

The Existence of The Role of Strengthening Character Education on Form of Bullying Behavior in The Primary School Environment

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Abstract

Level *bullying* Which happen in environment School involve a number of student And a number of case Which repeated. Objective This research is to see to what extent Strengthening Character Education is embedded in elementary schools to prevent forms of bullying behavior in children's learning environments. This research uses a qualitative approach using non-participatory observation data collection techniques, questionnaires, *in-depth interviews*, other supporting documents such as case notes, history of learning achievements of victims and perpetrators, and field notes other. The results of the research show that this form of *bullying behavior* is direct *in* the form of verbal, physical, and psychological *bullying*. The factors that cause this case are influenced by parenting style, environment play, social, And media mass. So that consequence treatment the impact on behavior victim Which trauma, interesting self, quiet type, No believe self, stress, feeling Afraid, panic, nervous, pain, skipping class, until separated school. This case continues to occur among several students in the school environment due to the functioning of the strengthening program character in the form of self-development, school cultural programs, curricular, extracurricular and co-curricular activities are lacking play a role in preventing acts of violence in the school environment. This research can be used as an internal reference developing various activities in the character education strengthening program which of course can educate and give birth to generation Which moral, dignified, And Love peace.

Keyword:

Strengthening Education Character, Bullying, Environment School.

1. INTRODUCTION

Guidance and counseling are assistance services for students, both individually and in groups, so that they Education plays a role in forming the character of each student as a provision for social and social life interact with its environment. Character education is considered the most influential in a person's progress The country because through people with character it will produce human resources who know identity himself, forming good traits, supporting creativity, caring and building leadership traits. (Rujiani, 2018) Education character aim For increase quality maintenance And results education in schools which leads to the achievement of character formation and noble morals. Formation achievements character involves all components such as vision and mission, curriculum, integration in material content lesson, management school And class, means And infrastructure, financing, strategy managerial Teacher, implementation of curricular, co-curricular and extra-curricular activities. That's how important it is to strengthen character so that all of these components must be raised and become a container for cultivating character values, because Education character is something activity learning Which focus on values Which underlying human behavior based on religious norms and customs. (Manaksia & Anggraeni, 2018) Education character is a system of instilling character values in school students which includes components knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality so that one becomes a human being Kamil. (Mislija et al., 2016) Character education is an effort made to form values good character for someone, such as good morals, good behavior, and good relationships. Education character very tightly connection with Education moral in form man Which

dignified and moral. School is the most appropriate environment to introduce character values to students as the nation's next generation. Furaidah, 2019 (Aswat et al., 2021) Character education strengthening program executed on level education base, And will Keep going strengthened until education intermediate For the more strengthening the character values of students in Indonesia. But currently character and cultural education The nation experiences various problems as technology becomes increasingly sophisticated, making it easier the spread and entry of foreign cultures that are not in accordance with the national character. Such thing impact on fading values culture nation, weakening culture nation, it shifted mark life, the expansion of social interaction through social media, and the erosion of embodied behavior in Pancasila. Description situation public Which the more Far from character sublime nation become motivation implementation education character in Indonesia (Felta, 2020). as a result almost every moment We servedby several cases of violence, crime, brawls, pornography, distribution of illegal drugs in the environment child And teenager, until behavior bullying Which surfaced in media mass. (Goddess, 2020) Form Behavioral deviations that occur in elementary school students are classified as *bullying behavior* such as teasing his friend, injured, pinched, hit, grabbed and tripped his friend while walking. Attitude and behavior the show his character Which No Good And behavior the will Keep going repeated And Keep goingdid it so that become habituation Which caused on no comfort even threat for person surrounding. (Education & Islam, nd) To realize character education in everyone's life, So educational institutions, especially schools, always cultivate good habits, through providing subjects in moral education, moral education, ethics education, or character education.

