# International Journal of
# Students Education

## IMPLEMENTATION OF CITIZENSHIP EDUCATION THROUGH PANCASILA VALUES IN HANDLING BULLYING CASES

**Syaindah Wardina[1]**
[1]Primary School Teacher Education Study Program, Universitas Muhammadiyah Sumatera Utara
Email: [1]syaindahwardina@gmail.com

**Abstract**

Bullying behavior in primary schools is a serious problem that can have a negative impact not only for the victim, but also for the perpetrator and the school environment as a whole. This research uses the literature review method to gather information from various sources such as documents, books, and journals relevant to the issue of bullying in primary schools. This literature review provides a theoretical and conceptual foundation for the research, as well as providing useful material for further discussion. This research aims to explore the role of Civic Education in addressing bullying behavior in primary schools in Indonesia. By referring to the values of Pancasila as the ideological basis of the country, this research aims to offer an approach that can shape students' responsible, fair and ethical character, and to reduce the incidence of bullying behavior in the school environment.

**Keywords :** Primary School, Bullying, Civic Education

## Introduction

Education has an important role in a person's personal development. A person can become an optimal person, of course with support from all aspects that are able to optimize all components of development, both cognitive, affective and psychomotor. Education is recognized as the component that most determines the progress of a nation. Therefore, one of the efforts that a developed nation continues to develop is to position education as a very priority matter (Usmaedi & Mualimah, 2021). Elementary School (SD) is the most basic level of formal education in Indonesia which has a role in the continuity of the subsequent educational process. This is in accordance with the Minister of National Education Regulation Number 23 of 2006 which states that basic education has the aim of laying the foundations of intelligence, knowledge, personality, noble morals and skills for living independently, and following further education. With this, the aim of basic education in Indonesia is to lay the foundation of intelligence, knowledge, personality, noble morals and skills in each child. Something fundamental can be likened to a foundation, where this foundation will support and sustain everything above it ( Dewi, 2020). According to Giwangsa (in Pratiwi, Saa, Dewi, & Furnamasari, 2021) in the teaching and learning process, there are quite a lot of subjects that have been adapted to students' needs. One of the important lessons taught to elementary school students is Citizenship Education. Citizenship Education (PKn) has a special goal, namely to produce good citizens *in* the context of *nation and character building.* Citizenship Education contains many moral values which are based on the basic values of the state as well as Pancasila values which can shape good character in students. Citizenship education also has a mission, namely to increase children's potential, prepare children to live in society, and form a culture of citizenship as one of the determinants of a democratic life. (Pratiwi, Saa, Dewi, & Furnamasari, 2021). In an era that continues to develop rapidly, the character of every student certainly experiences changes, some even experience deviations. One of the deviant behaviors that still often occurs among elementary school students is aggressive behavior which leads to the habit of bullying their friends. According to data from *the Program for International Students Assessment* (PISA), children and teenagers in Indonesia experienced 15 percent bullying, 19

percent were ostracized, 22 percent were insulted, 14 percent were threatened, 18 percent were pushed and hit by friends and 20 percent were gossiped about with bad news ( Oktaviany & Ramadan, 2023 ). Not only that, *the United Nation International Children's Emergency Fund* (UNICEF) noted that Indonesia has a high percentage of child violence. When compared to other Asian countries such as Vietnam, Nepal and Cambodia, Indonesia occupies a higher position (Oktaviany & Ramadan, 2023). In Indonesia, in February 2023 two 3rd grade elementary school students pushed their younger classmate, causing broken bones. (Fatimah, 2023). The latest case in December 2023 occurred in Gresik, East Java. A 2nd grade elementary school student is permanently blind in her right eye as a result of being allegedly stabbed by her senior. According to the news written by (Purwodianto, 2023), the victim was initially asked for some money but the victim refused so the perpetrator became angry and stabbed the victim in the right eye with a meatball. Seeing the seriousness of behavioral problems and the impact that will be caused by the behavior that has been described, it is certainly a significant focus in the field of education, especially for teachers. To overcome this problem, citizenship education is a strategy or tool to improve student morale, especially at the elementary school level. This is where the role of educators is very important in providing learning and applying the values of citizenship education to students.

## Research Methodology

The research method used is literature review. Literature review is an approach that involves collecting data by understanding and reviewing theories contained in various literature that is relevant to the research subject (Adlini, et al, 2022). The data collection process in this research was carried out by looking for references from various sources such as books, journals and previous research. The material obtained from various sources was then analyzed critically and in depth to produce new ideas that support this research. A literature review can be considered as an exploration of library sources that support an understanding of the particular problem being investigated. The existence of this study is important because it provides a theoretical and conceptual basis for researchers and provides valuable material for further debate or discussion in the research context (Adil, et al, 2023).

