

## The Effectiveness of academic Self-Efficacy and Learning Pancasila Values to Reduce Bullying Behavior in Elementary School Students

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### Abstract

*Bullying behavior is a serious problem in schools. Bullying behavior can be carried out physically or non-physically, either through social media or directly, so that students feel threatened, afraid, traumatized, and it has a big impact on learning activities. This research focuses on the effectiveness of academic self-efficacy and learning Pancasila values to reduce bullying behavior in students. This research uses a qualitative approach with a case study type of research. The data used are the results of observations, interviews, questionnaires and documentation. To obtain valid data, this research applies source triangulation and method triangulation. The analysis was carried out by applying a descriptive qualitative interactive model approach through the steps of data collection, data condensation, data display, and conclusion: drawing/verifying. The research results show that the application of Pancasila values has a role in shaping character because each value of the Pancasila principles contains behavioral guidelines that must be applied in everyday life. In this case, the application of Pancasila values can reduce bullying behavior from both the perpetrator and the victim. Academic self-efficacy influences how students interpret environmental situations, anticipation, strategies, and actions that can be taken to minimize the impact of bullying behavior.*

**Keywords:** *Academic self-efficacy, Pancasila values learning, bullying behavior*

### Abstrak

Perilaku bullying merupakan masalah serius di sekolah. Perilaku bullying dapat dilakukan secara fisik maupun non fisik, baik melalui media sosial maupun secara langsung, sehingga siswa merasa terancam, takut, trauma, dan berdampak besar pada kegiatan pembelajaran. Penelitian ini berfokus pada efektivitas efikasi diri akademik dan pembelajaran nilai-nilai Pancasila untuk mengurangi perilaku bullying pada siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data yang digunakan adalah hasil observasi, wawancara, angket dan dokumentasi. Untuk memperoleh data yang valid, penelitian ini menggunakan triangulasi sumber dan triangulasi metode. Analisis dilakukan dengan menerapkan pendekatan model deskriptif kualitatif interaktif melalui langkah pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan: penarikan/verifikasi. Hasil penelitian menunjukkan bahwa penerapan nilai-nilai Pancasila mempunyai peranan dalam membentuk karakter karena setiap nilai sila Pancasila mengandung pedoman perilaku yang harus diterapkan dalam kehidupan sehari-hari. Dalam hal ini penerapan nilai-nilai Pancasila mampu meredam perilaku bullying baik dari pihak pelaku maupun korban. Efikasi diri akademik mempengaruhi cara siswa memaknai situasi lingkungan, antisipasi, strategi, dan tindakan yang dapat dilakukan untuk meminimalkan dampak perilaku bullying.

**Kata kunci:** *Efikasi diri akademik, pembelajaran nilai-nilai Pancasila, perilaku bullying*

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## INTRODUCTION

The growth and development of each individual cannot be separated from interaction with the environment, both physical, psychological and social environments where each individual's interactions and social interactions occur. The results of the interaction of heredity and environment make individuals have complex growth and development. The growth and development of each individual as a result of interactions carried out in the environment will form certain patterns in the form of traits and behavior that show that the individual has socialized in his interactions with the environment. Every interaction and association that an individual makes will influence his behavior and attitude. As is known, the behavior or activities carried out by an individual do not arise by themselves, but rather as a result of a stimulus or stimulus that affects the individual. An individual's behavior also depends on the environment in which the individual interacts.

Recently, cases of bullying that occur in schools. The students can be the victims of bullying behaviors and it can lead to the decrease of the learning process. The victims of bullying behavior can have bad effects and the learning process can be disturbed. Cases of bullying include bullying, self-isolation, or verbal and physical violence. This bullying behavior can be done physically or non-physically, and can be done through anything, whether social media or in person, so that students feel threatened and even afraid and traumatized. This greatly influences the self-confidence of victims of bullying behavior and influences learning activities in class. Ma'rufah and Pristiwiyanto (2021) state that bullying is an act of threats, coercion, physical or verbal violence that is carried out repeatedly. According to Prasetyo (2011), bullying is aggressive behavior carried out by a person or group against other people or groups which is carried out repeatedly by causing physical and mental harm. Based on this opinion, it can be said that bullying is any form of oppression or violence carried out intentionally by one or a group of people against another person with the aim of causing harm and is carried out continuously.