Character education is a process of transforming life values to be applied in personality someone so that it becomes a habit in that person's life behavior. Previous research that carried out by the author in 2019 before the Covid-19 pandemic related to strengthening character education done Teacher through integration values character into the load material lesson Which depicted start from activity beginning until end learning (Onde et al., 2020). Furthermore on moment period pandemic covid-19 done study Which similar, in examine implementation strengthening Character education during different learning situations. The results of this research were disseminated at the seminar international, Aswat and Irman (Technology & Technology, 2020), regarding strategies for strengthening character can be done by teachers by making character videos, character games, report card chackers, character chackers, habituation through controlled activities and photos of the child's character activities while the child is in the environment family, so that there is a value of consistency in the child's character while at school and at home. Furthermore research in 2021, Aswat, et al. (Nada Naviana Simartama, Naniek Sulistya Wardani, 2019) that introduction values character can done through integration culture school like programdevelopment self, activity spontaneous, exemplary, And activity programmed like activity curricular, extracurricular and cocurricular which can be done through online applications so that they can be accessed by participant educate wherever and whenever. Based on the results of previous research regarding strengthening character education before the pandemic and moment pandemic, found difference implementation and achievement values Which expected. Of course matter This will become worries Because the more deteriorate values character since early will the more weakening our country's defense system, due to the behavior of individuals who carry out many activities a deviant who not only harms himself but also the people around him.

That behavior The most basic behavior carried out by elementary school age children which falls into the category of deviation is *bullying behavior* , So this research is to analyze the extent of the role of character strengthening on behavior *bullying* in the elementary school environment, with the aim of seeing the extent to which this character is strengthened implanted in elementary schools to prevent forms of bullying behavior in the learning environment child. (Sari, 2017) *Bullying* is behavior aggressive with method hurt in a way physique nor mentally Whichdone by somebody or group to people or group other. Friastuti, 2021 (kumparanNews) Commissioner KPAI Retno Listyarti disclose that case *bullying* in unit education occurs in a number of areas, from elementary school to high school/vocational school with details of bullying cases occurred throughout 2021 based on data collection carried out by KPAI from January 2 to 27 December 2021, Baubau city was included in the list of districts or cities for *bullying* cases . Form of action Deviant types of *bullying* in elementary schools need to receive more attention, because of *bullying* is so dangerous that teachers are required to continue to improve students' moral education so that it does not exist Again case *bullying* And ambition nation can achieved (Ret et al., 2020). Because *bullying* identical with violence which is a serious threat to a child's development and can manifest in a form disturbance behavior Which Serious like behavior anti social (Hidayati, 2012). (Aisha, 2019) show several forms of bullying behavior include; 1) physical forms of bullying behavior include holding friend's shoulders, hitting and

stomping on feet; 2) verbal bullying is by calling names a call or title, borrowing by force, calling a parent's name. The reason bullying occurs consequence influence negative from environment House Which carried away until environment school, student feel powerful and being feared in class, students feeling jealous of other students, and a lack of empathy towards certain students or with special needs (Mayasari et al., 2019). The biggest cause comes from family factors, where children will behave in the same way as when he was treated when he was in his family environment implementing permissive parenting, other causes arise from the influence of media, especially use gadgets without control so that children can freely access violent sites and television shows which freely shows violent, brutal action films and attacks.

So one access behavior Which can return character Good child is School through program Movement strengthening character education. Previous research by (Rujiani, 2018) related to character education for minimizing verbal bullying in the millennial generation, emphasizing the role of parents as role models, gives love Darling, study activity and development child And role Teacher as modeling in said say and action. However in study study the before being seen elaborate a number of activity character at school and at home who can avoid some form or type of bullying behavior. Furthermore, similar research by (Guru et al., 2018) examined dealing with bullying through education character, concluded that the quality of character education is achieved through schools, where teachers play a role as a second parent for students in monitoring changes in students' attitudes and behavior as necessary there is cooperation and harmonious relationships between guidance and counseling teachers, class teachers, and the school community and are established Collaboration between parents and the school in achieving character education goals. In This research study has not shown the forms of bullying and also the forms of how to deal with it character education role. Furthermore, the latest research by (Bullying et al., 2022) which examines influence strengthening Education character to behavior bullying in School Base, reveal that PPK has no effect on bullying behavior because the implementation of PPK in schools has not been implemented properly maximum with he showed a number of behavior deviate from rule in school. Refer from Previous research still obscures the forms of bullying behavior experienced by students as well impact Which experienced student the, And Also How existence Education character in environment school where the bullying behavior occurred. So in this research what will be studied is related to existence strengthening character education against bullying behavior in elementary schools, with the aim of analyze a number of form behavior bullying Which happen, see impact from behavior bullying, the cause, as well as implementation program strengthening Education character in environment the. From study This can give description application And supervision to program implementation Character education gives rise to various bullying behaviors that should not occur, because in program PPK can form character and avoid behavior negative.