## Result & Discussion

Bullying behavior can be categorized as part of child violence. Lately we have seen a lot of coercive and aggressive behavior, both directly and indirectly in the form of physical actions (in verbal form it is often called bullying). Increasing incidents of bullying occur in educational environments, from primary education to higher education ( Fatimah, Ramadhania, Warga-angin, & Ibrahim, 2023). Bullying is aggressive behavior carried out by a person or group against other people or groups which is carried out repeatedly by causing physical or mental harm. Bullying that occurs in schools has 3 integrated characteristics, namely: 1) actions that are deliberately carried out by the perpetrator to hurt the victim, 2) actions that are carried out are unbalanced so that they cause feelings of pressure on the victim, and 3) actions that are carried out repeatedly (Sufriani & Sari, 2017). According to Trevi (in Dewi, 2020), bullying can occur as a result of children who often behave deviantly, aggressively and enjoy committing violence. Furthermore, factors from the child's social environment, family parenting patterns, school climate, and media in the form of the internet, television and other electronic media have a negative influence on children's development. There are quite many types of bullying behavior. The behaviors included in bullying are, (1) physical forms, such as hitting, pinching, slapping, and yelling (asking forcibly for something that is not theirs), (2) verbal forms, such as cursing, gossiping, or mocking, and (3) psychological forms, such as intimidation, belittling and discrimination (Siswati & Widayanti, 2009). Every aggressive behavior, whatever its form, must have a negative impact on the victim. Experts state that bullying is perhaps the form of aggressiveness between students that has the most negative impact on its victims. This is due to an imbalance of power where the perpetrators who are students who feel they are more senior carry out certain actions against the victims, namely students who are more junior and they feel helpless because they cannot fight back (Siswati & Widayanti, 2009).

The impact of bullying is not only on the victim, but the impact also affects the perpetrators of bullying and the victims of bullying. Bullying behavior is a risk factor in the development of depression in perpetrators and victims of bullying. The most extreme thing regarding the psychological impact of bullying is the emergence of psychological disorders such as excessive anxiety, feeling afraid, depressed, and having suicidal thoughts as well as the emergence of symptoms of post-traumatic stress disorder. (Sari, et al, 2022). The role of schools has an important significance in overcoming the problem of bullying. One way that can be improved is the development of school culture, which is an integral part of the education system. Citizenship education is an alternative solution in dealing with bullying behavior. This approach plays a crucial role in shaping the character of students at the elementary school level, because citizenship education aims to teach students how to become responsible and

ethical citizens. Furthermore, citizenship education also teaches how to create harmony in the school environment. education is closely related to character formation because it involves ways of thinking and acting in accordance with the values of life adhered to ( Zai, & Marampa, 2023). Citizenship education in overcoming bullying behavior can be implemented through Pancasila values. Pancasila, as the basis and ideology of the Indonesian state, has an important role in shaping the character and ethics of society. The values contained in Pancasila are not only a guideline in political and social life, but can also be applied in overcoming various contemporary issues faced by modern society (Fatmawati, Dasmadi, Ningrum, Mustaghfiroh, & Surya, 2023). Pancasila as the Indonesian state ideology has noble values that must be understood and implemented. The noble values of Pancasila are divine values, human values, unity values, people's values, and justice values. These noble values originate from the culture of the Indonesian people which are then used as views and guidelines for the nation and state (Hidayati, 2023). Furthermore, according to Pratiwi, Saa, Dewi, & Furnamasari (2021), preventing and dealing with bullying behavior in elementary school students can be done by teaching children about the values contained in the Pancasila principles, including:

1. Belief in the one and only God

    According to Octavian (in Pratiwi, Saa, Dewi, & Furnamasari, 2021) this first principle contains the value that we as creatures created by God have the same level. Even though Indonesia has 5 different and recognized religions, this does not mean there are differences. Diversity should not be hierarchical, but egalitarian, thus having implications for the ethical value of tolerance. As people who are religious and have faith and are devoted to God, it is only natural that we have the values of truth, goodness, honesty and nobility within ourselves, so that we can advance the nation's morals. Through this first principle, we as teachers can explain to students that our role as God's creatures must be to respect each other. We must not be rude to fellow living creatures, so that no one gets hurt. Students also need to be equipped with knowledge about mutual love taught by religion. This is expected to prevent and minimize bullying behavior that occurs in elementary school students.

2. Just and civilized humanity

    This second principle has values that uphold humanity. The humanity referred to here is a human being who is just and civilized, upholds the values of justice and human dignity as God's creatures, which was created in the spirit of mutual respect, tolerant in everyday behavior based on high moral values, and for the benefit of together. In this case, we as educators can teach students to behave well towards each other. We as humans must be able to act fairly and not treat other people differently.

3. The unity of Indonesia

    According to Antari & De Liska (in Pratiwi, Saa, Dewi, & Furnamasari, 2021) this third principle contains a value which means that we as Indonesian citizens must be united even though there are many differences between us. The third principle also teaches us to live by helping each other and working together. Indonesia is a country that has a lot of diversity but remains one, binding itself in unity as described in our state motto, namely Bhinneka Tunggal Ika. Differences should not be a problem and cause hostility, but should be directed towards something that can be mutually beneficial, namely unity in living together to create common goals. Unity in the third principle is closely related to behavior that can refer to friendship. When students understand what this unity means, they will definitely respect each other and be friends with everyone. The friendships formed between students can certainly reduce or even prevent bullying behavior. They will unite and create a warm and pleasant atmosphere in their friendship

4. Democracy led by wisdom in deliberation and representation

    The fourth principle teaches us to live in deliberation. The deliberations that occur can form a democratic attitude. Students are expected to be democratic and able to respect differences of opinion with their friends. If students understand the meaning of democracy, of course bullying behavior towards differences of opinion will not occur among them. So, students can live in harmony and respect each other's differences.

