

Primary School Student Advocacy As a Preventive Measure For Bullying Behavior

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Abstract: Social facts show the decline in student behavior, where cases of bullying perpetrated by students at every level of formal education are increasing day by day. The high number of bullying cases not only results in physical injuries but also psychological trauma for the victims, this also has an impact on the victims' self-confidence and growth and development in living their lives. So as a teacher, this becomes a worry and we try to find a solution to the problem of bullying by elementary school students. To break the chain of bullying by elementary school students, the author advocates for students at 010 Kunto Darussalam State Elementary School using a Participatory Action Research (PAR) service approach. From these advocacy activities, at the 010 Kunto Darussalam State Elementary School, they take preventive action by providing examples to follow and emulate and internalizing the values of Religious Education and Citizenship Education subjects in elementary school students. Preventive efforts are also carried out with character education for elementary school students so that they become human beings. Thus, after these values are internalized within students, it will become a habit for them to live their lives and become good individuals. Preventive efforts are also carried out with character education for elementary school students so that they become human beings. Thus, after these values are internalized within students, it will become a habit for them to live their lives and become good individuals. Preventive efforts are also carried out with character education for elementary school students so that they become human beings. Thus, after these values are internalized within students, it will become a habit for them to live their lives and become good individuals.

INTRODUCTION

The Federation of Indonesian Teachers' Unions (FSGI) highlights cases of bullying in schools that are increasingly occurring. In the report, the majority of bullying cases occurred at the elementary school level at 25%, high schools, and vocational high schools at 18.75% each, while at the Madrasah Tsanawiyah and

Islamic boarding school levels at 6.25% each (Detikedu, 2023). The problem of student violence in Indonesia has not been resolved day by day. Yusuf and Fahrudin even stated that the aggressive and violent behavior carried out by students (in Indonesia) was beyond reasonable limits. Like the case of Adnan Wirawan, a student at SMA

Muhammadiyah 1 Yogyakarta, who died on December 13, 2016, due to a stabbing carried out by a fellow student from another school. Then, a similar thing happened again to Ilham Bayu, a junior high school student from Yogyakarta, on March 12 2017 who died because he was hacked by a group of students from another school. These two cases are small examples of the many cases of student violence that occur in Indonesia (Prastowo, 2017).

Furthermore, recently the public was shown a video of a case of bullying by secondary school students in Cilacap which resulted in the victim suffering broken ribs and deep psychological trauma (Detiknews, 2023). The disclosure of the bullying cases above is only a small part of the bullying cases that occur in Indonesia. According to the iceberg theory, the recorded bullying is only part of the surface while the number of bullying cases that have occurred and have not been recorded is much greater (Roni Efendi, 2021).

Various studies show that acts of violence among students can occur due to bullying. The first study on bullying reported by Olweus in 1978 revealed that bullying is a serious threat to children's development and is a potential cause of violence in schools. Bullying is considered an early form of violence that occurs in adolescence and can manifest in a form of serious behavioral disorder such as antisocial behavior. Research by Brockenbrough, et al. published in 2002 also found a link between bullying and violence (Prastowo, 2017).

Many researchers have discussed bullying in elementary schools, Wisnu Sri Hertinjung describes the forms of bullying behavior in elementary schools

and the research results explain that there are differences in the frequency of forms of bullying between the versions of the perpetrator and the victim, especially in the form of physical and relational bullying. Based on the scale filled in by the perpetrator, the form of bullying that is most often carried out is verbal bullying, and then relational and physical. Meanwhile, according to the scale filled in by victims, the forms of bullying that are most often experienced are verbal, physical, and relational bullying. Forms of verbal bullying include calling bad names, shouting, and threatening. Forms of physical bullying include pushing, hitting, fighting, taking things, and locking in the bathroom. Meanwhile, the form of relational bullying is isolating and slandering (Hertinjung, 2013).

Furthermore, research by Putu Yulia Angga Dewi also explained school bullying behavior in elementary school students, explaining that behavior in children can be classified as normal behavior or abnormal behavior. A child's behavior can be said to be normal if the behavior is by what exists in society. Meanwhile, a child's behavior can be said to be abnormal if the child's behavior has deviated from the order prevailing in society so that society directly or indirectly rejects it. Children who are accustomed to observing and even experiencing violence, both physical and verbal, in their home environment or at play, will later develop a frame of mind that this is a normal and necessary thing to do (Dewi, 2020).

