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INTEGRATION OF PANCASILA VALUES IN OVERCOMING BULLYING CASES IN ELEMENTARY SCHOOLS

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Abstract

Bullying in elementary schools is a serious problem that can disrupt children's psychological development and create an unsafe learning environment. This study aims to explore how the integration of Pancasila values can be an effective strategy in addressing bullying cases in elementary schools. The research method used is a literature study, by analyzing various scientific sources, policy documents, and relevant articles regarding Pancasila values, character education, and the phenomenon of bullying. The results show that each principle in Pancasila plays a crucial role in shaping students' character, such as tolerance, justice, empathy, and a spirit of togetherness. The integration of these values can be implemented through a contextual curriculum, interactive learning methods, and strengthening the role of teachers and systemic support from schools and parents. The integration of Pancasila values not only instills positive character but also creates an inclusive and peaceful school environment. Pancasila values are highly relevant and applicable in addressing bullying in elementary schools. Therefore, it is recommended that schools develop anti-bullying policies based on Pancasila, and involve teachers and parents in the process of building student character collaboratively and sustainably.

Keywords : Pancasila, bullying, elementary school, character education

Introduction

Bullying is a form of violence against children perpetrated by peers against individuals perceived as weaker or inferior. The goal of this behavior is often to gain some sort of advantage or satisfaction. The culture of bullying, often linked to seniority, is still prevalent among elementary school students. This phenomenon often occurs repeatedly, and there are even cases where bullying is carried out in a planned manner (Usmaedi et al., 2021). Bullying in schools is regulated by several laws and government regulations in Indonesia. For example, Law Number 11 of 2008 concerning Electronic Information and Transactions (UU ITE) regulates cyberbullying. Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 46 of 2023 regulates the Prevention and Handling of Violence in Educational Institutions. Bullying in elementary schools is a significant concern that must be addressed by all parties, including educators, parents, and the wider community. Bullying can have serious negative impacts on students' mental and emotional health and disrupt the teaching and learning process. In addition to harming the victims, this phenomenon also creates an unsafe school environment that is not conducive to learning. Therefore, it is crucial to find effective solutions to address this problem. One approach is to integrate Pancasila values into civics education. Pancasila, as the foundation of the Indonesian state, embodies noble values that can shape students' character, such as unity, humanity, and justice. These values foster mutual respect, tolerance, and fairness. These values are highly relevant in the educational context, particularly in creating a supportive and inclusive environment. In this modern era, social issues often portray children as victims in the media. One glaring social problem is bullying, which is particularly distressing because children should feel safe and protected in their environment. This is in line with Law No. 23 of 2002 concerning Child Protection, which affirms that every child has the right to live, grow, develop, and participate properly in accordance with their dignity and worth, and to receive protection from all forms of violence and discrimination. Bullying can take the form of physical violence, such as injuring others or damaging their property.

Furthermore, other forms of bullying include threats, insults, and the persistent use of abusive language, all of which are indicative of violence. Thus, bullying can be understood as the use of physical force to harm someone or damage property, and includes threats to individual freedom (Manik et al., 2024). Husnunnadia & Slam (2024) argue that bullying has harmful impacts, making prevention crucial, especially in schools. Various efforts have been developed, including innovative approaches that encourage positive attitudes among students. By integrating citizenship education, emotional awareness, and character development into the curriculum, education can create a safe and supportive environment for all students.

Research Methodology

This research employed a literature review approach, examining various relevant written sources, such as scientific articles, books, and policy documents, that discuss Pancasila, bullying in elementary schools, and character education. This literature review method was chosen because it allows researchers to explore various perspectives, theories, and previous research findings to gain a comprehensive and in-depth understanding.

Data source

The data sources in this study come from journal articles that discuss the issues of bullying and character education, official documents such as laws and ministerial regulations.

Data collection technique

Data was collected by searching Google Scholar. Each piece of literature found was then reviewed to determine its relevance to the research focus.