5. Social justice for all the people of Indonesia

    This fifth principle contains the value of justice. Here children can be taught to be fair to everyone, including not discriminating between friends so that children can be friends with anyone and not give different treatment to each of their friends. Thus, of course the fifth principle in Pancasila can help in forming good character to students and of course can help to minimize cases or bullying behavior that occurs in children. Pancasila values play an important role in forming positive personalities in generations of children because they contain many human values. This approach is considered to have a big impact in shaping student character, especially in Indonesia. Therefore, as a country that recognizes Pancasila as an

ideology, it is very important for us to teach these values to the nation's future generations, so that a society is formed that reflects the values of Pancasila. By applying these Pancasila values, it is hoped that students can understand good principles in social and community interaction, as well as develop good morals, so that bullying behavior can be reduced gradually.

## Conclusion

Education has an important role in a person's personal development and the progress of a nation. Elementary School (SD) is an important foundation for formal education in Indonesia. Citizenship Education (PKn) has an important role in producing good citizens and shaping students' character. The problem of aggressive behavior, such as bullying, is still a serious concern among elementary school students in Indonesia. Bullying has a negative impact not only on the victim but also on the perpetrator and the school environment as a whole. Citizenship education, by integrating Pancasila values, can be a solution to overcome bullying behavior in schools. The values of Pancasila, such as belief in one God, just and civilized humanity, Indonesian unity, democracy led by wisdom in deliberation and representation, as well as social justice for all Indonesian people, are the basis for forming student character and minimizing cases of bullying. It is hoped that the application of Pancasila values in education can help students understand good principles in social and community interaction and develop good morals. Thus, it is hoped that citizenship education that integrates Pancasila values can be an effective solution in reducing cases of bullying in elementary schools, as well as forming good and responsible student character.

## Refrences

Adlini, MN et al. 2022. *Qualitative Research Methods Literature Study.* Edumaspul: Education Journal. 6 (1)

Dewi, PYA (2020). School Bullying Behavior in Elementary School Students. Education: Journal of Basic Education, 1(1), 39-48.

Fair, Ahmad. et al. 2023. *Health Research Methods.* West Sumatra: Get Press Indonesia

Fatimah, S. 2023. New Chapter in the Case of Bullying of Sukabumi Elementary School Students to Broken Bones, December 2023. Accessed *March 30 , 2024.* https://www.detik.com/jabar/_Hukum-dan-kriminal/d-7082759/babak-baru-kas-bullying-siswa-sd-sukabumi-besar-patah-tulang

Fatimah, U., Ramadhania, JA, Angin-angin, RBB, & Ibrahim, M. (2023). Implementation of the Child Protection Law in Handling Bullying Cases in the School Environment. *JUPSHU: Journal of Sociology and Law Education* , *1* (2), 214-222.

Fatmawati, A., Dasmadi, D., Ningrum, RV, Mustaghfiroh, SN, & Surya, BRD (2023). Implementation of Pancasila Values to Fight Bullying, Dangers of Gadgets, and the Importance of Death Certificates. *Society: Journal of Community Service* , *2* (5), 245-251.

Hidayati, D. (2023). Implementation of Fair and Civilized Human Values in Preventing Bullying Behavior. *Journal of Democratia* , *1* (2), 11-21.

Oktaviany, D., & Ramadan, ZH (2023). Analysis of the Impact of Bullying on the Psychology of Elementary School Students. *Journal of Educatio Fkip Unma* , *9* (3), 1245-1251)

Pratiwi, EF, Saâ, SS, Dewi, DA, & Furnamasari, YF (2021). Implementation of Citizenship Education through Pancasila Values in Handling Bullying Cases. *Basicedu Journal* , *5* (6), 5472-5480. Purchase

Sari, HN, et al. (2022). Bullying behavior that deviates from Pancasila values among school students. *Journal of citizenship* , *6* (1), 2095-2102.

Siswati, S., & Widayanti, CG (2009). The phenomenon of bullying in public elementary schools in Semarang: a descriptive study. *Journal of Psychology* , *5* (2), 99-110.

Sufriani, S., & Sari, EP (2017). Factors influencing bullying in school-aged children in elementary schools in Syiah Kuala District, Banda Aceh. *Idea Nursing Journal* , *8* (3)

Usmaedi, S., & Mualimah, EN (2021). Optimizing Citizenship Education in Overcoming Bullying Behavior of Elementary School Students. SUPREMACY: Journal of Thought, Research in the Social Sciences, Law and Teaching, 16(1), 100-107.)

Zai, L.S., & Marampa, E. (2023). The Urgency of Citizenship Education Through Social Media in Overcoming Cyberbullying of Children. *Civics Education and Social Science Journal (CESSJ)* , *5* (1), 39-45.