Bullying behavior can take the form of verbal bullying, namely any form of words or language to attack the target. Examples of verbal bullying are insulting, intimidating, threatening, teasing, ridiculing or making fun of other students. Bullying behavior can also take the form of physical actions, such as intentionally hurting or physically injuring. There are several factors that cause bullying, one of which is mass media or electronic media. Mass media or electronic media have a very big influence on the occurrence of bullying behavior. For example, of the films that children often see on television, most of these films display violent behavior and less educational behavior. At the elementary school age level, children will be happy with new things, therefore they will tend to imitate and commit violence as they see in films in the mass media. Bullying behavior is very dangerous because very aggressive actions or behavior to repeatedly hurt other students will affect the student's psychology. Dewi (2020) explains that bullying behavior is divided into various forms with different levels. These forms of bullying include physical bullying, verbal bullying, and non-verbal or indirect bullying. Examples of physical bullying are punching, pushing, hitting, and kicking. This physical bullying usually causes physical injuries such as abrasions, bruises, even the most fatal one is death. Examples of verbal bullying include cheering, teasing, making fun of, insulting, and making threats. Meanwhile, indirect bullying takes the form of cynical views, ignoring, spreading gossip, and telling other people to do harm (Pratiwi, et al., 2021).

According to the Ministry of Social Affairs (Kemensos), in mid-2017 there were 117 cases of bullying. Other data was submitted by the Indonesian Child Protection Commission (KPAI) that from 2011 to 2016 there were around 253 cases of bullying. This number consists of 122 children who were victims and 131 children who were perpetrators (Anggraini, et al., 2020). In further developments, KPAI stated that within 9

years, namely from 2011 to 2019, there were 37,381 cases of complaints of violence against children. Complaints regarding acts of violence are acts of bullying both in educational environments and those that occur on social media, which reached 2,473 reports and is currently continuing to increase (Pratiwi, et al., 2021). These data show that bullying that occurs in children is a quite serious problem. Bullying has a negative impact that can be dangerous for children, especially children who are victims.

Bullying behavior also occurs in the school environment at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, especially among class VI students. According to data obtained from the Student Guidance/Record Book, in the last 3 months there have been many cases of bullying behavior in physical, verbal and mental forms. The cases of physical bullying that occurred were hitting (5 cases), pushing (11 cases), fighting (2 cases), kicking (2 cases), and throwing (6 cases). Verbal bullying cases carried out by students included harsh words (15 cases), mocking and insulting (11 cases), and insulting and accusing (13 cases). The cases of mental bullying that occurred were threatening (3 cases) and bullying (5 cases). These cases of bullying behavior occurred during class hours, during break times, and when students came home from school. Meanwhile, the location of the incident was in the classroom, in the school canteen, in the school yard, in the changing room, and outside the school. These forms of bullying behavior are a concern and problem that can affect student learning activities. The results of interviews with teachers at each school conducted during the pre-research also confirmed that there were many cases of bullying.

To reduce the problem of bullying at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, the school is trying to make various efforts. One way is through increasing academic self-efficacy. According to Choi, et al. (2016), self-efficacy refers to an individual's belief in their ability to do something in life. Self-efficacy determines how individuals feel, think, behave, and motivate themselves. This involves cognitive, motivational, affective abilities and the selection process (in Ahyani, et al., 2018). Another opinion was expressed by Zulkosky, 2009 (in Ahyani, et al., 2018) that self-efficacy influences how people think, motivate themselves and behave. Self-efficacy is a person's perspective or assessment of how to complete a particular task. Bandura, 2006 (in Ahyani, et al., 2018) emphasized that beliefs about self-efficacy can influence a person's actions in choosing what to achieve, the challenges and goals set, commitment to trying to achieve goals, how to overcome existing obstacles, self-resilience, and self's ability to cope with pressure. Based on several opinions, it can be said that academic self-efficacy is a student's belief in their ability to carry out academic tasks such as doing daily assignments and preparing themselves for exams. The more confident they feel about their abilities, the greater the effort made by students because they feel confident in their abilities to help them carry out assignments and face obstacles or hurdles to achieve academic achievement.