Based on initial observation data in the field which was the research location, specifically at the State Elementary School Buranga, Wakatobi Regency. Researchers found problems related to *bullying attitudes* carried out by students to other students, a group of students to another group that occurs in the school environment. On year 2020 there is a student initials LD. A birth balsamuna 31 May 2010 is Wrong One student victim behavior *bullying* in environment school so that LD. A choose For stop school, *bullying* Which What he often received was ostracism, humiliation and ridicule. *Bullying* causes various problems behavior, emotion, social, nor problem Which relate with performance academic (Scientific, 2017). From case This naturally give rise to effect Which very fatal on victim Because result traumatized until separated school. So teachers are considered to play an important role in handling these cases, because they are cases This bullying does not become neglect or habituation because the perpetrator does not do it only once victim, but it has happened repeatedly to the victim, causing discomfort to the victim the victim while in the school environment. The teacher's success in facing and taking effective action through implementing various *anti-bullying* programs, and one of the programs This can be done through a character education strengthening program for all school members. Through This research will examine the forms of bullying behavior received by victims and carried out by perpetrator, assessing the impact of the form of behavior bullying, causes, and existence of character education. So it can provide an overview of several character strengthening programs that can prevent this bullying behavior occurs, with the hope that there will be improvements and also character education strengthening programs must be the school's attention in planning and compiling school programs that can awaken character positive towards students.

2. RESEARCH METHODOLOGY

Study This use approach qualitative with method technique collection data Which used in this research is non-participatory observation, questionnaires to determine implementation and integration program strengthening Education character, interview deep (*in depth interview*), document other supports such as case records, history of learning achievements of victims and perpetrators, and field notes other. The questions given to respondents were open questions. Population in study This is all over student in elementary school Country Buranga Regency Wakatobi And samples in study is students who are perpetrators or victims of *bullying* , with the initials SNR, are one of the students in the class II as victim, LFH is Wrong One student in class III as perpetrator, AL is Wrong One student in class III Which become victim *bullying* from A-Z Which Also is student class III, furthermore DJ as victim And MD as perpetrator Which You're welcome is student class V. so that Which become focused in study This totaling 6 students. Study This held on beginning year 2021 during not enough more 3 month started from month February until April 2021, while still implementing health protocols and complying with visiting regulations at School during a pandemic. The data analysis techniques used are data collection, data reduction, presentation data And testing conclusion. Furthermore, data Which has reduced be read with Be careful For recognize in a way carefully patterns and themes of phenomena researched.

3. RESULT AND DISCUSSION

Following This displayed results study from data Which obtained about *bullying* in environment elementary school Country Buranga Which Where process This set on six person student Which will become subject in study namely LFN, AZ, MD (*bullying perpetrators*) and SNR, AL, DJ (*bullying victims*). The first part will be explained regarding the level of *bullying behavior* in the Buranga State Elementary School environment, then the forms of behavior *bullying* And factor reason behavior *bullying* as well as implementation Strengthening Education Character in environment School.

Level behavior bullying in environment School

Bullying behavior in the school environment often occurs because of children's behavior who are temperamental, aggressive, nosy, like to play pranks and seek attention, students carry out *bullying* such as matter Which No in consider Serious or trivial, whereas behavior This Really No pleasant for victim And audience where the perpetrator's treatment of the victim is carried out repeatedly. Related to this case of course very contrary to the basic values of the State contained in Pancasila in the third principle sounds unity Indonesia. Please This give controls for students in permanent guard peace, cohesiveness, and prioritize mutual respect so that groups in a society or citizens, including the school environment remains intact and maintained. With this *bullying case* involving several perpetrators and victims, of course we can be sure that the school environment is no longer sterile from these practices. prolonged *bullying* practices . The case data was taken from incident data for two years years, starting from 2019 to 2021. The form of *bullying* carried out by the perpetrator is intentional because he does it while he is conscious And done in a way repeat, so that behavior This considered as entertainment for perpetrator And part their friends who witnessed it. Disturbing and even dangerous treatment in the environment school because there are several groups or people who feel dominant, powerful and have power over some people or groups who are weak and have no resistance. So that behavior bother This did it Good in a way physique, verbal, nor mentally. There is a number of case Which found This, show happen practices violence physical, verbal, etc mentally Which not well controlled, in the sense that it is controlled through coaching and habituation programs for dispel happen cases similar so that No repeated. Results interview with Teacher with initials Sir RS, regarding *bullying behavior* in the Buranga State Elementary School environment, *bullying behavior* in the environment school "it could be said that it is still normal, but as I said earlier, it will be handled immediately, but at monitor so that No sustainable, *wake up no te deidana* (name Also children) things like That considered *te salu-salu a* (playing around)". This is reinforced by the results of observations seen in front of class V when MD carried out physical *bullying behavior*, namely *pushing DJ from behind*, Mr. RS give response direct rebuked towards behavior *bullying* that done MD to DJ.

