

# The Role of Pancasila in Overcoming Bullying in Elementary Schools

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## Abstract

*This research is motivated by the high incidence of bullying among elementary school students, which negatively impacts their psychological, emotional, and academic development. The aim of this study is to understand the role of Pancasila values in mitigating bullying behavior among 5th-grade students at Juluk II Elementary School. The research employs a descriptive qualitative method, with data collected through direct observation, in-depth interviews, and document analysis. The findings reveal that the implementation of Pancasila values, such as Just and Civilized Humanity and the Unity of Indonesia, can help students develop empathy, respect for others, and resolve conflicts peacefully. These results highlight the importance of integrating Pancasila values into daily learning activities as an effort to create a safer and bullying-free school environment.*

**Keywords:** pancasila; bullying; character education

## Abstrak

Penelitian ini dilatarbelakangi oleh tingginya angka kasus bullying di kalangan siswa sekolah dasar yang berdampak negatif terhadap perkembangan psikologis, emosional, dan akademik mereka. Tujuan dari penelitian ini adalah untuk memahami peran nilai-nilai Pancasila dalam mengurangi tindakan bullying pada siswa kelas 5 di Sekolah Dasar Negeri Juluk II. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa penerapan nilai-nilai Pancasila, seperti Kemanusiaan yang Adil dan Beradab serta Persatuan Indonesia, dapat membantu siswa dalam mengembangkan sikap empati, menghargai sesama, dan menyelesaikan konflik secara damai. Temuan ini menekankan pentingnya integrasi nilai-nilai Pancasila ke dalam kegiatan pembelajaran harian sebagai upaya untuk menciptakan lingkungan sekolah yang lebih aman dan bebas dari perilaku bullying.

**Kata kunci:** pancasila; bullying; pendidikan karakter

## Introduction

The phenomenon of bullying among elementary school students has increasingly drawn attention in the educational domain due to its detrimental impact on children's psychological, emotional, and academic development. Bullying can be defined as aggressive behavior that is repeated to harm another individual physically, verbally, or socially, often occurring in the context of an imbalanced relationship where the perpetrator perceives themselves to hold more power over the victim (Fikry et al., 2022;

Harahap & Toni, 2023). Data from Indonesia indicate that the incidence of bullying in elementary schools has reached alarming levels, with 70% of students reporting having experienced violence at school and 84% admitting to being victims of bullying (Gaol et al., 2023).

The primary factor contributing to the high rates of bullying is the limited understanding among students about the negative consequences of such actions. Most students are unaware of the long-term effects of bullying, leading them to trivialize or even engage in these actions (Kusumawardani et al., 2020; Nurlaela et al., 2023). One potential approach to overcoming this issue is the implementation of educational programs that involve the use of instructional videos and interactive discussions. This approach has proven effective in raising students' awareness about the dangers of bullying and encouraging them to be more empathetic towards others (Yasmin et al., 2023). The school environment also plays a crucial role in preventing and handling bullying incidents. Schools that incorporate civic education and integrate humanitarian values into learning activities can significantly reduce the prevalence of bullying among students (Efianingrum, 2020; Handayani, 2023). Teachers, as facilitators, are expected to create a safe and conducive atmosphere and to recognize early signs of bullying. Therefore, teachers must receive training in effectively identifying and managing bullying cases.

Despite efforts to curb bullying in schools, bullying cases persist in Indonesia. The Program for International Student Assessment (PISA) reports that Indonesia ranks among the top five countries worldwide in terms of school bullying cases. PISA survey results indicate that 41.1% of Indonesian students have experienced bullying, far above the PISA average of 23%. Similarly, data presented by UNICEF reveals that 2 out of 3 children aged 13-17 in Indonesia have encountered bullying (UNICEF Indonesia, 2020).

Bullying has a significant negative impact on students' psychological, emotional, and academic development. Common psychological effects experienced by victims include anxiety, depression, low self-esteem, and sleep disturbances (Amin, 2020; Sirait, 2023). Additionally, victims often suffer from feelings of distress and trauma that may persist into adulthood (Zakiah et al., 2017). Emotionally, students who are victims of bullying tend to struggle with building healthy social relationships and frequently feel isolated from their surroundings (Trisanti et al., 2020). In an academic context, victims of bullying often exhibit a notable decline in academic performance, which is attributed to their inability to concentrate due to stress and anxiety (Trisanti et al., 2020). Absenteeism due to trauma or fear of facing perpetrators also contributes to low academic achievement (Hunta et al., 2020).