Anggraini, et al. (2020) stated that self-efficacy can be used as a solution in handling victims of bullying. Self-efficacy can provide confidence in each individual's ability to solve problems, achieve desired goals, build self-confidence, and reduce the negative impact of psychological problems for victims of bullying. High self-efficacy allows students to avoid the negative effects of bullying at school. Good self-confidence can handle social conflicts and interpersonal relationships. Kokkinos, et al. provides the opinion that individuals who have good self-efficacy will always stick to their goals, and vice versa, individuals who have poor self-efficacy will have low commitment to their goals. Self-efficacy can adjust the relationship between acts of bullying/victims of bullying and overcoming them. When faced with a stressful situation, individuals who consider themselves capable will show efforts to overcome the problem, while individuals who consider themselves incapable will feel depressed, anxious and hopeless (Anggraini, et al., 2020).

Research conducted by Anggraini, et al., (2020) with the title "Self-Efficacy in Dealing with Bullying at School" concluded that victims of bullying who have the self-efficacy to overcome the negative impacts of bullying behavior are able to use strategies and design a series of activities to change the situation. In this case, self-efficacy influences stress and anxiety through behavior that can overcome problems (coping behavior). Individuals will feel anxious when facing something beyond their control. Individuals who have high self-efficacy will assume that something can be overcome easily so that they can reduce anxiety.

Another thing that the school has done to reduce bullying at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun is to increase students' understanding of Pancasila values. This is because Pancasila values teach students many positive behaviors that can be applied in everyday life. Pancasila as a framework of values contains interrelated characteristics, including humanity, justice and civility which are reflected in the second principle of Just and Civilized Humanity. Sari, et al. (2022) argue that humanity has meaning as human traits. Humans themselves have the meaning of being creatures created by God who have thoughts and intelligence that are able to control other creatures. Justice is the characteristic of being impartial or biased. Meanwhile, civility comes from the word *adab* which has the meaning of culture. So civility can be interpreted as an attitude or action that is based on cultural values, especially social norms and decency in society. The 2nd principle of Pancasila means that the Indonesian people as creatures created by God Almighty must uphold each other's honor and dignity without distinguishing between ethnicity, culture, race and religion. The following are various attitudes to realize just and civilized humanity in everyday life, namely 1) treating other people according to their status and dignity as creatures created by God; 2) recognize equality, basic rights and obligations of every human being regardless of race, ethnicity, religion, gender, skin color and so on; 3) develop a sense of mutual love and affection for each other; 4) develop tolerance between people; 5) not be arbitrary towards other people; 6) upholding human values; and apply human values in life. It is hoped that the various attitudes that can be implemented based on the 2nd principle of Pancasila can reduce acts of bullying against other people, or at least reduce the individual's intention to carry out acts of bullying.

Regarding Pancasila values as a solution to reduce bullying, Octavian (2018) explains that every value contained in the Pancasila principles has meaning. The first principle of Belief in One Almighty God means that the Indonesian nation is based on religion. The second principle of Just and Civilized Humanity contains human values to uphold justice and the dignity of humans who are creatures created by God, which are actualized in a spirit of mutual respect and tolerance. The third principle of Indonesian Unity contains the meaning that the Indonesian nation, which has various ethnicities and cultures, is expected to be able to establish harmony. The fourth principle of Democracy Led by Wisdom in Deliberation/Representation implies that daily life is based on a democratic spirit. The fifth principle of Social Justice for All Indonesian People means that every individual is treated equally regardless of differences (in Pratiwi, et al., 2021). Thus, Pancasila has a series of values, namely religious, humanistic, unity, democracy and justice. Pancasila values can be used as a basic foundation for all good value actions in everyday life so that it is hoped that they can prevent bullying behavior.

Based on this background, researchers are interested in finding out more about bullying behavior that occurs in the school environment at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, both from the perspective of the perpetrator and the victim. Apart from that, researchers want to reveal how students' academic self-efficacy and Pancasila values can reduce bullying behavior. This

research is entitled "The Effectiveness of Academic Self-Efficacy and Learning Pancasila Values to Reduce Bullying Behavior in Elementary School Students".