Literature reviews carried out were several research results related to bullying in elementary schools, including ((Rahayu & Permana, 2019), (Amawidyati

& Muhammad, 2017),(Utami et al., 2019),(Mufrihah, 2016),(Heryani et al., 2020) And (Nursasari, 2017)) where the research results generally state that BullyingWhat happens at school occurs because of a lack of empathy for the perpetrators of bullying and the prevention carried out by the school. The trigger for bullying among students is ignorance. The unavailability of standard operating procedures and counseling teachers is a factor in the ongoing chain of bullying.

From the literature review above, most of it only analyzes the factors that cause bullying and the repressive efforts that have been carried out in cases of bullying. It is not yet comprehensive when it does not discuss aspects that must be carried out by all elements in the context of preventive action. So the urgency of this article is to explore the forms of preventive action that the author takes in carrying out his duties as an educator at the Kunto Darussalam State Elementary School, Rokan Hulu Regency. Advocacy is intended as a form of effort to anticipate cases of bullying through elements of the educational education system.

The elements of the education system are an integral part of the process of providing education which are interconnected with each other. So as a unit, this must be done simultaneously and continuously to anticipate and prevent bullying among elementary school students. This is considered important because the momentum of elementary school is the first formal educational experience obtained by students, so if the experience is good it will instill an interest in pursuing further education. On the other hand, if at the

basic education stage, students experience bad treatment by fellow students, it will cause physical and psychological trauma. Such conditions will certainly have an impact on students' interest in participating in the formal education process. So this article will contribute to breaking the chain of bullying cases which are a problem for the nation.

METHOD

Advocacy for elementary school students as an effort to prevent bullying behavior is carried out by using the Participatory Action Research (PAR) method. PAR is an approach whose process aims at learning to overcome problems and meeting community needs, as well as the production of knowledge, and the process of socio-religious change (Efendi et al., 2022). PAR is defined as participatory action research or service for Kunto Darussalam State Elementary School students to prevent bullying behavior. PAR aims to better understand the main needs of elementary school students in developing their potential through formal elementary education (Silvianetri; Irman; Azzuhri, 2022)

PAR in elementary school student advocacy is carried out with the following steps, including: (Yose Rizal; Roni Efendi; Hebby Rahmatul Utamy, 2022) Preliminary Mapping is an initial action to map the needs of Kunto Darussalam State Elementary School students which is an reflection of the pattern of the national primary school education system. Trust Building, namely building trust between teachers and elementary school students and the environment so that an equal relationship

is formed between teachers and students. Designing a mentoring agenda to carry out advocacy is one of the duties inherent in the position of a teacher or educator. Participatory Mapping in the Elementary School student community, this mapping produces narratives of fundamental issues that are problem-solving for bullying cases committed by elementary school students, so that this article can later provide solutions to bullying cases nationally.

RESULTS AND DISCUSSION

The state upholds human rights, including children's human rights, which are indicated by the guarantee of protection and fulfillment in the 1945 Constitution of the Republic of Indonesia and its derivative laws and regulations, both national and international. In the international context, this guarantee has become stronger after the ratification of the International Convention on Children's Rights. This is very important considering that children are the next generation of the nation and the spearhead of connecting the ideals of the Indonesian nation and state and creating a golden generation with morals and dignity. Total and continuous protection and fulfillment of rights are undoubtedly needed to ensure optimal growth and development of children (Fadillah, 2019). Because they are recognized as legal subjects, children must have their rights and obligations fulfilled and protected. Children must be free from all acts of violence and oppression both at home and at school. However, seeing the widespread news that there are still many cases involving children as victims of bullying both in the school environment and the family environment. This is ironic

because home and school are places that should provide protection and guidance for children during the learning process (Fadillah, 2019).

The terminology of bullying is repeated aggressive behavior to hurt another person either physically or mentally. The characteristic of bullies is that they demonstrate behavior that attempts to demonstrate power over others. According to research, bullying behavior in elementary schools can be classified into two versions, namely the perpetrator version and the victim version. According to the perpetrator's version, the form of bullying that is most often carried out is verbal bullying, and then relational and physical. Meanwhile, according to the victim's version, the forms of bullying that are most often experienced are verbal, physical, and relational. From this research, it can be seen that there are differences in the frequency of the forms of bullying between the versions of the perpetrator and the victim, especially in form bullying physical and relational. However, despite all these differences, verbal bullying is the form of bullying that occurs most frequently and appears among students in elementary schools (Prastowo, 2017).

