

The Efforts to Strengthen the Character of Pancasila Students Through Anti-Bullying Campaigns

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ARTICLE INFO	ABSTRACT
Keywords: Anti-Bullying; Character Building; Contextual Learning; Pancasila Student Profile; Strengthening Efforts.	This article was written to describe the efforts to strengthen the character of Pancasila students through anti-bullying, within the context of primary education. The background of this theme arises from the increasing prevalence of bullying behaviour. Particularly within the context of primary education in Indonesia. This article written using a qualitative approach with a case study design. The research was conducted at a public elementary school located in Gondang Village, Purwantoro district, Wonogiri Regency. The data for this study were collected through direct observation, unstructured interviews and documentation. And the result of this research indicate that the anti-bullying socialization program has a positive impact on enhancing student's attitudes of mutual respect within the school environment, thereby helping to reduce bullying behaviour at the elementary school level. The Pancasila character values developed through this program are aligned with the six dimensions of the Pancasila Student Profile, namely faith and devotion to God almighty, global diversity, mutual cooperation, independence critical reasoning, and creativity. There for, this socialization program contributes to fostering Pancasila-oriented student by cultivating contextual attitudes and behaviours within the elementary school setting.
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INTRODUCTION

Education plays a vital role in shaping the overall quality of a nation's human resources. A society can only produce competent citizens when educational opportunities are distributed effectively and inclusively. Beyond academic instruction, education also serves as a formative space for developing moral values and personal character elements that ultimately determine a nation's progress. The Indonesian education reformer Ki Hajar Dewantara highlighted that education aims to nurture both intellectual and moral dimensions in children.¹

The significance of education extends far beyond the classroom, as the sustainability and competitiveness of a country largely depend on the quality of its education system. However, Indonesia's current educational landscape reveals several alarming challenges. Among them are bullying and the misuse of digital technology issues that often arise from a lack of awareness and self-control among students.

The bullying it should be noted as a form of an individual behaviour or a group toward another individual perceived as weaker, where the dominant party engages in improper behaviour verbally or nonverbally, that may harm the victim physically or psychologically. Such acts are typically repetitive, leaving the victim helpless. Therefore, the bullying has detrimental effects on students' mental, emotional, and academic well-being. Olweus found that bullying can cause long-term mental health problems such as anxiety, depression, and decreased self-confidence.²

Bullying can appear in many forms, including verbal, physical, social, and even cyber types. This act of aggression not only affects the victims but also disrupts the entire school environment, creating an unhealthy atmosphere that hinders the teaching and learning process. Bullying in schools is alarmingly prevalent in Indonesia. According to data from the Ministry of Education and Culture, approximately 40% of Indonesian students have experienced bullying at school.

Furthermore, based on data from the Programme for International Student Assessment (PISA) in 2018, Indonesia ranked fifth among 78 countries with the highest number of students experiencing bullying, with 41.1% of students admitting to having been

¹ Laurensius Dihe Sanga and Yvonne Wangdra, "Pendidikan Adalah Faktor Penentu Daya Saing Bangsa," *Prosiding Seminar Nasional Ilmu Sosial Dan Teknologi (SNISTEK)* 5 (September 2023): 84-90, <https://doi.org/https://doi.org/10.33884/Psnistek.V5i.8067>.

² Annisya Diannita et al., "Pengaruh Bullying Terhadap Pelajar Pada Tingkat Sekolah Menengah Pertama," *Journal of Education Research* 4, no. 1 (2023): 297-301, <https://doi.org/https://jer.or.id/Index.php/Jer/Article/View/117>.

victims. This percentage is significantly higher than the average among OECD member countries, which is only 22.7%. The OECD, or Organisation for Economic Co-operation and Development, consists of 36 countries from Europe and North America, along with South Korea and Japan, that collaborate to promote economic development.³

These negative impacts can be extremely harmful if left unaddressed., as bullying can significantly influence a child's character development. Therefore, the role of character education become essential. Because, the character education itself can be understood as values education, character education, or moral education and ethics education. In essence, character education represents the core of the entire educational process. It is a systematic effort to instilling the moral values in children encompassing knowledge, awareness, and actions that reflect these virtues toward God Almighty, oneself, others, the environment, and the nation. Through this process, individuals are guided to become fully developed and virtuous human beings.