### **METHOD**

This research applies a qualitative research approach. A qualitative research is research that aims to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations and actions. The type of qualitative research applied is case study research. A case study research is research carried out by further investigating the causes of certain social aspects, then data collection can be developed or proven to solve the problems in the research. This research is conducted for six months, from November 2023 to April 2024. The subjects used in this research were teachers and students of class VI at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun. The instruments used in this research are observation format and interview format. Data analysis in this research refers to qualitative data analysis which is carried out interactively and takes place continuously through data reduction, data display, and conclusion drawing or verification. Data analysis in this research was carried out in three stages, namely data reduction, data presentation, and drawing conclusions or verification. The data that appears is in the form of words and not a series of numbers. The data has been collected through several methods, namely observation and interviews, and then processed through recording and noting using words arranged into expanded text.

### **RESULTS AND DISCUSSION**

After researchers conducted research on class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, the researchers found that currently there are more and more bullying cases occurring and this especially happens to school children. Bullying at school has now become a global problem that occurs everywhere. According to the Child Protection Commission (in Amnda et al., 2020), Indonesia is one of the countries with the most public reports of bullying cases. Cases of bullying behavior have several categories, namely, the perpetrator, the victim, and a person or group of spectators. Of these three categories, all of them are related. Bullying is usually caused by the bully growing up in a family that has problems, stress, or even the child has trauma in his life. Of course, the environment is the main influence in shaping a child's personality and can make him a person who is easily emotional and difficult to control.

Bullying behavior that often occurs among class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun is verbal bullying behavior such as mocking or insulting their friends and even calling their parents by their names. This is also in line with the results of research conducted (Hertinjung, 2013), which shows that based on the perpetrators of bullying, the bullying that is most often carried out is verbal bullying, then the second most frequently occurring is non-verbal bullying and the most Rarely is bullying physical. Apart from that, it can also be seen from the victim's perspective, the result of which is that the most frequent form of bullying is verbal bullying, then physical bullying, and finally nonverbal bullying. The point of view of the perpetrator and the point of view of the victim of bullying in elementary schools are similar in that this form of verbal bullying is the most frequent case. This can be caused by the perpetrators of bullying thinking that such behavior is normal or just for fun and is not considered bullying behavior.

To overcome or minimize bullying behavior that occurs in elementary school students, teachers have a very important role in educating children so that they do not do things that constitute bullying behavior. This is because a teacher not only has responsibilities in terms of academic grades, but a teacher must also have a

responsibility to shape good character and behavior in his students. In cases of student bullying that occurs in the school environment, teachers have the right to immediately take action to overcome bullying behavior so that bullying behavior can be reduced and children are protected from various types of violence that endanger children.

In cases of bullying that occur in class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, Citizenship Education can be a solution. This is because Citizenship Education has the aim of molding the younger generation to become good citizens who love their country, are responsible and ready to live in society and their lives in the future are in accordance with Pancasila and the 1945 Constitution. (Putri, 2021. ) explains the meaning of Citizenship Education etymologically, namely based on the meaning of the words education and citizenship, where education is the effort and process of consciously developing abilities and potential while citizenship is all matters relating to citizens, law and also politics. Citizenship Education, aka civic education, is a learning program that specifically seeks to humanize and civilize and also empower humans or students (themselves and their lives) to give birth to good citizens who are in line with the nation's constitutional provisions. and country.

Citizenship education in overcoming the problem of bullying in class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun is implemented through Pancasila values, because as we know, Pancasila is a guideline or outlook on life that can be used by Indonesian society. . Pancasila can be said to be a basic ideology for the Indonesian nation. Pancasila is based on the Sanskrit language, namely "Panca" which means 5 and "Sila" which means principles or principles. Apart from that, the word sila comes from the word susila, which means good attitude. So, according to language, it can be said that Pancasila is said to be the five foundation stones or it can also be interpreted as five good attitudes or behavior (Gultom, 2019). The main function of Pancasila is as a way of life for the Indonesian people, as the root of all sources of law, as a noble agreement, and as the philosophy of life of the Indonesian state (Gesmi & Hendri, 2018).

