The Importance of Character Education in School Bullying Cases

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Abstract

Character education is an effort by educational institutions to prevent various educational problems, including bullying. Bullying is the act of using power to hurt someone or a group of people verbally, physically or psychologically, making the victim feel depressed, hurt and helpless. Adolescents who are victims of bullying have a higher risk of experiencing various health problems, both physical and mental. Problems that may be experienced by children who are victims of bullying include the emergence of various mental problems such as depression, anxiety, and sleep disorders that can persist into adulthood, as well as physical health problems such as headaches, abdominal pain, and muscle pain. stress, feelings of insecurity and safety in the school environment and reduced interest in learning and academic success. Therefore, character education must be improved so that similar cases do not recur. This study aims to identify the factors that contribute to the occurrence of bullying in adolescents, the role of bullying behaviour, and the types of bullying. The data source of this article was conducted using the descriptive analysis method. The article found that the factors influencing bullying behaviour can come from the individual's environment, family, playgroup, and the perpetrator's community. This action relates to the world of social work, in this case having to become a counsellor for the bully.

Keywords: School Bullying, Character Education, Early Childhood

INTRODUCTION

One of the phenomena that attracts attention in the world of education today is the violence that occurs in schools, both those committed by students against their teachers and those committed by students against other students. The rise of brawls and violence (bullying) committed by students in schools that are increasingly appearing in the news both in print and electronic media is evidence that human values have been uprooted. Of course, these cases of violence not only tarnish the image of education, which has been believed by many as a place for an optimal and

quality learning process to produce quality students, as stated in the Law of the Republic of Indonesia Number 20 of 2003, Chapter II Article 3, that national education functions to develop abilities and shape the character and civilization of a nation that is useful in educating the nation's life, aims to develop the potential of students to become humane beings. beings who are faithful and devoted to God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kemendiknas, 2009: 8), But it also raises a number of questions, even lawsuits from irresponsible parties. various parties are increasingly critical of the nature of education in schools (Kristianto, Susetyo, Utama, Fitriono, & Jannah, 2023).

Education aims as a means to form humans who are devoted to God Almighty and form Indonesian humans who are able to keep up with the dynamics of life's progress, avoiding all forms of backwardness and ignorance, which is strengthened by the National Education Goals in accordance with MPRS Decree No. XXVI / MPRS / 1966 concerning Religion, Education and Culture, the purpose of education is formulated to form a true Pancasila man in accordance with the preamble of the 1945 Constitution. Furthermore, in the improvement of Law No. 2 of 1989 concerning the National Education System, the government took an authentic decision as stated in Law No. 23 of 2003 concerning the Objectives of the National Education System, where the decision is that national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty. Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Kartikawati, Roni, Purwanti, & Islam Negeri Raden Intan Bandar Lampung, 2022).

Character education comes from two words education and character, according to several experts, the word education has different definitions depending on the point of view, paradigm, methodology and scientific discipline used. According to D. Rimba as quoted (Ulfah, 2022) education is Guidance or coaching consciously by educators towards the physical and spiritual development of students towards the formation of a complete personality (Kristianto et al., 2023).

Development is so fast that humans themselves forget and do not realize that cyclical evil is repeated. Human conditions amidst the onslaught of various phenomena continue to occur. Value aspects cannot be separated from various elements of events. If we look at various cross-sectors, we can find so many. Then we can see one of the fields that continues to run until it achieves successful progress. Today's educational environment requires more attention from various personalities. Why because we cannot deny that the world of education is progressing. As time goes by, various problems arise due to the journey and even mistakes. As a person grows and becomes a teenager, they begin to experience a larger environment than the family (Kamaruddin et al., 2023). The socialization process that individuals undergo begins to expand. Individuals begin to interact with their peers. This enhances one's social skills. If the values instilled by

both parents are well absorbed, the social skills of the individual can increase (Permatasari, Keguruan, & Pendidikan, 2021). This is because humans grow and develop from phase to phase without leaving what they have learned from the previous phase. Conversely, if the socialization of values instilled by the family is not absorbed by the child, then it could be that their behavioral and psychosocial development is hampered (Sari, 2023). As a result, adolescents begin to show pathological symptoms such as delinquency and other risky behaviors, one of which is bullying.