Preliminary observations in Grade Five of Juluk Public Elementary School identified several forms of bullying, such as verbal teasing, unfair treatment, and exclusion of specific students. Victims of bullying tend to withdraw from social interactions and become quieter. This indicates an urgent need to enhance students' understanding of mutual respect. Pancasila education serves as a strategic solution to shape students' characters in appreciating diversity and rejecting all forms of violence.

The values of Pancasila taught in schools, such as tolerance, cooperation, and a sense of unity, must be implemented practically in students' daily lives. Unfortunately, this implementation is often theoretical without concrete examples, resulting in students not fully understanding or applying these values. A more practical approach is required to overcome this, such as conflict resolution simulations, group discussions, or anti-bullying campaigns based on Pancasila values. Through this approach, students are expected to internalize the values of Pancasila and apply them in social interactions both within and outside of the school environment.

The lack of Pancasila-based programs integrated with efforts to combat bullying in schools is also a factor contributing to the persistence of this negative behavior. Existing programs are often ceremonial and unsustainable. Therefore, collaboration between teachers, students, and school authorities is necessary to design comprehensive programs that build a more harmonious and safe school environment.

As the nation's ideology and moral guide for social and national life, Pancasila plays a crucial role in shaping students' character. Implementing Pancasila values in schools is a guideline for making fair and wise decisions and creates a conducive atmosphere for learning and developing students' potential. By internalizing Pancasila values, future generations are expected to contribute to creating a peaceful, just, and prosperous society.

Various studies have examined the role of Pancasila values in shaping students' character and preventing bullying behavior in schools. Pratiwi et al. (2021) found that integrating Pancasila values into daily learning fosters mutual respect among students, ultimately reducing negative behaviors such as bullying. Resmana and Dewi (2021) also highlighted that schools actively teaching Pancasila principles, such as humanity and social justice, have a more positive school climate and better student participation in creating a safe and conducive environment. This research indicates that strengthening Pancasila values in learning builds students' character and significantly reduces bullying rates (Habibuddin et al., 2023; Tamara et al., 2023). Meanwhile, Nurlaela et al. (2023) explored the effectiveness of Pancasila-based character education programs in preventing bullying behavior in elementary schools. They found that students who understand the concepts of cooperation and unity can resolve conflicts among peers without resorting to bullying (Fitriani & Widijatmoko, 2023; Ni'mah, 2022). These findings reinforce the view that Pancasila values strategically build positive attitudes and appreciate student diversity (Nuraini et al., 2021; Putrianti & Safitri, 2023). However, previous studies have generally focused on quantitative approaches, which only examine the correlation between the application of Pancasila values and the reduction of bullying cases, without delving deeper into the dynamics of social interactions and students' understanding of these values (Budiarti, 2023; Rahman & Suharno, 2020).

The uniqueness of this study lies in its qualitative descriptive approach using interviews and observations to explore the role of Pancasila values in overcoming bullying cases among fifth-grade students at Juluk II public elementary school. Unlike previous studies that predominantly used quantitative methods and emphasized statistical results, this study provides a new perspective by exploring social interactions among students, teachers' views, and students' responses to Pancasila values. Through direct classroom observations and interviews with students and teachers, this research

can identify how the internalization of Pancasila values is applied in students' daily lives and how these values influence their behavior and response to bullying. The results of this study are expected to not only provide a richer understanding of the implementation of Pancasila values in the school environment but also offer more contextual and practical solutions to overcome bullying issues in elementary schools through a more comprehensive and integrative Pancasila-based character education approach.

## Research Method

This research employs a qualitative method to explore the role of Pancasila values in overcoming bullying cases among fifth-grade students at Juluk II Elementary School. This approach was chosen for its ability to delve deeply into understanding the social interactions within the school environment. Data was collected through direct observation, in-depth interviews, and document analysis. Direct observation within the school setting accurately depicted student interactions and the social dynamics within the classroom. Interviews were conducted with several key informants, including teachers and students who were victims or witnesses of bullying incidents. This approach enabled the researcher to capture the informants' perspectives and subjective experiences regarding applying Pancasila values in reducing bullying behavior. Meanwhile, document analysis complemented the collected data, especially concerning school policies related to Pancasila-based character education.

The collected data were analyzed using thematic analysis techniques to identify emerging patterns related to the internalization of Pancasila values. These findings were then connected to students' responses to bullying situations. Data validity was ensured through triangulation techniques, comparing the results of observations, interviews, and document analysis to ensure consistency of information and minimize research bias.

