



The Role of PPKN Teachers in Strengthening Student Character as an Effort to Prevent Bullying at SMP Negeri 5 Ulunoyo in the 2022/2023 Academic Year

Albertus Arozato Laia¹, Berkat Persada Lase², Syukur Kasieli Hulu³

¹²³ Prodi Pendidikan Pancasila dan Kewarganegaraan, FKIP, Universitas Nias, Indonesia
Corresponding Author. E-mail: albertuslaiappkn@gmail.com, persadalase644@gmail.com,
syukurkasielihulu@yahoo.com

Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstract

This study aims to determine the role of Civics teachers in strengthening student character as an effort to prevent bullying and to find out the obstacles faced by Civics teachers in strengthening student character as an effort to prevent bullying. This research takes a descriptive approach using qualitative methods. The purpose of using a descriptive approach is to reveal or obtain information from research data thoroughly, broadly and deeply. Data collection techniques are interviews, observation, and documentation. The results of the research and discussion concluded that: first, the role of Civics teachers in strengthening student character is to take a good approach to students by getting along with students so that students are not afraid to convey what their complaints are and provide moral encouragement so that students can accept and feel motivated and can avoid bad behavior. Second, what characters are strengthened by Civics teachers in preventing bullying is the character of tolerance where tolerance is respecting differences, and still giving advice to students on how to establish good communication, discipline, for example, obeying the dress code, arriving on time when entering school to obey the rules set by the teacher at school, as well as honest character and as well as getting used to educated participants starting directed at positive activities so as to avoid things related to bullying. Third, the obstacles faced in linking student character as an effort to prevent bullying are the lack of self-confidence of these students, for example in terms of speaking, interacting between students is difficult for the teacher to guess because some students prioritize silence and do not talk much, and vary in terms of receiving learning in equipping themselves to get learning, and do not want to listen or ignore what the teacher says.

Keywords: Role of Civics Teacher, Character Strengthening, Bullying Prevention.

Introduction

Bullying is a form of modern bullying that often occurs in the surrounding environment, the act of using power to harm a person or group of people either verbally, physically, or rationally. As stated by Carney & Merrel (Wulandari, 2022) that: "Bullying is a form of aggressive behavior that occurs repeatedly, which is

carried out by a person or group of people and is shown to an individual or group of people".

Currently, bullying is a term that is familiar to society. Bullying is the act of using power to harm a person or group of people either verbally, physically or psychologically so that the victim feels

depressed, traumatized, and helpless. Sejiwa (Coloroso, 2022; Dakhi, 2022; Harefa et al., 2022)

Verbal bullying is carried out with words in the form of harsh sentences or in the form of jokes that cross the boundaries of behavior, it can be in the form of name calling, reproaches, slander, cruel criticism, insults, statements that have the nuances of sexual solicitation or sexual harassment, terror, intimidating letters, untrue accusations, vile and false rumors, gossip, and so on. Verbal bullying is bullying that is verbal or spoken, such as calling hurtful names, mocking, threatening, and teasing maliciously (Dyah, 2017; Masril et al., 2020; Timor et al., 2020)

Physical bullying is an act of physical bullying that can include hitting, choking, elbowing, punching, kicking, biting, crimping, scratching and spitting. Coloroso Quoted from ditsmp.kemdikbud.go.id the location of bullying can occur anywhere. Both in the family, school and community environment. Bullying that occurs in the school environment occurs between teachers to students, teachers to teachers, students to teachers, or students to students (Buan, 2021; Zagoto, 2018). Bullying at school can occur in the classroom or outside the classroom. In the community, especially in a heterogeneous environment, bullying tends to occur. Bullying can occur anywhere such as in stalls, playgrounds, public transportation, and other places.

The phenomenon of bullying has long been a part of school dynamics. School as a place to study, not only teaches various knowledge to students, but also educates and directs student behavior from bad to better, so that it is hoped that students will have good character and the goals of national education can be achieved.

The phenomenon of bullying is an unbroken chain. Each generation will treat the same thing to respond to stressful situational conditions so that this inherited pattern of behavior becomes a culture of violence. violence can occur anywhere, including in schools. Bullying as one of the

aggressive actions is a worldwide problem, one of which is in Indonesia. Based on data from the Indonesian Child Protection Commission (KPAI), from 2020 until now there have been 584 cases of complaints received. Can be seen in the table below.