Nowadays, bullying is a term that is familiar to the Indonesian people. Bullying is the act of using power to harm a person or group of people verbally, physically, or psychologically so that the victim feels depressed, traumatized, and helpless (Sejiwa, 2008). The perpetrator of bullying is often referred to as a bully. A bully knows neither gender nor age. In fact, bullying has often occurred in schools and is carried out by teenagers. The impact caused by this action is very wide-ranging. Teenagers who are victims of bullying are more at risk of experiencing various health problems, both physically and mentally . The problems that are more likely to be suffered by children who are victims of bullying include the emergence of various mental problems such as depression, anxiety and sleep problems that may carry over into adulthood, physical health complaints, such as headaches, stomachaches and muscle tension, insecurity while in the school environment, and decreased enthusiasm for learning and academic achievement. The seriousness of bullying is not only serious for those who are victims, but is a big problem for all. Victims of bullying can turn into perpetrators of bullying in the future. Bullying is an act that shows more aggressive and manipulative behavior, which can be carried out by one or more people shown to others, often contains violence and shows an imbalance of power between the victim and the bully (Rahayu & Permana, 2019, p. 239).

A case has occurred in Lampung among kindergarten students, the incident began when parents provided their daughters. However, her lunch was taken and then spent by her friend during recess. It turned out that there was a boy who took the girl's lunch box. Even until only the bones or side dishes were left. Not long after this incident, the child was pushed to the ground without any cause. Therefore, this incident came to the attention of the Lampung Education and Culture Office Hery Sulianto. A similar case occurred again, a kindergarten boy was affected because of parental problems which then spread to his child. It started with the victim's parents borrowing money but it was never returned, but what happened was that it reached the child. Until then the child was given the frills of a cheater (Kushendar & Mayra, 2021). The impact of bullying occurs until the child does not want to go to school anymore.

As a person grows and becomes an adolescent, they begin to experience an environment that is larger than the family. The socialization process that individuals undergo begins to expand. Individuals begin to interact with their peers. This improves one's social skills. If the values instilled by both parents are well absorbed, the social skills of individuals can improve. Indeed, humans grow and develop in each stage without leaving what they have learned from the previous stage. Conversely, if the socialization of values instilled in the family is not internalized in children, then the behavioral and psychosocial development of children can be hampered. As a result, adolescents begin to show pathological symptoms such as delinquency and behavior.

METHODOLOGY

The research approach used in this research is descriptive qualitative. This is in accordance with the opinion of Suharsimi Arikunto (2005: 23) that descriptive qualitative

research is research that does not aim to test certain hypotheses, but only describes "what it is" about a particular variable, symptom, or situation. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary ones (Sugiyono, 2017:338). At this stage the researcher also did coding. Relevant data is coded, then grouped or categorized based on the framework that has been made. data presentation that is often used for qualitative research is with narrative text (Sugiyono, 32 2017:341). The purpose of displaying data is to make it easier to understand what is happening, plan further work based on what has been understood. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. However, if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusions (Sugiyono, 2017:345). This research uses triangulation in testing the validity of data (Sugiyono, 2017:372)

RESULTS AND DISCUSSION

Istilah karakter diambil dari bahasa Yunani "Charassian" yang berarti "to mark" atau Marking and focusing on how to apply the value of goodness in the form of action or behavior, so that people who are dishonest, cruel, greedy and other bad behaviors are said to be people with bad character.Conversely, people whose behavior is in accordance with moral rules are called noble character.The definition of character according to the Ministry of Education Language Center is "innate, heart, soul, personality, character, behavior, personality, nature, character, temperament, character". As for character, it is personality, behavior, nature, and character (Jaenullah, Ferdian Utama, 2022). As for the meaning of Lickona's character education (1992) states "character education is the deliberate effort to help people understand, care about, and act upon core ethical values", this means that character education is a deliberate effort to help people understand, care about, and act upon core ethical values. Character Education is education that supports students' social, emotional, and ethical development. While in simple terms, character education can be interpreted as any positive thing that teachers do and affect the character of the students they teach (Samani & Hariyanto, 2013).

Character education is an effort to build character (character building). Elmubarok (2008, p. 102) states that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting, and different or distinguishable from other people, like a letter in the alphabet that is never the same from one to another, so people with character can be distinguished from one another. Character education can also be referred to as moral education, value education, affective world education, moral education, or character education (Haslip, Allen-Handy, & Donaldson, 2019).