## Results

This study aims to understand the role of Pancasila values in overcoming bullying cases among fifth-grade students at Juluk II Elementary School. The collected data were analyzed thematically to identify the main themes that emerged from the students' and teachers' experiences and perspectives on bullying and implementing Pancasila values.

### *Bullying Experiences and Its Impact on Students' Character Development*

Based on the interviews with students, there is a variety of experiences related to bullying, either directly experienced or witnessed by them. Student 1 stated, *"Saya pernah menjadi korban bullying di kelas. Itu membuat saya merasa tidak percaya diri untuk berbicara di depan umum."* This indicates that bullying can lead to a decline in the victim's self-confidence and cause them to withdraw from social interactions.

A similar experience was shared by another student who suffered verbal bullying. Student 5 mentioned, *"Saya pernah dibully dengan kata-kata. Kata-kata yang dilontarkan mereka masih teringat sampai sekarang."* This confession suggests that the impact of bullying is not only temporary but can also leave a lasting emotional scar. This condition can also affect their social relationships, as experienced by Student 3, *"Saya dulu sering diejek karena berat badan saya. Saya jadi takut untuk bergaul dengan teman baru."* From these

statements, it is evident that victims of bullying tend to feel isolated and fearful of interacting with new peers.

These interviews indicate that bullying significantly influences the character development of students, whether they experience it directly or are merely witnesses. Students involved in bullying, either as victims or witnesses, tend to experience a decline in self-confidence and changes in social interactions.

### ***Application of Pancasila Values in Overcoming Bullying***

Most students understand the importance of applying Pancasila values to overcoming bullying behavior at school. Most students recognize that the value of "*Kemanusiaan yang Adil dan Beradab*" (Just and Civilized Humanity) is critical to fostering mutual respect among peers, which can suppress the potential for bullying. This is evidenced by Student 1's statement, "*Kemanusiaan yang adil dan beradab dapat membantu kita menghargai orang lain.*" This statement indicates that the student understands respecting others is the foundation for creating a bullying-free environment.

Furthermore, understanding the value of "*Persatuan Indonesia*" (Unity of Indonesia) also plays a role in building solidarity and togetherness among students, which ultimately encourages them to support each other. Student 2 explained, "*Persatuan Indonesia penting agar kita saling mendukung.*" This shows that collective awareness of the importance of unity can prevent the formation of cliques that may lead to discrimination or bullying behavior.

The implementation of these Pancasila values is not only theoretical but is also reflected in students' actual efforts to resolve conflicts peacefully. For example, Student 4 stated, "*Saya berusaha untuk menyampaikan perasaan saya tanpa menyinggung orang lain.*" This statement shows that the student has internalized the value of "*Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan*" (Democracy Led by Wisdom) by resolving issues through good communication without further conflict.

The interview results show that students understand Pancasila values as practical guidelines for conflict resolution and bullying prevention. They demonstrate awareness of the importance of building harmonious relationships, empathy, and mutual respect.

### ***Influence of Social Environment on Bullying Behavior***

The family environment significantly impacts students' attitudes and behavior toward bullying. Students raised in families with strict parenting styles or who receive little attention tend to exhibit aggressive behavior and are more likely to engage in bullying. This is reinforced by the statement of Teacher FJ, who mentioned, "*Siswa yang berasal dari keluarga dengan pola asuh yang keras atau kurang perhatian sering kali memiliki kecenderungan untuk melakukan bullying di sekolah.*" This indicates that parenting styles that do not support emotional development may prompt students to release negative emotions at school, one of which is manifested in bullying behavior.

Conversely, students raised in caring and attentive family environments tend to reject bullying and are more respectful of their peers. Family support, in the form of attention and guidance to report inappropriate behavior, provides a sense of security for students and encourages them to stand firm against bullying. A supportive family

environment shapes students with empathetic and tolerant characters, making them more capable of understanding others' feelings and less likely to engage in negative behaviors.

These interviews indicate that the family environment is important in shaping students' attitudes toward bullying. Positive parenting styles, such as providing love and emotional support, can be protective against bullying. In contrast, harsh and inattentive parenting can be a risk factor for students to engage in bullying at school. Parents' role is crucial in providing consistent guidance and love and building good communication with their children to prevent negative behaviors at school.

### ***Biological and Psychological Influence: Temperament***

Temperament factors play a significant role in triggering bullying behavior among students. Students who have characteristics of being easily angered and having difficulty controlling their emotions tend to be more frequently involved in conflicts at school, either as perpetrators or victims of bullying. Teacher FJ's statement that "*Siswa yang memiliki temperamen mudah marah dan sulit mengontrol emosi lebih sering terlibat dalam konflik baik sebagai pelaku maupun korban bullying*" suggests that difficulty in controlling emotions makes students more vulnerable to engaging in aggressive behavior or becoming targets of bullying due to uncontrolled emotional responses.