Table 1. Average Student Learning Outcomes of SMPS St. Theresia

Year	In school	Outside school	Description
2020	119 Case	-	KPAI's comprehensive case survey
2021	53 Case	168 Case	Case surveys conducted during the online period
2022-now	226 Case	18 Case	Case surveys conducted when school is back in session

Source: Tribunnews.com, 2022

Data from the Indonesian Child Protection Commission in 2020. KPAI reported that there were 119 cases of child endangerment during the year. According to the cited report, the current number increased from previous years, which was only about 60 cases each year. In contrast, KPAI reported there were only 53 cases of schoolyard violence in 2021 and 168 cases worldwide. This is a year in which schools are now engaging in a courageous learning process. It is mentioned that the bullying situation in the school environment is worse than the situation in cyberspace. The latest data also comes from KPAI. In 2022, KPAI reported 226 cases of physical and mental injuries that occurred on school grounds, including 18 cases of injuries in cyberspace.

One of the efforts made by the government in preventing bullying is by collaborating with UNICEF Indonesia to jointly establish the "Roots" program. Roots is a school-based bullying prevention program that has been developed by UNICEF Indonesia since 2017 together with the Government of Indonesia, academics, and education and child protection practitioners. The focus of this

program is to address bullying in schools by involving peers. Some students who have influence over their peers at school will be formed into agents of change who can have a positive impact on bullying." [ditsmp.kemdikbud.go.id/overcoming-bullying-in-school-with-roots-programs/](https://kemdikbud.go.id/overcoming-bullying-in-school-with-roots-programs/) Accessed on April 30, 2023. UNICEF stands for United Nations Children's Fund, UNICEF is by advocating for the various needs or interests of children, so that children can have a decent life, especially its main focus is to develop community services in order to promote health and well-being for children. UNICEF helps build comprehensive national child protection systems to prevent and respond to violence, abuse, neglect and exploitation.

Efforts made by the school to prevent bullying are by conveying in writing the prohibition of committing acts of violence which also includes bullying through the installation of placards in each classroom area. The plaque is titled "Cultivate Shame". On the plaque there is one point of forms of bullying such as fighting, saying dirty words, and also disturbing friends. The placard that was installed was titled "Guard the Safe School! Don't Silence Violence". On the placard, bullying is one of the focuses of actions that are prohibited in schools. The placard is also equipped with information on who students should complain to when bullying occurs. (Zagoto, Yarni & Dakhi, 2019) explained that one of the efforts to overcome bullying is by making school policies related to bullying.

The role of schools in preventing bullying can be done by strengthening children's character, by telling them what is right and what is wrong. Strengthening children's character is very important because it will have a positive impact on children's mental and spiritual life (Laoli, Dakhi & Zagoto, 2022; Nurqaidah & Hendra, 2022).

Strengthening character also means education provided to strengthen students' personalities so that children with character

are formed. Arofah (in Nazula L, et al, 2021: 78)

Children tend to unconsciously bully because of parental upbringing or because of their environment, Efforts made at school begin with efforts made secretly by the teacher. When there is a lack of communication in the classroom, the teacher will try to overcome it personally as soon as possible. Teachers work hard to counsel all students, whether they are perpetrators or victims of bullying. Teachers instruct students to report bullying acts that have occurred in a timely manner. Teachers are kind to students who are the object of bullying or students who commit bullying acts. The teacher encourages the student who committed the bullying act to stop bullying. The teacher gives advice to the student on how to behave properly while working. If the student's performance in class does not improve, the teacher will take further action, such as sending the student to another school with the intention that the student feels jerked around and does not apologize (Wurha, Wariani & Tukan, 2022).

Research Methods

The approach that will be used by research to conduct research is a descriptive approach with a skinative method, a descriptive approach is one type of approach whose purpose is to present a complete picture of the event or problem to be studied. The research location chosen by the researcher is at SMP Negeri 5 Ulunoyo, this school is located on Jln. Arah Ulunoyo, Bōrōwōsi Village, South Nias Regency. In this study, the research instrument is the researcher himself, who functions to determine the focus of research, select informants as data sources, conduct data collection, assess data quality, analyze data, interpret data and make conclusions on his findings Hardani et al, 2020.

Result And Discussion

While the researchers were at the research location, namely SMP Negeri 5

Ulunoyo, the researchers conducted research by collecting data through interviews with Civics teachers, PKS Kesiswaaan and students of SMP Negeri 5 Ulunoyo. This interview process uses open interviews, which are conducted by researchers by asking questions that are not limited in their answers.

