

Implementation of Character Education by Teachers As A Solution to Prevent Bullying

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Abstract: Education has a role to develop students' potential, both in terms of emotional, physical, character, and creativity. However, the current educational environment is often the scene of violent behavior, such as bullying, which shows the fragility of character in educational institutions. The formulation of the problem in this study is how character education can play a role in preventing bullying in the educational environment. The purpose of the research is to examine the role of character education as a solution in building students' moral and ethical values, so as to create a culture in a harmonious and safe educational environment. The research method used in this article is a literature study with a qualitative descriptive approach, which explores relevant theories through books, journals, and internet sources. The results show that character education implemented holistically, through the role of teachers and national education policies, is able to strengthen student morale and prevent negative behaviors such as bullying.

Keywords: character education, bullying, negative behavior, prevention, teacher, school environment

Abstra: Pendidikan memiliki peran untuk mengembangkan potensi peserta didik, baik dari segi emosional, fisik, karakter, maupun kreativitas. Akan tetapi, lingkungan pendidikan saat ini sering kali menjadi ajang terjadinya perilaku kekerasan, seperti bullying, yang menunjukkan rapuhnya karakter dalam lembaga pendidikan. Rumusan masalah dalam penelitian ini adalah bagaimana pendidikan karakter dapat berperan dalam mencegah terjadinya bullying di lingkungan pendidikan. Tujuan penelitian adalah untuk mengkaji peran pendidikan karakter sebagai solusi dalam membangun nilai moral dan etika peserta didik, sehingga tercipta budaya dalam lingkungan pendidikan yang harmonis dan aman. Metode penelitian yang digunakan dalam artikel ini adalah studi pustaka dengan pendekatan deskriptif kualitatif, yaitu menggali teori-teori yang relevan melalui buku, jurnal, dan sumber internet. Hasil penelitian menunjukkan bahwa pendidikan karakter yang dilaksanakan secara holistik, melalui peran guru dan kebijakan pendidikan nasional, mampu memperkuat moral peserta didik dan mencegah terjadinya perilaku negatif seperti bullying.

Kata kunci: pendidikan karakter, bullying, perilaku negatif, pencegahan, guru, lingkungan sekolah

Introduction

Education is an effort to develop the potentials in humans from various aspects of emotions, character, physical, and creativity, so that potential can be manifested and useful in human life. However, the reality of the educational environment that should be a place for the growth of good moral and ethical values is actually a place where violent behavior often occurs. For example, psychological intimidation in the form of harassment or bullying in front of friends and there is still a lot of violence that occurs in the educational environment (Robihan, 2018).

In the environment of students and college students nowadays, moral decay, deviant behavior, lack of ethics and minor to serious violations of the law often occur. An example that we often encounter is bullying. Bullying is a form of child violence carried out by peers to someone who is weaker to gain certain benefits or satisfaction. The term bullying is used to refer to aggressive behavior that is repeated by a person or group of people against a weaker victim, either attacking physically or mentally. (Baliyo, 2011)

These negative behaviors show the fragility of character that occurs in educational institutions. Bullying at school not only affects victims emotionally and psychologically, but can also disrupt their social and academic development. As Olweus (Berthold and Hoover, 2000) stated, bullying has a significant impact on individuals into adulthood, causing depression during school and fostering feelings of unhappiness, as victims often struggle with anxiety and fear.

To overcome these problems, character education is one of the means to improve students' morals. Of course, the role of educators is needed to teach and apply character education to students. Therefore, teachers play a significant role in building students' character as a solution to preventing bullying. One of the reasons why the education board must be responsible for character education is because society is currently facing a moral crisis that affects behavior and daily life (Rachman & Budi, 2020).

Through character education, students are taught to have a high level of mutual respect, empathy, and social responsibility, which in turn can create a safer and more harmonious school culture. According to Nuhfil Hanani (2012), character education develops students' personalities in accordance with the noble values in Pancasila, the 1945 Constitution, and religion. The role of teachers is not only as teachers, but also as role models who instill moral and ethical values in students, thereby preventing bullying effectively.

Research Methods

The research method used in this study is a literature review in this case to find relevant theories in the problem or case being studied. According to Danial and Warsiah (2009:80), a literature study is a study conducted by researchers by collecting a number of books, magazines related to the problem or research objectives. The data collection technique for this literature study is carried out through sources such as books, magazines, journals and the Web (Internet), as well as other information related to the study of the implementation of character education by teachers as a solution to prevent bullying. In-depth analysis to support research findings and conclusions. By using the keywords character education, bullying, negative behavior, prevention and teachers and the school environment.

The procedures carried out in compiling this study are divided into several parts, namely, by determining research variables, looking for relevant reference sources, choosing credible references that are truly related to the research topic, looking for and comparing variables, and listing sources from the reviewed research as references cited to avoid plagiarism.