In response to the previously described issues, the Indonesian government continues to make significant efforts to improve the quality of national education in order to full fill the objectives mandated by Law No. 20 of 2003 concerning the National Education System. One of these ongoing initiatives is the enhancement of the national curriculum through the *Merdeka Belajar* (Freedom to Learn) framework, which emphasizes the strengthening of character education based on the Profile of Pancasila Students.⁴

The Profile of Pancasila Students serves as a means of translating the fundamental goals and vision of national education into a more practical and understandable framework for all stakeholders within the education system. It functions as a guiding compass for both educators and students, outlining the expected traits and competencies that should be nurtured through daily school life whether in curricular, co-curricular, or extracurricular activities.⁵

A previous study conducted by Zaenal Abidin et al., entitled "Anti-Bullying Education as a Means of Strengthening Character Education to Enhance Students' Empathy at SDN Polosiri 01 (2024)", also implemented an anti-bullying campaign aimed at fostering empathy

³ Dede Suparna et al., "Sosialisasi Pencegahan Bullying Di Lingkungan Sekolah," *Batara Wisnu : Indonesian Journal Of Community Services* 3, no. 2 (2023), <https://doi.org/10.53363/Bw.V3i2.183>.

⁴ Sulastris et al., "Penguatan Pendidikan Karakter Melalui Profil Pelajar Pancasila Bagi Guru Di Sekolah," *JRTI (Jurnal Riset Tindakan Indonesia)* 7, no. 3 (2022): 583–90.

⁵ Jamaludin et al., "Penerapan Nilai Profil Pelajar Pancasila Melalui Kegiatan Kampus Mengajar Di Sekolah Dasar," *Jurnal Cakrawala Pendas* 8, no. 3 (2022): 698–709.

as part of students' character development.⁶ However, the present study expands upon that work by integrating anti-bullying education with strengthening tolerance, positioning it as a dual strategy to strengthen the values embedded in the Pancasila Student Profile.

Another previous study conducted by Alhamuddin et.al., entitled "Harmony in the Classroom: Integrating the Values of Appreciation and Empathy Through Learning and The Anti-Bullying Campaign in Schools". Also implemented an anti-bullying campaign through learning activities in the classroom.⁷ However, the present study expands upon that work by integrating anti-bullying education with the beginning activity of the new academic year.

Another previous study conducted by Yulianti et. al., entitled "Anti Bullying Project "Stop Bullying Everywhere, Every Time, and for Everyone" to Strengthen the Pancasila Student Profile". Also implemented an anti-bullying campaign through involving all elementary school stakeholders, especially parent of students.⁸ However, the present study more emphasis on preventing bullying among students in the school environment.

As a concrete contribution to the government's agenda in developing Pancasila-character students, this study implemented a community based socialization program entitled "Strengthen the Character of Pancasila Students Through Anti-Bullying Campains" at SDN 1 and SDN 2 Gondang Purwantoro, Wonogiri. Because, based on the information conveyed by the principals of the two elementary schools, it was found that students' character development has shown a noticeable decline in recent years. Their behaviour traits tend to contrast sharply with those of children in previous generations. In addition, there appears to be a lack of awareness regarding anti-bullying attitudes among elementary school students. For this reason, the author decided to implement a community service program in the two schools to address these emerging issues.⁹

The urgency of implementing an anti-bullying and tolerance campaign lies in the growing prevalence of bullying, which threatens students' emotional balance, social interaction, and academic performance. Schools must go beyond academic instruction by cultivating empathy, respect, and moral awareness among learners. This campaign thus

⁶ Zaenal Abidin and Ardiansyah Farel, "Edukasi Anti Bullying Sebagai Penguatan Pendidikan Karakter Dalam Meningkatakan Sikap Kepedulian Siswa Di Sd N Polosiri 01 Tahun 2024," *Jurnal Indonesia Mengabdi* 2, no. 3 (2024): 101–5, <https://doi.org/10.55080/Jim.V2i3.970>.

⁷ Alhamuddin and Fahmi Fatwa Rosyadi Satria Hamdani, "Harmony in the Classroom: Integrating the Values of Appreciation and Empathy Through Learning and The Anti-Bullying Campaign in Schools," *Tarlim: Jurnal Pendidikan Agama Islam* 7, no. 1 (2024), <https://doi.org/10.32528/tarlim.v7i1.1347>.