In rare cases, children who are victims of bullying may exhibit hostility. As experienced by a 15-year-old teenager in Denpasar, Bali, who killed his own friend because of his grudge against the victim. The perpetrator admitted that he had been the target of the victim's bullying since junior high school. As a result of his actions, the underage perpetrator was charged with Article 80 paragraph 3 of Law Number 35 of 2014 concerning Child Protection, as well as Criminal Code Articles 340, 338, and 351. This case brings to light that society in particular must understand more

about bullying. What causes teenagers to bully, what are the impacts for the perpetrators, victims, and witnesses, what are the forms of bullying, and how to prevent and stop this bullying (Buono, 2019).

The definition of bullying according to Olweus (Arya, 2018) includes: First, it includes verbal, psychological, and physical aggression. Second, the behavior is carried out repeatedly. Third, there is unequal power between the perpetrator and the victim, the behavior occurs intensively. The word bullying comes from English, from the word bull, which means a bull that likes to duck here and there. In Indonesian, etymologically the word bully means a bully, a person who bullies weak people. While in terminology according to Ken Rigby's definition of bullying in Astuti (2008; 3, in Ariesto, 2009) is "a desire to hurt. This desire is shown in action, causing someone to suffer. This action is carried out directly by a person or group that is stronger, irresponsible, usually repeated, and carried out with a feeling of pleasure". Bullying is a form of violent behavior where there is psychological or physical coercion of a person or group of people who are "weaker" by a person or group of people. The bully can be a person, or a group of people, and he or they perceive themselves as having the power to do anything to their victims. The victim also perceives himself as weak, helpless and always feels threatened by the bully. (Journal of Intervention Experience from Several Bullying Cases, Djuwita, 2005; 8, in Ariesto 2009).

Jayme A. Sokolow (Arya, 2018: 52) revealed that the antibullying program, namely the School Violence Prevention Demonstration Program. The program teaches students to share and respect others, the importance of eradicating violent behavior in schools, not kicking and hitting, and teaching how to control anger through social education. By way of self-control and respect, students believe the program helps develop good relationships with teachers, family and friends.

Research conducted by Hariyanto Wibowo, et al (2021) on the phenomenon of Bullying behavior in schools shows the results that bullying victims often do not want to report the bullying incidents they are experiencing because they are afraid of being labeled negatively and they think it will make the situation worse so they often decide to keep quiet when they get bullied (Novirianti & Sriwijaya, 2023, p. 7). Bullying takes the form of threatening, humiliating, harassing, name-calling, demeaning, intimidating, cursing, and spreading bad gossip. The perpetrators push, kick, grab, hit, scratch, pinch, blackmail, lock someone in a room, and destroy other people's property.

The parties involved in bullying behavior can be divided into 3:

1. Bullies are students who physically and/or emotionally hurt other students repeatedly (Olweus, in Moutappa et al., 2004). Adolescents identified as bullies often exhibit poorer psychosocial functioning than victims of bullying and students who do not engage in bullying behavior (Haynie, et al., in Totura, 2003). Bullying perpetrators also tend to show higher depressive symptoms than students who are not involved in bullying behavior and lower depressive symptoms than victims (Haynie, et al., in Totura, 2003). Olweus (in Moutappa, 2004) suggested that bullies tend to dominate others and have similar social skills and understanding of others' emotions (Sutton, Smith, & Sweetenham, in Moutappa, 2004).

2. Victims (victims of bullying) are students who are often the target of aggressive behavior, hurtful actions and show little defense against their attackers (Olweus,

in Moutappa et al., 2004). According to Byrne compared to their non-victimized peers, victims of bullying tend to be withdrawn, depressed, anxious and fearful of new situations (in Haynie et al., 2001). Students who are victims of bullying are reported to be more withdrawn and less happy at school and have fewer close friends than other students (Boulton & Underwood et al, in Haynie et al, 2001). Victims of bullying are also characterized by cautious, sensitive, and withdrawn behavior (Olweus, in Moutappa, 2004).