1. The Role of Civics Teachers in Strengthening Student Character as an Effort to Prevent Bullying at SMP Negeri 5 Ulunoyo

Bullying is no longer a new thing among high school students, especially in an environment where social interactions between students often occur. Bullying is different from other behaviors or behaviors because such things happen over a longer period of time, until the victim experiences a state of indecision and fear. The results of research according to Arya (2018) state that the negative consequences of bullying behavior that occurs between students include reduced self-esteem, feelings of oppression, considering themselves the lowest, a sense of insecurity, not daring to socialize in their area and difficulty focusing on the learning process. The problem of bullying has adverse consequences for the perpetrator or victim if it occurs frequently, so it is something that teachers and schools must pay attention to.

Bullying has a very close relationship with character education. Bullying will not occur if students implement good actions and mastery of material in character education. The role of Civics teachers in addition to educating and teaching, should also try to prevent issues of bullying behavior. Furthermore, Civics teachers have a close relationship with the cultivation of character values so that students can have a better personality. The enforcement of Pancasila values is closely related to the participation of the nation, institutions, as well as the community environment in order to become a good citizen of the nation, a citizen who has a

noble attitude, expected behavior that is different from other nations.

2. Characters that are strengthened by PPKn teachers in preventing bullying at SMP Negeri 5 Ulunoyo

Mayasari (2020: 279) states that Civics teachers have a significant contribution to building the moral character of the community so that they become good citizens, not only good citizens but also intelligent citizens. Citizen intelligence is very helpful in helping a student think rationally so that what he will do will first be thought out so that he can become a responsible person.

Based on the findings of Kifta, Lapisa, & Zagoto (2023), it is known that a teacher plays a role in preventing bullying by implementing a child's best friend teacher for students, namely by placing themselves as much as students in conveying language that is compatible with their students so that a flexible situation is established when interacting with each other. Teachers also establish a cooperative relationship with the school, both educators and students, so therefore can jointly supervise, support in order to create a situation that is educational for students, then check student activities and actions.

The character that is strengthened in students is the character of tolerance where tolerance is respecting differences, and still giving advice to students on how to establish good communication, discipline, for example, obeying the dress code, arriving on time when entering school to obey the rules set by the teacher at school, as well as honest character and so also familiarize students with being directed to positive activities so as to avoid things related to bullying.

3. The obstacles faced by Civics teachers in strengthening student character as an effort to prevent bullying

According to Arifin (2020), the obstacles experienced by Civics teachers in preventing mental/psychological bullying are the teacher's ability to supervise and handle introverted students. The obstacles experienced by teachers in handling cases of bullying (Coloroso, 2020). Students become more resistant or angry when teachers take action against student behavior. The existence of parents of students who always feel that their children are right. The family background of students with how to educate them. The active role of parents of students who are still lacking. It is easy for students to repeat bullying behavior

The obstacles experienced by Civics teachers in strengthening student character as an effort to prevent bullying at SMP Negeri 5 Ulunoyo, which is an obstacle for teachers, is the lack of self-confidence of these students, such as in terms of speaking, interacting between students is difficult for the teacher to guess because some students prioritize silence and do not talk much, and vary in terms of receiving learning in equipping themselves to get learning, and do not want to listen or ignore what the teacher says. Of course in that case the teacher must pay attention to students who are less active in learning so that these students are active in learning and can interact with the teacher or other students.

Conclusion

Based on the results of research findings in the field, the researchers can put forward the following conclusions:

1. The role of Civics teachers in strengthening student character is to approach students well by getting along with students so that students are not afraid to convey what their complaints are and provide moral encouragement so that students can accept and feel

motivated and can avoid bad behavior. In addition, the role of the Civics teacher here is also to be a good direct example of every action, starting from discipline, speaking well and how to establish good communication and respect for others.

2. The character that is strengthened in students is the character of tolerance, where tolerance is respecting differences, and still giving advice to students on how to establish good communication, discipline, for example, obeying the dress code, arriving on time when entering school to obey the rules set by the teacher at school, as well as honest character and also getting used to educated participants being directed to positive activities so as to avoid things related to bullying.
3. The obstacles faced in linking student character as an effort to prevent bullying are the lack of self-confidence of these students, for example in terms of speaking, interacting between students is difficult for the teacher to guess because some students prioritize silence and do not talk much, and vary in terms of receiving learning in equipping themselves to get learning, and do not want to listen or ignore what the teacher says.