Forms behavior bullying in environment School

Form of *bullying behavior* is carried out directly or in a direct manner which is usually referred to as the term *direct bullying*. Behavior Which done by perpetrator No only only did it in environment School, but

when meet with victim around environment play they. So that Already become character separately for the perpetrators in carrying out their acts of oppression. When this behavior is carried out intensely and tend stay so No demand possibility There is victims other, when He find something chance And find prey Which No own strength defend self. Forms *bullying* Which done by the perpetrator No different Far among them, so that can concluded that behavior the as a form of example for other students, and can be done by anyone who feels powerful later day.

Factor reason And impact behavior bullying in the environment School

Factors that influence *bullying behavior* include children's contributions, family parenting patterns, factors association or peers, and the influence of mass media. LFH perpetrators are temperamental children, emotional, aggressive, and sensitive. This attitude is shown as a result of the parenting style of both parents adheres to an *authoritarian* parenting style, where parents are strict and have high control, are short-tempered, and not easy to accept. So the child's behavioral profile shows an attitude of being unable to manage emotional, irritable, and have no principles or goals in life and tend to have low achievement. LFH prefers to play and join in with his older classmates, and even more so in the community hangs out a lot with young people who are far from his age. So that through this interaction pattern there has been change his attitude and views towards his peers. He also often becomes a victim *bullying* in the middle gathering para teenager, so that treatment Which accepted adopted And he poured it out to other people who he can easily control because he considers this a natural thing. Apart from that, the perpetrator LFH often plays online games which are widely played by adults, which are types of games he played contain violence. Matter the in a way No direct will form pattern behavior Which the same, and consider that violence is normal and just entertainment. The next media The influence is television and YouTube media which broadcast shows containing violence by group person. Media become Wrong One shaper character, so that if child No accompanied And No filter the spectacle so will caused growing influence negative And tend imitate everything he saw. The impact of *bullying* behavior received by SNR victims is that they experience shame, And interesting away from society, nervous as well as gloomy, often pain, have feeling scared and panic. AZ and MD perpetrators are children who have more freedom or are used to doing everything something Which he wanted, so that in do it anyway He as if own freedom including in behave deviate, He Also easy affected And easy imitate behavior negative person other, No able to control oneself, out of control, selfish, aggressive, and temperamental. This behavior has consequences promiscuity and joining people who behave deviantly.

This happened as a result *permissive* parenting style adopted by parents, by giving freedom to the child without control, so that child freely operate all action his freedom without prohibition from person old, A-Z even tend arrange second person old, He often force will And will frontal if his wish not fulfilled. This parenting *style pattern* is what causes the child to behave in a controlling manner is at in the environment school and it's very easy affected by not having principle. Since in family environment, he does not receive educational care and direction in a positive direction, instead the child finds his own way. Both of them are very dependent on the PUBG game, which is games combat Which can connect a number of person And can communicate in a way direct. Whoever is strong enough to survive the battle is the winner, so it is not true This game has directly indoctrinated violent behavior among children, and to achieve something If you win, other people's lives will have no meaning. When this game is continuously played by children then it doesn't hold up the possibility that a few years later he might behave that way. (Citra Kunia putri and trisna insan Noor, 2013) Once in a study that was conducted on children Play Station (PS) fans in America note the impact of violence on children after 20 years they are addicted to violent games. This shows that the impact of the media really goes deep subconscious and one day it can be realized as he has seen it. Behavioral impact *bullying* Which in accept Victim AL, experience wound, exists difficulty in follow learning, change school travel routes, feeling embarrassed and inferior, often skipping class due to fear of going to school, until cause separated school. Impact behavior *bullying* Which in accept Victim DJ, experiencing difficulties in following lessons, changing school travel routes, achievement in academic decline, feeling embarrassed and withdrawing from social interactions, unwillingness to follow activity Which usually favored, restless and gloomy, afraid every time you come to school.