So, to restore schools as places that are comfortable for elementary school students and free from various forms of bullying behavior, it is necessary to advocate for elementary school students as a form of preventive action and break the chain of bullying nationally. The advocacy is carried out by optimizing elements of national education including:

1. Curriculum

One important component in education that is often overlooked is the curriculum. The curriculum has a strategic position

because in general, the curriculum is a description of the vision, mission, and educational goals of a nation. This also positions the curriculum as the central value content that will be transformed for students. The direction and objectives of the educational curriculum will experience shifts and changes along with the dynamics of social change caused by various factors, both internal and external. Due to its dynamic nature in responding to change, the curriculum absolutely must be flexible and futuristic. Inequalities in curriculum design due to a lack of response to social change may have consequences for the birth output education that 'fails' to adapt to the social conditions in question (Bahri, 2017).

According to S. Nasution, the curriculum is a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. Furthermore, Nasution explained that several curriculum theorists thought that the curriculum not only includes all planned activities but also events that occur under the supervision of the school. So apart from formal curriculum activities which are often called co-curricular or extra-curricular activities (co-curriculum or extra curriculum) (Bahri, 2017).

The Elementary School Curriculum can refer to the provisions of Article 37 Paragraph (1) (Law No. 20 of 2003 concerning the National Education System, 2003) that:

- a. Religious education;
- b. Civic education;
- c. Language;
- d. Mathematics;
- e. Natural science;

- f. Social science;
- g. Art and culture;
- h. Physical Education and Sports;
- i. Skills/Vocational and
- j. Local content

About preventing bullying behavior among students at State Elementary School 010 Kunto Darussalam, the author uses this based on the available curriculum approach. Namely optimizing learning in religious education and citizenship education subjects. The author, who incidentally is a class VI (Six) teacher, invites students to participate in instilling the existing values of these two subjects and practicing them contextually in everyday life both in the environment where the students live and specifically in their environment school.

Religious education subjects taught through the curriculum at State Elementary School 010 Kunto Darussalam are adapted to student needs. In general, the religions adhered to by elementary school students are heterogeneous, namely embracing Islam and some embracing Christianity. Whatever religion they adhere to, in principle they still teach good values that originate from God Almighty. Especially for students who embrace Islamic teachings, the content material in the Islamic religious education curriculum in a way hierarchy supports the achievement of the goals of National Education as stated in Article 3 of the National Education System Law, namely "developing the ability to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable,

creative, independent and become democratic and responsible citizens (Law No. 20 of 2003 concerning the National Education System, 2003).

Textually, it means that humans who believe and are devoted to God will certainly not commit acts that are contrary to divine values, in fact not a single religion teaches deviant behavior such as bullying. This is participatory between class teachers, teachers in the field of religious studies, and students to understand textually the teachings of their respective religions and apply them in real life. Of course, this also starts from the way the teacher behaves which will be a reflection for elementary school students. An example of the attitude taught is maintaining an attitude of tolerance between religious believers. Apart from that, the example that the teacher gives is an attitude of mutual respect amidst the diversity of students, so that with the example given by the teacher, students will also do similar good things.

Furthermore, as an advocate for students at 010 Kunto Darussalam State Elementary School a preventive measure, bullying behavior can be carried out in a participatory manner between class teachers, subject teachers, and students in understanding the values of citizenship education subjects. Because the learning process is essentially a process of interaction between students and their environment, resulting in changes in behavior for the better, it can be said that attitude is a negative or positive tendency for a person to act towards an object which is influenced by cognitive and affective factors. individual towards the object. Citizenship Education is one of the core programs tasked with developing

and improving the quality, interest, and dignity of humans and the life of the Indonesian nation towards the realization of national ideals (Abdulatif & Dewi, 2021).

So the positive behavior patterns desired by Citizenship Education can start from the role of a teacher, so all teachers at the 010 Kunto Darussalam State Elementary School teach values, morals, norms, and how to be a good citizen. And also learn about good values and behaviors that reflect good citizens. Teachers also teach Pancasila values as contained in the 1st and 3rd principles which emphasize divine values and the value of unity, as we know Indonesia has a lot of diversity such as ethnicity, religion, race, etc. So you must have an attitude of tolerance or mutual respect for one another. Eliminating the assertion of strength or power, realizing justice and a civilization that is not weak, (Abdulatif & Dewi, 2021).