⁸ Yulianti et al., "Anti Bullying Project 'Stop Bullying Everywhere, Every Time, and for Everyone ' to Strengthen the Pancasila Student Profile," *Magister Scientiae* 51, no. 2 (2023), <https://doi.org/10.33508/mgs.v51i2.4852>.

⁹ The interview data with the elementary school principle of SDN 1 and SDN 2 Gondang Wonogiri.

becomes a strategic initiative to reinforce the Pancasila Student Profile, prevent negative behaviours, and support students' holistic character formation.

Building upon the introductory explanation above, the Anti-Bullying Campaign Program is designed to support the government's initiative to enhance children's character development through the reinforcement of the Pancasila Student Profile and the cultivation of tolerance. This program was implemented at SDN 1 Gondang and SDN 2 Gondang Purwanto. Accordingly, the socialization activities promoting anti-bullying awareness and tolerance serve as an effort to strengthen the character values embedded in the Pancasila Student Profile. The activities were carried out for all students at SDN 1 and SDN 2 Gondang, with each class receiving the program through a method suited to its specific characteristics. The campaign took place at the beginning of the new academic year as part of the School Orientation Program.

RESEARCH METHOD

This study employed a qualitative research design using a case study approach to explore the implementation and impact of the anti-bullying and tolerance campaign conducted at SDN 1 Gondang and SDN 2 Gondang Purwanto. The case study method was selected to provide an in-depth understanding of the program's process, context, and outcomes within a real-life educational setting.¹⁰

Data were collected through observation, interviews, and documentation, focusing on participants' experiences, school activities, and community involvement throughout the campaign. The qualitative case study allowed the researcher to identify patterns, meanings, and dynamics emerging from the field.¹¹

Data were analysed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. The results were then interpreted to reveal how school assets and local potentials contributed to the success of the campaign and to identify factors influencing students' character development.¹²

¹⁰ Yin Robert K., *Case Study Research and Applications: Design and Methods*, 6th ed. (SAGE Publications, 2018).

¹¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (SAGE Publications, 2023).

¹² Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

RESULT AND DISCUSSION

Anti-Bullying Campaigns at Elementary School Level

This activity centers on the implementation of the Anti-Bullying for Character Reinforcement campaign in two elementary schools, there are: SDN 1 Gondang and SDN 2 Gondang Purwantoro, located in Wonogiri Regency. The program was carried out as part of the *Masa Pengenalan Lingkungan Sekolah (MPLS)*, which focuses on community empowerment within the educational sector. The primary aim of this initiative is to cultivate students' awareness of the dangers of bullying while promoting preventive behaviour. At the same time, it seeks to strengthen students' character in alignment with the core values of the Pancasila Student Profile and to foster a deeper sense of tolerance and mutual respect among peers.

Preliminary observations revealed that students in both schools continue to face challenges related to character development. Several teachers reported recurring issues such as mocking behaviour among peers, a lack of empathy, and limited awareness of proper communication ethics within the school environment. These findings highlight the growing need for the implementation of educational programs grounded in character formation and the promotion of tolerance values.¹³

The program was carried out over four days, from July 22 to 25, 2024, coinciding with the MPLS at both participating institutions. The implementation was designed using two different approaches to match the developmental characteristics of the students. For lower-grade students (grades 1–3), the activities took place in classrooms and adopted interactive methods such as songs, illustrated stories, and poster-coloring sessions with an anti-bullying theme. Meanwhile, for upper-grade students (grades 4–6), the awareness campaign was organized as an educational seminar held in the school hall, featuring discussions and thematic video screenings.

The event commenced with a joint assembly followed by a flash mob performance of the song “Better When I’m Dancing” to create an energetic and positive atmosphere. During the main sessions, students were introduced to the values of empathy, respect for diversity, and the harmful consequences of bullying behaviour. In addition, reflective sessions were conducted through group games and simple outbound activities aimed at fostering cooperation and tolerance among participants. This approach aligns with the principles of

¹³ *Panduan Profil Pelajar Pancasila Dan Pembelajaran* (Kemendikbud, 2).

experiential learning,¹⁴ which emphasizes meaningful learning through direct and engaging experiences.

