavior should not be imitated, should not be done. The lecturer team were giving them material of cultural and national character education values. There were religious values, that as religious people, God forbids carrying out bullying behavior. We also provided other character education values including tolerance. This was associated with the value of peace and nationalism. That as Indonesian children, they had to love peace, proud and love Indonesia. Even though Indonesian children differ in ethnicity, religion, and socio-economic level, they had to be tolerant, so that harmony could be realized as a form of peace-loving attitude and national spirit. Finally, we included one of the values in character education which was friendship or communication. All materials were delivered using language and methods which were understood by the children of the workshop participants. After that, we also explained what to do if they were victims of bullying. Such as is to convey it to older people, especially parents or teachers.

As long as the workshop, they looked enthusiastic. Those were illustrated by a lot of questions from the participants. They also told their experienced of bullying. To make them well understood of bullying, we also conducted a role play activity so that the values of character education can be manifested in everyday attitudes.

As a form of appreciation for their enthusiasm, we also gave gifts to those who had been active during the event. The rewards are in the form of stationery or school equipment, such as books, pencils, erasers and sharpeners. Before finishing the workshop, the lecturer team evaluated how was their understanding bullying behavior and character education values. The workshop was closed by taking a photo together with student and participant volunteers.

The workshop result in Taman Pintar were not much different from Desa Pendidikan. In Taman Pintar, participants' percentage who had been victims of verbal and physical bullying almost similar in Desa Pendidikan. Being called an embarrassing name, often asked for money or kicked and beaten by their friend. However, no one claimed that

they had been bullying their friend. This might be because they were embarrassed to admit it.

Different from Desa Pendidikan, in Taman Pintar we handed over the workshop to storyteller. Afi told a stories about the character's educational value in the fairy tale. The participants seemed more enthusiastic listening to the tales delivered by Afi.

## CONCLUSIONS

Based on the implementation of community service activities in two communities services partners, Desa Pendidikan and Taman Pintar, it can be concluded several things including:

1. Bullying behavior often occurs among children, both as victims of bullying and perpetrators of bullying.
2. They don't know the term bullying but they experience it and do it both verbally and physically.
3. They don't know what to do when they experience bullying.

Thus there are also some suggestions proposed by the researchers:

1. They need to be equipped with the values of character education to deal with bullying behavior both formally through school subject matter and informal workshops such as community services activities in interesting ways such as through fairy tales or films or games.
2. Other parties such as schools, parents, surrounding communities need to be involved to overcome the bullying behavior.
3. Educational values can be given and strengthened to prevent the occurrence of bullying behavior.

## REFERENCES

- AAR. (2011). *18 nilai dalam pendidikan karakter bangsa*. Retrieved from <https://rumahinspirasi.com/>.
- Devito, J. (2013). *Komunikasi Antar Manusia*. Jakarta: Proffesional Books.
- Kusawardani, M. (2013). *Implementasi nilai nilai pendidikan karakter di Sekolah Menengah Kejuruan (SMK) Negeri 4 Yogyakarta*. Yogyakarta: Universitas Negeri Yogyakarta from <https://eprints.uny.ac.id/>
- Qodar, N. (2015). *Survei ICRW: 84% anak Indonesia alami kekerasan di sekolah*. Retrieved from <https://www.liputan6.com>
- Sari, W., et al. (2016). *Laporan pengabdian pada masyarakat: Pelatihan komunikasi antar pribadi yang efektif antara orang tua dan anak dalam mencegah dan mengatasi perilaku bullying anak dalam pergaulan sekolah*. Jakarta: Universitas Negeri Jakarta.
- Seff, F. (2015). *Keluarga dan bullying, how about relationship*. Retrieved from <http://explainfikrie.blogspot.com>
- Setiawan, A. (2014). *KPAI: Kasus bullying dan pendidikan karakter*. Retrieved from <http://psikologid.com/>