2. Character Building

Character education is an effort to educate students from not knowing to knowing so that it is hoped that students will be wise and able to put it into practice. There are at least 3 main ideas explained in this definition, namely: 1) value transformation process, 2) internalization in personality, and 3) Becoming one in behavior. From the explanation above, you can understand that character education is an effort to transform behavior and develop personality so that a person becomes a human being.

Like wise with character education in schools, in implementing character values, all school members have a significant and consistent role in carrying out their respective duties. Like the

implementation of character education in the learning process, teachers should be able to plan, implement, and evaluate learning which includes character values as shown in the following picture (Son, 2022):

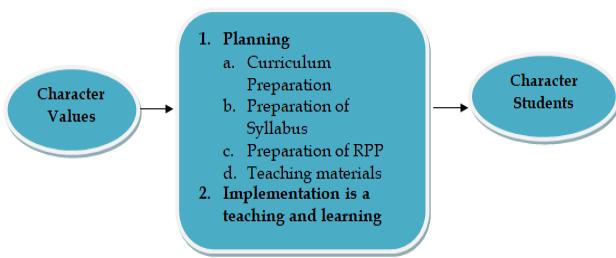


Figure 1

The picture above clearly shows that character values are included in the learning design that will be carried out by the teacher, both in the syllabus, lesson plans, and teaching materials. Next, it is carried out through a learning process as best as possible following the guidelines that have been prepared previously and evaluated, then the results are expected to produce students with character.

Character education from elementary school age has a very important role, especially in efforts to combat bullying which is caused by many factors such as the influence of children's television viewing. Bullying is a disgraceful act, however, bullying can hurt other people. However, everyone has the right to be treated well and fairly. Bullying has many negative impacts, such as depression, lack of self-confidence, often being alone, declining academic performance, feeling isolated and discriminated against, and the most severe impact is attempting suicide. The many negative impacts of bullying make character education very necessary to form healthy character and morals in

children (Wijayanti, Citra Putri; Uswatun, 2019).

According to Kurnia, the way to prevent children from becoming perpetrators of bullying is if the school and parents have a comprehensive understanding of the child. The main key to anticipating discipline problems and bullying is a good relationship with children. A good relationship will make children open up and believe that every problem they face can be overcome and that parents and teachers will always be ready to help them. So that children do not become victims of bullying, this is closely related to the child's self-concept. If a child has a good self-concept, in the sense that he knows his strengths and weaknesses, he will not be bothered by pressure from friends or bullies. Usually, if the victim or potential victim of bullying doesn't pay attention, the bully won't approach them again.

It is also important to equip children with assertive skills so that they can give the right message to the perpetrator that he is not a party who can be used as a victim. Meanwhile, the solution when bullying occurs can be a persuasive, personal approach, through friends (peer coaching) so that children are more comfortable when sharing stories with listeners of the same age so as not to give the impression of complaining. Enforcement of rules/sanctions/discipline by the agreement between the school institution and students, teachers, and parents is carried out by sanctions procedures with greater emphasis on enforcing humanist sanctions and community service (student service). Apart from that, communication and interaction can be carried out between the perpetrator and

victim, as well as parents (Wijayanti, Citra Putri; Uswatun, 2019)

Figure 2



human beings, despite the high number of cases of bullying perpetrated by virgin school students, a solution must be found to break the chain of bullying. The author, as a teacher at State Elementary School 010 Kunto Darussalam, Rokan Hulu Regency, has made preventive efforts against bullying behavior by actively participating students in internalizing the values of religious education and citizenship education subjects. In addition, preventive actions can also be taken by providing examples of behavior

So, in providing advocacy to students at the 010 Kunto Darussalam State Elementary School to prevent bullying behavior, the teacher acts as a figure to look up to and emulate by instilling character in the students. In addition, the teacher also provides a good example in behaving and interacting with fellow teachers and education staff. as well as with the students. The teacher's behavior will be a role model for students in their behavior, so apart from the curriculum material side, preventive action against bullying behavior by elementary school students can be achieved through character education for students.

CLOSING

Advocacy for elementary school students as an effort to prevent bullying behavior is an inseparable part of your duties as an educator. Moreover, teachers for elementary school students have a tough task in shaping the behavior of students so that they grow and develop into

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