Data Analysis Techniques

The analysis process was conducted using a content analysis approach. This means that each relevant source was analyzed to identify patterns, themes, and relationships between Pancasila values and efforts to address bullying. Researchers grouped information based on the five Pancasila principles and then linked it to practices in education, particularly in elementary schools. From this, a synthesis or summary was compiled showing how these values can be effectively integrated into the school environment.

Result & Discussion

Elementary education can be an effective approach to addressing bullying. The five principles of Pancasila are not only fundamental national values but also have strong relevance in shaping children's character from an early age.

Strategic recommendations for addressing bullying in educational environments can be implemented through the main step, namely integrating Pancasila values in an applicable manner into the curriculum.

The Role of Pancasila Values in Overcoming Bullying

First Principle: Belief in One Almighty God

The first principle of Pancasila, "Belief in One Almighty God," embodies a crucial value for addressing bullying in elementary schools. This value illustrates that every human being was created by God and should respect one another. In the school environment, this value can be implemented by demonstrating mutual respect for religious differences, refraining from mocking others' beliefs, and fostering empathy for others. By implementing these values, we can create a positive environment and reduce bullying. Principle of Pancasila, "Belief in the One and Only God," reflects the beliefs of the Indonesian people that have existed since ancient times. This principle not only serves as a foundation but also permeates the values contained in the following four principles. The state was established as a concrete manifestation of human ideals as creatures of the One and Only God. In implementing national life based on Pancasila, the government guarantees the rights of every citizen to freely practice their beliefs. (Mutia et al., 2022). According to Syaumi & Dewi (2022), the first principle of Pancasila in the school environment can be implemented by showing mutual respect and tolerance to our peers, even those with different beliefs. For example, when a friend is praying, we should respect them by maintaining silence and not causing a disturbance. In this way, we can practice the values of Pancasila in our daily lives.

Second Principle: Just and Civilized Humanity

The second principle, "Just and Civilized Humanity," emphasizes the importance of respecting humanitarian values and justice. As educators, we have a responsibility to instill in students a good and just attitude toward others, without discriminating against others (Ziyad et al., 2025).

According to (Sari et al., 2022), bullying is considered a violation of the second principle of Pancasila because a person's rights and dignity are not respected, where an individual is treated unequally because others consider themselves superior in certain aspects. This person acts arbitrarily and there is no mutual respect between fellow human beings. With a just and civilized humanitarian attitude, a society will be built that respects and honors every individual without distinction of ethnicity, race, culture, or religion. Thus, a safe and peaceful society can be realized in this social life. This principle emphasizes the importance of treating others humanely. Children are taught not to harm others, either physically or verbally, and to recognize that every individual has the right to be treated kindly and fairly.

Third Principle: Unity of Indonesia

This third principle promotes a spirit of togetherness and family. In the context of bullying, a sense of unity can prevent the formation of exclusive groups that often lead to bullying. All students are encouraged to feel like part of a mutually supportive school community. The unity embodied in the third principle is closely linked to attitudes that reflect friendship. When students understand the true meaning of this unity, they will respect each other and build good relationships with everyone. Friendship among students can certainly reduce and even prevent bullying behavior. This way, they can unite and create a warm and pleasant atmosphere within their friendships (Pratiwi et al., 2021).

Fourth Principle: Democracy Guided by the Wisdom of Deliberation/Representation

This value emphasizes the importance of problem-solving through deliberation and dialogue. Students are encouraged to discuss conflicts, rather than taking unilateral action. This contributes to developing communication skills and peaceful conflict resolution methods. The fourth principle embodies democratic values essential to the nation. These include freedom with responsibility to society and God, upholding human dignity, and strengthening unity. As social beings, humans must live side by side and respect one another. The principle of democracy is an ideal for awakening the Indonesian nation and exploring its potential. Wisdom is evident in the social conditions of a society that thinks more broadly and is free from narrow-mindedness (Pratama et al., al). According to Surul & Shaleh (2024), this fourth principle has a very important role in dealing with the issue of bullying, which includes active participation, fair law enforcement, and the development of responsible leadership. The fourth principle encourages us to live in a spirit of deliberation. This deliberation process can foster democratic attitudes among students. It is hoped that they will be able to act democratically and respect differences of opinion among their peers. If students understand the meaning of democracy, bullying, which often arises from differences of opinion, can be avoided. Thus, students can live in harmony and respect the diversity that exists among them.