3. Bully-victim is a party involved in aggressive behavior, but also a victim of aggressive behavior (Andreou, in Moutappa et al., 2004). Craig (in Haynie et al, 2001) suggests bully victims show higher levels of verbal and physical aggressiveness compared to other children. Bully victims are also reported to have increased depressive symptoms, feel lonely, and tend to feel sad and moody than other students (Austin & Joseph; Nansel et al, in Totura, 2003). Schwartz (in Moutappa, 2004) explained that bully-victims are also characterized by reactivity, poor emotion regulation, academic difficulties and rejection from peers and learning difficulties (Kaukiainen, et al., in Moutappa, 2004).

According to Ariesto (2009), the factors that cause bullying include:

1. Family. Bullying perpetrators often come from troubled families: parents who often punish their children excessively, or home situations full of stress, aggression, and hostility. Children will learn bullying behavior when observing conflicts between their parents, and then imitate it towards their peers. If there are no strict consequences from the environment for his trial and error behavior, he will learn that "those with power are allowed to behave aggressively, and that aggressive behavior can increase one's status and power". From here the child develops bullying behavior;

2. Schools. Schools often ignore the existence of bullying. As a result, children as perpetrators of bullying will get reinforcement for their behavior to bully other children. Bullying thrives in an environment where schools often provide negative input to their students, for example in the form of non-constructive punishments that do not develop a sense of appreciation and respect among fellow school members;

3. Peer Group Factors. Children when interacting in school and with friends around the house are sometimes encouraged to bully. Some children bully in an attempt to prove that they can fit into a certain group, even though they themselves feel uncomfortable with the behavior.

4. Social environment conditions. Social environmental conditions can also be a cause of bullying behavior. One of the social environmental factors that cause bullying is poverty. Those who live in poverty will do anything to meet their needs, so it is not surprising that in the school environment there is often bullying between students. e. Television and print media Television and print media shape bullying behavior patterns in terms of the impressions they display. A survey conducted by Kompas (Saripah, 2006) showed that 56.9% of children imitate the scenes of the movies they watch, generally they imitate their movements (64%) and words (43%).

Bullying also occurs in several forms of action. According to Coloroso (2007), bullying is divided into three types, namely:

1. Physical Bullying. Physical bullying is the most visible and identifiable type of bullying among other forms of bullying, but the incidence of physical bullying

accounts for less than a third of bullying incidents reported by students. Types of physical bullying include hitting, choking, elbowing, punching, kicking, biting, crabbing, scratching, and spitting on the bullied child to a painful position, as well as damaging and destroying the clothes and belongings of the bullied child. The stronger and more mature the bully, the more dangerous this type of attack becomes, even if it is not intended to seriously injure.

2. Verbal Bullying. Verbal abuse is the most common form of bullying used by both girls and boys. Verbal abuse is easy to perpetrate and can be whispered in the presence of adults and peers, without detection. Verbal bullying can be shouted on the playground mixed in with the frenetic ringing heard by supervisors, ignored because it is just considered a stupid and unsympathetic dialog among peers. Verbal bullying can take the form of name-calling, slurs, slander, cruel criticism, insults, and statements of sexual solicitation or sexual harassment. In addition, verbal bullying can take the form of deprivation of pocket money or belongings, abusive phone calls, intimidating e-mails, anonymous letters containing threats of violence, untrue accusations, vicious rumors, and gossip.

3. Relational Bullying This type is the most difficult to detect from the outside. Relational bullying is the systematic undermining of the bullying victim's self-esteem through neglect, exclusion, exclusion or avoidance. Avoidance, an act of exclusion, is the strongest tool of bullying. The gossiped-about child may not hear the gossip, but will still experience its effects. Relational bullying can be used to alienate or reject a friend or be deliberately aimed at ruining a friendship. These behaviors can include hidden attitudes such as aggressive glances, glances, gasps, shoulder shudders, sneers, mocking laughter, and abusive body language.

4. Cyber bullying This is the newest form of bullying due to the development of technology, internet and social media. In essence, the victim continuously receives negative messages from the bully either from text messages, messages on the internet and other social media. It takes the form of:
   a. Sending hurtful messages or using pictures
   b. Leaving cruel voicemail messages
   c. Calling continuously but saying nothing (silent calls)
   d. Creating an embarrassing website for the victim
   e. The victim is avoided or shunned from chat rooms and others
   f. "Happy slapping" - which is a video where the victim is humiliated or bullied and then disseminated

Arya (2018: 27) suggests that there are four impacts of bullying behavior, namely:

1. Impact on Victims of Bullying Impact on victims, such as developing fear and insecurity at school, at an extreme level will worsen academic performance.