Results And Discussion

Theory of Character and Moral Education according to Ki Hadjar Dewantara

Dewantara (1977: 13) stated that the foundation of our education is based on Javanese terms such as *among*, *ngemong*, and *momong*. This principle emphasizes a non-coercive approach, we only need to intervene when the child is in a bad situation. Education is not based on "government, discipline, and order," but on "order and peace" (*orde en vrede*) or *tata tentrem*. In this case, it is important for us to maintain the child's inner balance and keep them away from excessive pressure. Education, according to Dewantara, must focus on inner freedom to help individuals better understand their obligations and rights as part of society.

Furthermore, Dewantara (2004: 4) stated that freedom in education has three aspects: the ability to stand alone, not depend on others, and be able to manage oneself. This freedom is not just not subject to orders, but also the ability to uphold independence and live life in an orderly manner, including in maintaining a balanced relationship with the freedom of others.

Education, in general, is a continuous process that leads individuals to become better, smarter, and superior. Through education, human deficiencies are corrected and physical, intellectual, and moral capacities are developed to meet the needs of society. The concept of the *among* system from Ki Hadjar Dewantara emphasizes character education through cultural values conveyed through art and history. In this system, the teachers educate character through role models, making schools the main place for character formation. However, the *among* system may be less relevant to the current era because children's characters are now more creative and tend to be open..

Character Education Policy by the Indonesian Ministry of Education and Culture

The Indonesian Ministry of Education and Culture implements character education policies through macro and micro strategies outlined in the National Action Plan (RAN). This policy aims to shape students with good character and noble morals, in accordance with the nation's ideals. It is hoped that this strong character can help reduce deviant behavior and prevent conflict between students and the community.

This character education is not only applied in formal schools, but also through non-formal education, such as community activities (youth organizations, religion, sports) and training in the business world, such as entrepreneurship, leadership, and political ethics. In the mass media, character education is delivered through communication training, journalistic codes of ethics, and understanding of professions. This non-formal education has an important role in shaping social awareness, patriotism, and harmony, while also preparing the younger generation as future leaders. The approach is holistic and integrated into everyday life, making character education an important part of the formation of the nation's children.

Implementation of Character Education in Educational Units

Character education plays an important role in shaping the morals and values of students. Its success requires the involvement of all members of the school community, parents, and the surrounding community. The main objectives of character education are: Developing the potential of students to have good hearts, minds, and behaviors. Building a nation with Pancasila character through a generation that is moral, has integrity, and is responsible. Encouraging self-confidence and pride as Indonesian citizens and fostering a love of humanity.

The functions of character education include: Building a harmonious and mutually respectful multicultural life. Creating an intelligent and highly cultured civilization, with real contributions to the life of society and humanity. Developing good examples and behaviors that are applied in everyday life.

The government has made character education one of the priorities of national development, based on Pancasila and the 1945 Constitution, with the aim of forming a generation with noble character, morals, and ethics. The challenges of globalization such as individualistic attitudes, declining solidarity, and the loss of a sense of mutual cooperation must be faced with character education to maintain togetherness and a sense of nationalism.

In addition to being a means of transferring knowledge, education functions as a medium for cultivating and instilling moral values. Students are not only expected to master knowledge, but also to have noble morals and be able to utilize their knowledge according to religious and social norms. The development of character education needs to be integrated into the teaching and learning process and involve all parties, including teachers, principals, and parents.

A good school is characterized by order, cooperation, and positive relationships between students, teachers, and parents. Teachers play an important role as role models who provide inspiration and motivation, and play a role in creating a comfortable and humane learning environment. To implement character education effectively, a change in mindset is needed in schools, as well as a conducive learning atmosphere. Learning does not only focus on transferring knowledge, but also instilling virtues through the process of thinking, belief, and feeling.

Understanding and Solutions To Prevent Bullying

According to the National Commission for Child Protection, the definition of bullying is long-term physical and psychological violence committed by a person or group against someone who is unable to defend themselves. Or in other words, bullying can be considered as a deliberate act of someone to make others feel afraid or threatened, causing the victim to feel unsafe, or even unhappy (Lestari, 2016). This action highlights that bullying is not only limited to physical actions, but also includes psychological violence, but what is certain is that bullying often occurs over a long period of time, causing a lasting impact on the victim's well-being.

According to Volk (2014), bullying behavior is a negative action in which someone intentionally causes injury or discomfort to another person. It mostly reflects aggressive behavior involving physical contact, harsh words, or even insulting facial expressions or

body movements. In addition, bullying can also include deliberate exclusion from a group. Bullying prevention is very important because seeing the impact it causes is very detrimental. Bullying prevention is realized in several steps, such as the first step by using technology wisely. This is because technology is one of the causes of bullying, so preventing it must be done by paying attention to the development of technology that continues to increase. It is important to use technology wisely so that it only gets its positive impacts.