Fifth Principle: Social Justice for All Indonesian People

The values embodied in this principle teach that all students deserve equal treatment without discrimination. Students, whether academically gifted or not, from wealthy or humble backgrounds, all deserve respect. With this mindset, we can prevent bullying based on social status or ability. The fifth principle, "Social Justice for All Indonesian People," emphasizes the importance of treating every individual fairly without discrimination. This principle upholds the right to equal treatment. This is reflected in the ability of students to make friends, regardless of their religious, racial, or ethnic differences, or their social status. Everyone should be treated equally (Shasmita et al., 2024).

Implementation Strategy in Curriculum

Integration of Pancasila values can be done through:

1. **Contextual Learning Module:**
In civics lessons, incorporate real-life cases of bullying, along with analyses based on the Pancasila principles. For example, simulate a conflict in class, guided by the teacher, to apply deliberation to resolve it.
2. **Interactive Methods:**
Organize a drama or role-playing session that depicts the impact of bullying, followed by reflection on the values of humanity and justice. Additionally, organize group projects involving students from diverse backgrounds to foster a sense of tolerance among them.
3. **Strengthening the Role of Teachers:**
Teachers not only function as supervisors, but also as examples of fair behavior and respect for differences.

Systemic Support from the School Environment

1. **Pancasila-Based Anti-Bullying Policy:**
Schools need to formulate clear regulations regarding sanctions for perpetrators of bullying, as well as provide rehabilitation mechanisms that adhere to the value of justice (Fifth Principle).
2. **Collaboration with Parents:**
Hold workshops for parents on instilling Pancasila values at home, such as encouraging fair dialogue among family members.
3. **Inclusive Counseling Services:**
Establish a student guidance center that integrates psychological approaches with the principles of deliberation and social justice.

Challenges and Solutions

Challenge:

1. Low level of teachers' understanding of Pancasila learning methods that can be applied practically.
2. Lack of collaboration between school policies and parental participation in the educational process.

Solution:

1. Conduct training for teachers to develop learning media based on Pancasila values, such as animated videos and educational games
2. Form a monthly discussion forum involving schools, parents, and community leaders to evaluate the anti-bullying program that has been implemented.

Conclusion

Based on the results of the literature review, it can be concluded that integrating Pancasila values into elementary school education is an effective strategy for addressing bullying. Each principle of Pancasila embodies noble values that are highly relevant for shaping students' character, such as tolerance, unity, justice, and respect for others. The application of the value of Belief in One Almighty God encourages students to respect differences in religion and belief. Meanwhile, the value of Just and Civilized Humanity encourages mutual respect without violence. The Unity of Indonesia fosters a spirit of togetherness that can reduce group exclusion in the school environment. The value of Democracy Led by the Wisdom of Deliberation/Representation fosters deliberation skills to resolve conflicts, while Social Justice for All Indonesians instills an attitude of treating everyone equally without discrimination. The implementation of Pancasila values can be achieved through integration into the curriculum, enhancing the role of teachers as role models, and establishing Pancasila-based school policies. While challenges remain, such as poor teacher understanding and a lack of parental involvement, solutions can be found through training, discussion forums, and synergistic collaboration between schools and families. With a consistent and collaborative approach, elementary schools can create a safe, inclusive, and character-based learning environment, so that bullying cases can be minimized effectively.

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