This temperament factor can significantly trigger negative interactions among students, as those with quick tempers tend to react impulsively to situations that provoke their emotions. Such impulsive reactions often lead to inappropriate behaviors, such as verbal or physical aggression, that can escalate into bullying. On the other hand, students who struggle to control their emotions may also become victims of bullying because their emotional responses can provoke reactions from other students who want to take advantage of the situation.

Psychological interventions focusing on emotion regulation are essential to assist students with high temperamental tendencies. Such interventions may include training in emotional regulation, stress management, and assertive communication so students can develop the necessary skills to approach social situations more positively and constructively. This intervention is expected to reduce students' risk of involvement in bullying, either as perpetrators or victims.

### ***Role of Schools in Bullying Prevention***

Teachers and schools are crucial in preventing and overcoming bullying in the educational environment. Teachers are responsible for teaching and must also serve as facilitators and mediators in creating a conducive, safe, and bullying-free classroom atmosphere. Teachers are responsible for instilling moral and social values in students and providing exemplary positive attitudes.

In an interview, Teacher FJ, who is both a Pancasila Education teacher and a fifth-grade teacher at Juluk II Elementary School, stated, "*Sebagai guru, saya berusaha untuk menciptakan suasana kelas yang nyaman dan terbuka bagi semua siswa. Saya selalu mengedepankan kasih sayang dan memberikan rasa aman kepada siswa agar mereka merasa dihargai.*" This emphasizes the importance of creating a positive learning environment

where students feel safe to participate without fear of intimidation or bullying. Furthermore, Teacher FJ explained that applying Pancasila values is fundamental in preventing bullying behavior in the classroom. *"Saya sering menggunakan nilai 'Kemanusiaan yang Adil dan Beradab' untuk mengajarkan empati dan sikap menghargai sesama. Nilai ini dapat mendorong siswa untuk lebih memahami dampak buruk dari bullying dan memilih untuk bersikap ramah serta menghormati teman-teman mereka."* This shows that integrating Pancasila values into daily learning activities and interactions can help students develop better attitudes toward their peers.

Moreover, the school's role in preventing bullying also involves strict policies and full support from all educators. Teacher FJ highlighted the importance of consistency in implementing anti-bullying policies, stating, *"Kebijakan anti-bullying di sekolah ini harus diterapkan secara menyeluruh, tidak hanya di dalam kelas, tetapi juga di lingkungan sekolah. Kami berusaha untuk menciptakan budaya keterbukaan di mana siswa merasa nyaman untuk melaporkan kejadian bullying tanpa takut akan konsekuensi negatif."* This indicates that the success of school policies in dealing with bullying heavily depends on consistent implementation and the active participation of all school members.

The role of teachers and schools in preventing bullying is essential to creating a safe and supportive learning environment. Teachers can act as educators, mediators, and protectors who can set positive examples for students, while schools need to implement clear and consistent anti-bullying policies. Close collaboration between teachers, schools, students, and parents will help minimize bullying cases and create a conducive learning atmosphere that supports positive character development among students.

The research results show that implementing Pancasila values can play an essential role in overcoming bullying cases if well internalized by students and supported by family and school environments. Values such as *"Kemanusiaan yang Adil dan Beradab"* (Just and Civilized Humanity) and *"Persatuan Indonesia"* (Unity of Indonesia) can serve as ethical frameworks that help students appreciate differences and resolve conflicts without violence. However, the implementation of these values must be accompanied by clear and consistent anti-bullying policies at schools. The application of Pancasila values in the school environment should be in the form of socialization and practice in students' daily lives, such as through group discussions, teamwork, and conflict resolution simulations. This approach can strengthen the internalization of these values and significantly reduce bullying cases in schools.

## Discussion

This study demonstrates that the application of Pancasila values has a significant contribution to overcoming bullying cases in educational environments, particularly among fifth-grade students at Juluk II Public Elementary School. These findings are consistent with character development theory, which emphasizes instilling moral values early on (Lickona, 1991). In the context of this research, values such as *"Kemanusiaan yang Adil dan Beradab"* and *"Persatuan Indonesia"* serve as ethical foundations that encourage students to respect one another and understand the negative impact of bullying. The

implementation of character education based on Pancasila in Indonesian education has been proven to reduce deviant behaviors among students.