In addition to prevention efforts, it is also important to have solutions in dealing with bullying cases that occur. Some solutions that can be applied in dealing with bullying cases are as follows: providing education to perpetrators of bullying, providing protection to victims of bullying, taking firm action against bullying, character education at the University, and implementing anti-bullying policies at the University.

Forms of Bullying

Forms of bullying can be grouped into three categories, namely: Physical bullying involves direct actions that cause physical harm to the victim. Examples include slapping, throwing, stomping, tripping, spitting, extortion, throwing objects, or even punishing the victim by making them run around the field or do push-ups.

Verbal bullying is a type that is detected through the sense of hearing, and involves the use of words or language that are hurtful or demeaning to the victim. Examples include cursing, insulting, calling names, shouting, public shaming, accusing, spreading gossip, and spreading slander. Mental or psychological bullying is bullying often considered the most dangerous because it is often not directly detected by the sense of sight or hearing. This includes behavior that attacks the victim's mental or psychological, such as looking at cynically, terrorizing through messages or SMS, humiliating, or sneering.

Causes of Bullying

Learning the causes of bullying is very important because it can help prevent bullying behavior and then build a better environment. In addition, by understanding these causes, related parties can pay more attention to the potential causes of bullying behavior. Here are some factors that cause bullying, such as: Peer environment factors. This is because peers have a significant influence in a child's life, which tends to try to feel accepted and recognized in the peer group environment. Peers are individuals who have the same age and maturity level.

The next factor that causes bullying behavior can come from the family environment. The family is recognized as the first education for a child, becoming the main foundation in their early education. In the family environment, children gain their first knowledge, intelligence, and interests from parents and other family members. The next factor is emotional instability or psychological problems in the perpetrator. For example, a deep sense of inferiority can make someone feel insecure or not worthy enough. As compensation, they may bully others to feel more powerful to cover up their lack of self-confidence. In addition, the inability to manage emotions such as anger or frustration can also be a trigger. Children or teenagers who have difficulty controlling their emotions tend to vent these feelings by

bullying people around them. Another factor that also influences is the experience of trauma, such as violence in the past, which may result in them becoming bullies as a form of venting negative experiences they have had.

Public Service Supervision

Public services are an effort to fulfill the needs of the community, therefore according to Article 5 of Law Number 25 of 2009 concerning Public Services, the scope of public services includes: The scope of public services includes public goods and public services as well as administrative services regulated in laws and regulations. The scope as referred to in paragraph (1) includes education, teaching, work and business, housing, communication and information, environment, health, social security, energy, banking, transportation, natural resources, tourism, and other related sectors

Service Supervision

Law No. 25 of 2009 states regarding supervision of public services, supervision of the implementation of public services is carried out by internal supervisors and external supervisors. Internal supervision is carried out through: implementation of public services. Supervision by direct superiors in accordance with laws and regulations; and. Supervision by functional supervisors in accordance with laws and regulations:

External supervision of the implementation of public services is carried out through; Supervision by the community in the form of reports or complaints from the community in the implementation of public services. Supervision by the Ombudsman in accordance with laws and regulations; and Supervision by the People's Representative Council. Provincial People's Representative Council, Regency/City People's Representative Council.

Supervision or controlling, is an activity that aims to ensure that the implementation of an activity can run according to plan. This can be associated with government law. Supervision can also be interpreted as an activity to ensure that the attitudes and actions of the government and administrative apparatus run in accordance with applicable legal regulations. Then if associated with State Administrative Law, supervision can be interpreted as an activity aimed at ensuring that the implementation of the state by state institutions can run in accordance with applicable law (Mustika, 2018).

Supervision of public services can be carried out by various parties. Supervision of public services can provide legal certainty. In this case, there is certainty of time, namely the decision is issued within a maximum of 10 days and if it is not issued it is considered to have been granted, and if the decision has been issued but is detrimental, it can be submitted to the State Administrative Court. If there is an act of maladministration, it can be reported to the Ombudsman. In overcoming KKN (corruption, collusion, and nepotism) this is regulated in Law Number 20 of 2001. However, in this regulation it only supervises repressively, whereas public service supervision should be carried out preemptively by superiors and preventively carried out by the government's internal supervisory apparatus (APIP) before state losses occur (Asyikin, 2020).

Conclusion

The conclusion of various studies on the implementation of character education as a solution to prevent bullying shows that character education taught by teachers has an important role in reducing bullying behavior in schools. The implementation of character education aims to form students who have empathy, honesty, responsibility, and mutual respect, which are the foundation for avoiding bullying behavior. Teachers can integrate these character values through interactive learning methods, discussions, and good role models.

Studies also show that bullying in schools is often related to the social and psychological environment of students. Factors such as school climate, peer communication, and family background play a role in the formation of bullying behavior. Therefore, teachers need to work together with all parties in the school and the surrounding environment to create a safe and positive learning atmosphere.

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