Bibliography

- Arifin, Z. (2020). Bentuk dan Dampak Perilaku Bullying Terhadap Peserta Didik Jurnal Kepemimpinan dan Pengurusan Sekolah, 5 (1), 1932 [.https://doi.org/10.34125/kp.v5i1.454](https://doi.org/10.34125/kp.v5i1.454)
- Arya, L. (2018). *Melawan Perundungan: Menggagas Kurikulum Anti Bullying di Sekolah*. Mojokerto: Sepilar Publishing House.
- Buan, Y. A. L. (2021). Guru dan Pendidikan Karakter: Sinergitas Peran Guru Dalam Menanamkan Nilai-Nilai Pendidikan Karakter di Era Milenial. Indra mayu: Penerbit Adab.
- Coloroso, Barbara (2020). *Stop Bullying (Memutus Rantai Kekerasan Anak*

- dari Prasekol Hingga SMU). Jakarta: PT. Ikrar Mandiri abadi.
- Dakhi, O. (2022). Implementasi Model Pembelajaran Cooperative Problem Solving Untuk Meningkatkan Kreativitas Dan Prestasi Belajar. *Educativo: Jurnal Pendidikan*, 1(1), 8-15.
- Dyah.S. (2017). *Panduan Implementasi Penguatan Pendidikan Karakter*. Jakarta: Erlangga
- Harefa, A., Harefa, J. E., Zagoto, M. M., & Dakhi, O. (2022). Management of Learning Based on Pancasila Values in Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3124-3132.
- Kifta, D. A., Lapisa, R., & Zagoto, M. M. (2023, May). Improvement of Welding Skill Using Competence Based Education and Training (CBET) Method. In *9th International Conference on Technical and Vocational Education and Training (ICTVET 2022)* (pp. 43-53). Atlantis Press.
- Laoli, A., Dakhi, O., & Zagoto, M. M. (2022). The Application of Lesson Study in Improving the Quality of English Teaching. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 2238-2246.
- Laoli, J. K., Dakhi, O., & Zagoto, M. M. (2022). Implementasi Model Pembelajaran Jigsaw untuk Meningkatkan Motivasi dan Hasil Belajar Mahasiswa Pendidikan BK pada Perkuliahan Filsafat Pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4408-4414.
- Masril, M., Dakhi, O., & Nasution, T. (2020). Analisis gender dan intellectual intelligence terhadap kreativitas. *Edukasi: Jurnal Pendidikan*, 18(2), 182-191.
- Nurqaidah, S., & Hendra, A. (2022). Persepsi Siswa Tentang Efikasi Guru Dan Tingkah Laku Belajar Dengan Hasil Belajar Siswa. *Educativo: Jurnal Pendidikan*, 1(1), Page 158–166.
<https://doi.org/10.56248/educativo.v1i1.23>
- Timor, A. R., Ambiyar, A., Dakhi, O., Verawadina, U., & Zagoto, M. M. (2021). Effectiveness of problem-based model learning on learning outcomes and student learning motivation in basic electronic subjects. *International journal of multi science*, 1(10), 1-8.
- Wurha, E., Wariyani, T., & Tukan, M. B. (2022). Pengaruh Sikap Responsif Terhadap Hasil Belajar Siswa. *Educatum: Jurnal Ilmu Pendidikan*, 1(1), Page 33–42.
<https://doi.org/10.56248/educatum.v1i1.31>
- Zagoto, M. M. (2022). Peningkatan Hasil Belajar Mahasiswa Melalui Implementasi Model Pembelajaran Kooperatif Word Square. *Educativo: Jurnal Pendidikan*, 1(1), 1-7.
- Zagoto, M. M. (2018). Pengembangan Perangkat Pembelajaran Matematika Berbasis Realistic Mathematic Educations Untuk Siswa Kelas V Sekolah Dasar. *Jurnal Education And Development*, 3(1), 53-53.
- Zagoto, M. M., Yarni, N., & Dakhi, O. (2019). Perbedaan Individu Dari Gaya Belajarnya Serta Implikasinya Dalam Pembelajaran. *Jurnal Review Pendidikan Dan Pengajaran*, 2(2), 259–265.
<https://doi.org/10.31004/jrpp.v2i2.48>