Below I attach a photo of the implementation of the anti-bullying campaign activities:



Figures 1 (a) Opening of the Anti-Bullying Campaign (b) Delivery of material related to bullying (c) Distribution of anti-bullying poster coloring materials (d) The results of coloring anti-bullying posters by elementary school students

Based on the results of interviews with Mrs. Menik Muhayati¹⁵ as PAI teachers and field observations, the activities proceeded smoothly and received full support from the school administration. The students demonstrated great enthusiasm throughout the entire series of programs. Teachers observed that the activities were effective in enhancing students' awareness of the importance of respecting their peers and using social media

¹⁴ Kolb A. D., *Experiential Learning: Experience as the Source of Learning and Development* (Pearson Education, 2015).

¹⁵ The interview with Mrs. Menik Muhayati as PAI teacher at SDN 1 Gondang Wonogiri.

responsibly.

However, several challenges were encountered during the implementation. During the seminar held at SDN 1 Gondang, the large number of participants approximately ninety students made it difficult to deliver the material effectively. In addition, during the anti-bullying poster coloring activity, differences in picture designs initially led to feelings of jealousy among students. To address this, the organizers provided identical images for all participants in the following session.

These challenges served as valuable reflections, revealing that character-based activities require instructional strategies tailored to the emotional conditions of elementary school children. This aligns with Santrock's findings, which emphasize that character development in children should consider their socio-emotional developmental stage as well as an inclusive and engaging learning environment.¹⁶

The Findings from the observation and reflection processes revealed three major themes emerging from the implementation of the program:

1. Enhancement of Moral and Social Awareness

Students began to realize that mocking or belittling peers constitutes a form of bullying that can emotionally harm others. This moral awareness developed through direct experiences and collaborative reflective activities, which allowed students to understand the emotional impact of their actions.¹⁷

2. Strengthening the Values of Tolerance and Cooperation

Through group-based and outdoor activities, students learned to appreciate diversity and collaborate harmoniously without conflict. These values are consistent with the dimensions of the *Pancasila Student Profile*, which emphasizes faith, piety, noble character, and mutual cooperation.¹⁸

3. Integration of Character Education and Digital Literacy

The anti-bullying materials guided students to recognize ethical boundaries in the use of technology and to engage in positive online interactions. Such understanding is essential in preventing digital harassment or cyberbullying—an issue that has increasingly become a global concern among students.¹⁹

¹⁶ Santrock W. J., *Life-Span Development* (McGraw-Hill Education, 2021).

¹⁷ Narvaez Darcia and Daniel K. Lapsley, *Moral and Character Education: A Developmental Systems Perspective* (Routledge, 2022).

¹⁸ *Panduan Profil Pelajar Pancasila Dan Pembelajaran*.

¹⁹ UNESCO, *Ending School Violence and Bullying: A Global Status Report* (UNESCO, 2023).

Therefore, the implementation of the anti-bullying and digital literacy awareness campaign at SDN 1 and SDN 2 Gondang Purwantoro demonstrated that experience-based and collaborative activities are highly effective in fostering elementary students' character awareness. This program not only contributes to preventing negative behaviours but also reinforces the core values of Pancasila, including tolerance, empathy, and social responsibility. The findings of this study affirm that participatory and context-based approaches should be continuously promoted as essential strategies in character education at the primary school level.

Strengthening the Character of Pancasila Students Through a Campaign

The young generation holds the key to the nation's continuity and progress. To ensure a sovereign and competitive future, it is essential to nurture the strong character of youth as the next bearers of the nation's ideals. This aligns with the *Merdeka Belajar* curriculum initiative, which emphasizes the continuous development of Pancasila Student character through various project-based learning activities. In this context, socialization programs promoting wise digital behaviour and anti-bullying serve as strategic efforts to strengthen the formation of Pancasila Student values among Indonesian youth.

The Ministry of Education and Culture has designed the *Profil Pelajar Pancasila* in accordance with its vision and mission. As stated in the ministry's strategic plan, "A Pancasila Student represents the ideal of lifelong Indonesian learners who possess global competence and demonstrate behaviours rooted in Pancasila values." This profile is reflected through six main characteristics: faith in God Almighty and noble morality, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These six indicators serve as the fundamental framework in shaping the identity and character of Pancasila Students.²⁰

1. Faith in and Devotion to the One Almighty God, and Noble Character

The essence of this first point is that a devout student is one who demonstrates virtuous behavior in their relationship with the Almighty God. There are five key elements encompassed within the concept of faith, piety, and noble character: (1) religious morality, (2) personal morality, (3) morality toward others, (4) morality toward the nation, and (5) morality toward nature.