Research conducted by Hasanah et al. (2024) asserts that internalizing Pancasila values in daily school activities can enhance empathy, solidarity, and appreciation for diversity. This finding aligns with the research by Hapsari (2020), which revealed that support from school principals, teachers, and the community plays a crucial role in implementing Pancasila values in elementary schools. Obstacles such as negative peer influences can be minimized through proper guidance from teachers. Additionally, Farid and Rugaiyah (2023) highlighted the importance of managing the internalization of character education values within educational institutions. Programs designed to internalize character values can guide educators and parents in preventing deviant behaviors. Putri and Dewi (2023) also emphasized that civic education should be taught critically and analytically so that students not only understand Pancasila values but can also apply them in resolving conflicts peacefully and rejecting bullying. Furthermore, Kariadi (2016) stated that fundamental values contained in Pancasila, such as humanity and social justice, need to be developed to build a global perspective while remaining rooted in national identity. This is supported by the study conducted by Inu and Dewi (2021), which emphasizes the importance of implementing Pancasila values through civic education in schools and society. Applying Pancasila-based character education aims to reduce deviant behaviors and shape students with better character and responsibility in community life.

The impact of bullying on both victims and bystanders shows a significant emotional influence, including trauma and decreased self-esteem. Experiences of bullying can lead to profound psychosocial disturbances, as explained by the theory of traumatic stress (Ray, 2015). Trauma from negative experiences such as bullying can disrupt children's psychosocial development, affecting their ability to engage in social interactions and build healthy relationships (Plexousakis et al., 2019). Moreover, Gini (2008) noted that bystanders who do not receive appropriate intervention may experience severe emotional impacts in the future, highlighting the importance of a comprehensive approach to supporting both victims and bystanders of bullying (Esquivel et al., 2023).

Furthermore, parental roles significantly impact students' involvement in bullying. Children who receive emotional support from their families tend to have a more positive attitude towards bullying. Conversely, students from families with authoritarian parenting styles or excessive punishment are more prone to engage in aggressive and bullying behaviors. This is supported by research from Atik and Güneri (2013) and Febianingsih and Muryani (2023), which showed that less responsive parenting styles and a tendency to use punishment can increase the risk of children's involvement in bullying. This is consistent with Bronfenbrenner's ecological theory, which explains that interactions between family, school, and peer environments play an important role in shaping children's behavior (Salsabila, 2018). Family support is a protective factor that reduces the likelihood of children engaging in negative behaviors such as bullying (Papamichalaki, 2021).



Student temperament also affects their involvement in bullying behaviors, both as perpetrators and victims. Students with a quick temper and difficulty controlling emotions are more susceptible to engaging in conflict and aggressive behavior. Jolliffe and Farrington (2010) showed that students with high impulsivity levels are more frequently involved in bullying behaviors. Children with ADHD, who tend to be impulsive, are more likely to engage in aggressive behaviors (Jolliffe & Farrington, 2010). Valiente et al. (2012) added that impulsivity can disrupt students' social interactions, increasing the likelihood of conflict. Additionally, research by Crapanzano et al. (2009) demonstrated that students with physical and relational aggression are more likely to be involved in bullying behaviors.

Applying Pancasila values in schools is crucial in creating a safe and conducive learning environment. Integrating these values into teaching and learning activities can help build student character and create a positive school culture. Anti-bullying training for teachers can improve understanding of preventing bullying behaviors, thereby creating an environment that supports applying these values (Cahyani & Widodo, 2022; Qamaria & Astuti, 2020). Clear and consistent anti-bullying policies must provide firm guidelines for overcoming bullying. Active participation from the entire school community, including students, teachers, and parents, is essential to create a positive school culture (Saraswati & Hadiyono, 2020). In this context, a positive school climate can reduce bullying behaviors and increase student empathy. Therefore, schools must develop policies that promote Pancasila values as part of character education (Hamduuna et al., 2023). Applying Pancasila values in schools can go hand in hand with efforts to prevent bullying and create a safe and conducive learning environment for all students.

## **Conclusion**

This research is motivated by the high number of bullying cases among elementary school students, which negatively impacts their psychological, emotional, and academic development. The findings indicate that applying Pancasila values, such as "*Kemanusiaan yang Adil dan Beradab*" and "*Persatuan Indonesia*," can help reduce bullying by fostering mutual respect and solidarity among students. This study also found that character education interventions integrating Pancasila values can create a safer and more conducive school environment. However, this research is limited to observations at a single elementary school, so the results cannot be generalized to a broader context. Recommendations for future research include conducting similar studies in more schools with diverse cultural backgrounds to identify contextual factors that influence the effectiveness of implementing Pancasila values in preventing bullying.

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