Existence implementation Program Strengthening Education Character in Environment School

Education in schools is not only related to science in general, however Character education is no less important, this strengthening cannot be obtained through books alone but rather through direct example and habituation in the environment where the child is. Education character considered most influential to behavior child, good at doing, Act, respond, or speak. When children understand healthy interaction patterns, it will be easy to filter good behavior and what is not, behavior that is pleasing to other people or behavior that is detrimental person other. Including behavior *bullying* Which considered something action deviate Which very make person The surroundings feel uncomfortable and even make you feel afraid. When this action occurs in the environment School, then the School has full responsibility, including teachers in dispelling and avoiding happen action repeated. With attitude rebuke, call, give advice, until punish, only temporary. So this is considered less effective in handling *bullying cases*. Through strengthening character, Of course will form behavior child Which leads to things Which postive And Avoid violent actions that result in wrong actions and injure friends, both physically nor inner. (Ret et al., 2020) If There is student school base Which Still do action *bully* , means These students do not yet have a deep understanding of moral education. Therefore it is necessary instilling character and a sense of nationalism in education units as a form of instilling values character in School Which involve all component like vision mission School, curriculum, management climate school, annual program, subject management, quality of relationships, implementation of co-curricular activities, extracurricular and curricular activities, empowering infrastructure, financing and work ethic of all citizens school for awareness and willingness to act and implement moral values, character, character, And morals Which the goal For introduce And build ability to participant educate in sort decision Which Good And bad, spread behavior Which commendable in life daily with completely heart without it coercion, but above awareness and inner drive heart conscience. Mulyasa, 2013 (Purnama, nd) states that character education is carried out through creation environment Which conducive, Which can done through various variation method, like assignment, habituation, training, learning, direction, and example.

The following is data from observations and acquisitions data on filling out questionnaires, and field notes related to the implementation of character education strengthening programs in environment school. Integration in self-development programs in the school environment, including in the form of activities; First, activity routine realized in activity ceremony Monday And statehood other, line line up, physical hygiene and health checks, praying before and after studying, saying greetings and salim if meet Teacher. On activity the Not yet show exists strengthening character grace flavor And Respect each other, as one of the character attitudes to avoid bullying. Second, Spontaneous activities are realized in children's activities with full awareness in sharing with their friends through teacher assistance and this activity can also be demonstrated by the teacher when he becomes aware of an action bad behavior from students (*bullying*) by quickly reprimanding and giving advice at the time that is, too. However, students should do some spontaneity when they are perpetrators and victims of *bullying* happen Not yet built with Good, Where student No dispel action the, No help or helpis friends instead become spectators and see it as entertainment. Likewise with the spontaneity of givingstrengthening on student Which succeed do activity or attitude Which Good, as form award on its success. Third, exemplary action is realized in the activities carried out by teachers and all residents school like attitude discipline, neatness, obedient rule, courtesy, attention, Honest, believe self, cleanliness, love love, hard work and responsibility. Fourth, assignments are realized in assignment activities additions related to the lesson, so that the only characters that are strengthened are the characters of responsibility and discipline in collecting assignments. The five conditionings or habits are realized in activities keep the school environment clean, throw rubbish in its place, don't cheat, do your work tasks on time. However, these conditioning activities have not strengthened the character of tolerance and mutuality value Which can strengthened through poster words wise in environment school And class, get used to students study in groups randomly, and so on. Sixth, direction is realized in activities giving advice from teachers when they find students behaving negatively, giving moral messages. Based on this, it can be concluded that the self-development program has been implemented a number of character Which will developed, However Not yet effective bring up activity in develop the character of tolerance and mutual respect, respect and affection among citizens school. Integration culture school, among them in form activity curricular or based class in The curriculum has been included in the KI and KD developed in the RPP, but its weaknesses are due to each character that will be developed in each lesson in the unit is not clearly detailed theme. So it can be ensured that every lesson students have learned, there are character values that they want

implanted. Besides from That implementation learning No involve election modeling or management relevant class with the value to be strengthened, there is no evaluation action and continuation of the case- cases of *bullying* that occurred. Class management or classroom management is realized in giving activities sanctions or punishment as a form of responsibility, discipline and commitment in doing and gather task.