²⁰ Sulastris et al., "Penguatan Pendidikan Karakter Melalui Profil Pelajar Pancasila Bagi Guru Di Sekolah."

Through the subject of digital media wisdom, students are guided to use technology responsibly. This learning is expected to help them filter and evaluate the vast range of content available on social media and the internet. In today's context—where exposure to harmful and explicit content is increasingly widespread—this education aims to strengthen students' faith and devotion to God. Furthermore, it fosters the development of ethical digital behavior so that learners can avoid negative online influences and uphold good moral values in the digital environment.

2. Global Diversity

Global diversity reflects an attitude of mutual respect toward the variety that exists within the Indonesian nation, along with a tolerant disposition toward existing differences. The practice of global diversity is not limited to Indonesia alone but also extends to interactions among nations. The essence of global diversity lies in understanding and appreciating cultures, engaging in intercultural communication and exchange, as well as fostering a sense of responsibility and reflection in embracing diversity.

Through learning materials on anti-bullying and responsible media use, children are expected to develop a proper understanding of differences, to accept diversity, and to avoid all forms of bullying—whether verbal, non-verbal, or cyberbullying on social media platforms.

3. Mutual Cooperation

As Pancasila-oriented learners, students understand how to collaborate effectively with those around them. As the saying goes, no task is too difficult when it is carried out collectively. The essential elements represented in this indicator of mutual cooperation include collaboration, empathy, and sharing.

Through a comprehensive understanding of anti-bullying values, students are expected to embody these indicators. When they learn to respect and care for others, the spirit of mutual cooperation naturally flourishes. Consequently, children develop a strong sense of empathy and are less likely to engage in conflict or hostility.

4. Independence

Indonesian students are expected to embody independence by demonstrating responsibility in carrying out their learning activities. Two essential elements serve as the foundation of this indicator: self-awareness—an understanding of oneself and the

surrounding context—and self-regulation, or the ability to manage one’s own learning process effectively.

Through lessons on wise and responsible media use, students are encouraged to cultivate independence in exploring knowledge. This approach helps them realize the vastness of information accessible through media and technology when used thoughtfully and responsibly.

5. Critical Thinking

As Pancasila learners, students are encouraged to think critically, embodying lifelong learners who can seek and formulate solutions to the challenges they face. The main components of this indicator include the ability to gather and process information and ideas, analyze and evaluate reasoning, reflect on thought processes, and make well-grounded decisions.

Developing digital literacy and wise media use can stimulate critical reasoning among students. By continuously engaging with diverse information sources online, they are prompted to analyze, compare, and draw conclusions—thereby strengthening their critical thinking capacity as their knowledge base expands.

6. Creativity

Creativity stands as one of the core indicators of the Pancasila Student Profile. Indonesian students are expected to internalize and manifest creativity in their learning journey. A creative learner is one who can modify, innovate, and develop new solutions when facing various problems. The essence of this indicator lies in producing original ideas and transforming them into authentic works or actions. Sound mastery of technology provides a strong foundation for fostering innovation and creative thinking. In today’s era of advanced digital tools, students are expected to channel these resources into developing creativity within their chosen fields of interest.

Among the six dimensions of the Pancasila Student Profile, the Wise Media Use and Anti-Bullying program is designed to strengthen students’ faith and devotion to God, global diversity, cooperation, independence, critical reasoning, and creativity. The core essence of the anti-bullying component is to foster students’ tolerance toward various forms of diversity—whether in culture, personality, or individual traits. Students are encouraged to show mutual respect, avoid hostility or harmful behavior, and build a supportive and collaborative learning environment that promotes teamwork and solidarity.

CONCLUSION

The Anti-Bullying Awareness Program serves as a constructive response to the growing concern over widespread bullying behavior in elementary schools located in Gondang Village, Purwanto. The content of this campaign aligns with the character-building initiative promoted by the Ministry of Education and Culture through the *Profil Pelajar Pancasila* (Pancasila Student Profile) program.

The inclusion of anti-bullying and tolerance education materials is expected to foster the development of Indonesian students who embody the core values of Pancasila—reflected in six fundamental character traits outlined in the Pancasila Student Profile framework.

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