2. Impact for Bullying Perpetrators Impact for perpetrators, such as being expelled (drop-out) from school, extending violence to teachers and principals, vandalism resulting in losses, creating conflict groups, channeling violent behavior into the home and family environment, and the tendency of individuals to engage in juvenile delinquent and criminal behavior.

3. Impact on Witnesses of Bullying If bullying is left unaddressed, other students who are bystanders may assume that bullying is socially acceptable behavior. In this condition, some students may join the bully for fear of becoming the next target and some may just stay silent without doing anything and worst of all they feel no need to stop it.

4. Impact on Schools Impact on schools, such as weakening discipline, undermining school rules and regulations. Teachers and school employees can become targets of student violence. Even on a broader scale, violent behavior and bullying can hinder the education and teaching process in schools.

Here are some steps that can be taken to implement it in the school environment:

1. Socialization and understanding of bullying in the school environment. The most basic thing to prevent harassment is to understand harassment itself. In particular, it is necessary to know the adverse effects of harassment itself, which can lead to trauma or psychological disorders in adulthood. Schools should sensitize all students as well as teachers or school staff against bullying behavior.

2. Schools provide knowledge related to bullying. Every school community must be equipped with knowledge to form in students a level of empathy and sympathy for each school community. One solution is to pay attention to the characteristics of the person being bullied and offer appropriate assistance. If the victim is afraid that if they complain something bad will happen to them, then students who see this can immediately report it to a teacher or school staff.

3. Establish rules/policies regarding bullying. Due to the prevalence of bullying that ends peacefully and the lack of concern for the psychological condition of victims, schools need to develop policies such as establishing these rules so that similar things do not happen again in the future. One of them is by establishing an appropriate case handling mechanism at school. In addition, schools must also take firm action to prevent similar incidents from recurring at school.

4. Organizing anti-bullying activities. The school can organize anti-bullying programs, such as sending invitations to parents of students through the students themselves, with students participating in the event. You can also organize extracurricular activities at school, deliver moral messages to students at the end of each class period, and develop standards to be set.

CONCLUSION

The phenomenon of bullying as a form of verbal bullying mocks parents' names or unique names. Physical harassment pushes, hits and inhibits writing. The characteristics of the bully, the characteristics of the bully are low-achieving and tall-statured students. Characteristics of victims of harassment Quiet, shy and physically weak. The intensity of bullying behavior is usually break time and during the learning process. The place of intimidation often occurs in class, canteen, school yard, park and outside school. The impact of bullying is that the bully is ostracized by friends, gets bad grades, and is expelled from school. The impact on victims of bullying will experience a lack of self-confidence, decreased academic achievement and feel inferior at school so they want to transfer to another school. The impact on witnesses is generally the bully and imitate the bully's behavior so as not to become the next victim.

Factors in the occurrence of bullying behavior are family factors: broken homes, single parent families, intact families but the parents are busy working so that children get less attention, and children who are entrusted to their grandmothers. Peer factors: hanging out with children who drop out of school, wanting to join certain groups so that they are willing to commit bullying behavior. Individual factors of the perpetrator: considers himself greater than other students, wants to be

recognized in his group, and only considers his bullying behavior a joke. Individual factors of the victim: quiet, physically weak, and just accept and surrender when bullied. A person's character will be formed when activities are carried out repeatedly and routinely until they become a habit, which eventually becomes a habit and a character.

Therefore, character education needs to be done as early as possible so that children can grow habits with good character that can be maintained until adulthood. Character education in schools can be applied to all subjects. Every topic related to the standards should be built and linked to everyday life. In today's digital era, the role of family, teachers and the surrounding community is very important in perfecting the personality and morals of students. The future generation of the Indonesian nation is determined by the current generation. The family as the main residence and education for students must supervise and guide them with love, determination and care. The role of a teacher at school is not only teaching but also educating students. The role of the teacher is to provide an example in the eyes of the child so that the child becomes a role model for the attitude of the student. Teachers not only teach the concept of good ethics but also teach how to lead students so that they can implement it in their daily lives. The surrounding community also plays a role in monitoring and encouraging the development of students' personalities.

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