However activity management class This, Teacher No prepare scenario learning which focuses on character values that will be strengthened at each meeting, so that it is more focused and the goal is clear. The physical environment of the class does not support mutual character strengthening respect, tolerance, to avoid acts of violence in the classroom. Use of methods lesson, No realized in activity learning as access For strengthen character student with various skills acquired such as critical thinking skills, creative thinking, communicative, and cooperation. This effort is of course made to form togetherness between students in study groups so that grow flavor unity And each other value One The same other. Eye lesson special, The integration of moral character education still focuses on religious and religious subject matter PKN, matter Which No appear is formation character Which can designed on themes Which contains several values that can be taught in the form of classroom learning, of course leave from vision mission school. Movement literacy realized in activity read, write, listening, And speak, However activity This done in learning based lecture, Where student as listener Which Good And Teacher as speaker. Activity learning nature One direction And tend passive. In fact, one of the ways in which this literacy movement is that it can form the character of respecting each other, loving each other, and grace flavor through culture read 15 minute before lesson started with provide reading book stories that contain advice or messages related to this attitude. Guidance and counseling as services to provide assistance are not carried out as they should in accompanying students in developing long-term behavior and responsive services that require rapid action. Including *bullying cases* that are not resolved quickly. Rituals or habits carried out in activity learning, realized in attitude discipline, Work independent, mutual cooperation, And each other value.

However character each other value, love, And grace flavor This No consistent conditioned at each meeting, by scenario several events in order to grow and train the character. Socio-cultural relations are not well developed, even though one culture is adhered to and believed by the people of Buton where the school is located, is the Po-5 character value contains the values of mutual love, respect, nurturing, uplifting and tolerance. In practice In class there is no visible strengthening of this character either in the form of posters or media or coaching activity Po-5. Demographics realized in activity introduce dance area Which provides character strengthening, but this activity is not accompanied by concrete media support so Students can see directly and believe in the existence of this value. Social interactions between components in school, No show exists interaction positive between student, Because exists case *bullying* Which prolonged And more from One case, so that matter thereby considered as omission And justification on action the. Activity extracurricular in environment school in strengthen personality student through escul must namely scouting, but this scouting activity is only participated in by high classes. So the activities- Elective extracurricular activities do not appear to support students' moral character as an effort to stop acts of bullying. Development of co-curricular activities as a form of coaching activity through activity project, observation, interview, study, And training Still minimal implementation. Where activity Which can form character moral student specifically attitude grace flavor, love Darling, And each other appreciation or respect is only strengthened through observational activities. So observation activities This considered not enough complete if No accompanied with activities other, so that understanding child more Complete. Based on the results of this research, it is related to the existence of the role of strengthening character education in school environment, it can be concluded that the character strengthening program has not been implemented well, planned, And systematic. So that For dispel actions *bullying* in environment school through strengthening education the character is not executed properly his role. Such thing triggered because of the lack socialization related to strengthening the main characters and local cultural values, especially the values contained in the Po-5 philosophy adopted by the local community.

Apart from that, facilities and infrastructure are lacking support in various activity development, so that minimal management climate school impact on accreditation school Which Still pocketing accreditation C. With thereby expected unit Education need to improve and form self-confidence and awareness within oneself that *bullying* is not a thing which is normal and is not a stage of a child's development, but rather one of the behaviors that requires it serious handling so that it does not become an innate character and becomes an example for other students. One of The strategy to prevent and stop *bullying behavior* is through educational strengthening programs character in form development self, program culture school, activity

curricular, activity extracurricular and co-curricular activities. The limitation of this research is that it only focuses on studying forms bullying behavior, causal factors, consequences or impacts of this form of bullying behavior, and its existence program strengthening Education character. So that Study This can made as reference in develop various activity in program strengthening Education character Which naturally can educate and give birth to a generation that is moral, dignified and loves peace. This effort was made to carry out the role of schools in dispelling negative influences amidst the rise of technology and technology fortify student in face challenge culture outside Which make degradation moral Which the morereal happened lately.

4. CONCLUSION

Level *bullying* Which happen in environment School involve a number of student And a number of case Which repeated, carried out by the perpetrator intentionally because he did it consciously and was carried out in a way repeat, so that behavior This considered as entertainment for perpetrator And part friends they who witnessed it. Disruptive and even dangerous behavior in the school environment because the existence of some groups or people who feel dominant, powerful and have power over some person or group Which weak And No own resistance. Form behavior *bullying* This done in a way direct or direct in nature which is usually referred to as *direct bullying* which takes the form of *bullying* verbal, physical, and psychological. The factors that cause this case are influenced by parenting style, environment play, social, And media mass. So that consequence treatment the impact on behavior victims who are traumatized, withdrawn, quiet, avoidant, not confident, stressed, feeling afraid, panic, nervous, pain, skipping class, until separated school. Case the Keep going happen in a number of student in environment school Because functionality program strengthening character not enough role in dispel action-acts of violence in school environment.

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