Every value contained in the Pancasila Principles certainly has meaning, as in the first Sila, namely "Belief in One Almighty God", which means that Indonesia is based on religion. The second principle "Just and Civilized Humanity" contains human values to uphold justice and human dignity as creatures created by God, which are actualized in a spirit of mutual respect, tolerance, where daily behavior is focused on noble moral values, and for the common good. The Third Principle "Indonesian Unity" means that Indonesia, which has various ethnicities and cultures, is expected to remain able to maintain harmony. The Fourth Principle "People's People Led by Wisdom in Deliberation/Representation" means that Indonesia is a democratic country. The Fifth Principle "Social Justice for All Indonesian People" means that Indonesian people are treated equally without seeing differences (Octavian, 2018).

According to (Asmaroini, 2016), Pancasila has a series of values, including religious, humanistic, unity, democracy and justice. These Pancasila values can be used as a basic foundation and also motivation for all actions that are of good value in everyday life as well as in the form of statehood (Pratiwi, Eka Fauziah & Anggraeni, 2021). The basic values of Pancasila are universal, objective, meaning these values can be used and justified by other countries. Then Pancasila is subjective, meaning that Pancasila values are focused on the triggers and supporters of Pancasila values themselves, namely the Indonesian society, nation and state. Pancasila values also act as a way of life for the Indonesian people.

The bullying behavior that occurred in class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun had an impact on the perpetrators and victims. The impact of bullying on the victim's mental health includes feelings of overwhelming anger, depression, low self-esteem, anxiety, decreased sleep

quality, decreased appetite, desire to hurt oneself, and even suicide. Bullying is part of aggressive behavior where there is an imbalance of power and authority between the perpetrators.

Teachers also motivate self-efficacy in bullying victims who feel low self-esteem, which can increase their self-confidence (Nik Adzriemanbin Abdul Rahman et al., 2017). Victims of bullying are often reluctant to report bullying incidents because they are afraid of being labeled, they think it will make the situation worse, or they think that teachers and guidance counselors cannot or stop bullying at school (Lee Jun Choi et al., 2015). If bullying behavior continues to occur, the impacts that bullying victims will experience are various kinds of disorders including low psychological well-being where victims of bullying feel depressed, uncomfortable, afraid, depressed, low self-esteem, and feel worthless, then move away from his friends, becomes quiet, has difficulty sleeping soundly, and becomes a user of illegal drugs (Zakiah, E. Z et al., 2019).

Individuals who have good self-efficacy will always stick to their goals, and vice versa, individuals who have poor self-efficacy will have low commitment to their goals. Kokkinos, C. M. et al, in their review revealed that perceived self-efficacy can adjust the relationship between bullying/bullying victims and overcoming it. When people are faced with stressful situations, those who perceive themselves as capable and efficient show more effort to overcome the problem, whereas those who perceive themselves as incapable and inefficient give in easily, feel depressed, anxious, and hopeless and tend to using dysfunctional coping (Kokkinos et al., 2015).

### CONCLUSION

Based on the discussion, this research offers some conclusions as follows. Bullying behaviors have done by class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun are divided into several forms, with different levels. These forms of bullying include physical bullying, verbal bullying, and non-verbal or indirect bullying. Bullying behavior that often occurs in elementary schools is verbal bullying behavior such as mocking/insulting friends and even calling their parents by their names. To minimize bullying behaviors have done by class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, the teachers have a very important role in forming good character in children. This character education can be implemented through Citizenship Education because it is in accordance with the aim, namely to form the young generation to become good citizens, love their country, be responsible and ready to live in society. Citizenship education in overcoming bullying behavior in elementary school children can then be implemented through Pancasila values which contain many human values. Bullying victims, class VI students at SDN Ketandan 02 Madiun, SDN Mruwak 03 Madiun, and SDN Sareng 01 Madiun, who have self-efficacy in overcoming the negative impacts of bullying behavior are able to use strategies and design a series of activities to change the situation. In this context, self-efficacy influences stress and anxiety through behavior that can overcome problems (coping behavior). A person will be anxious if they face something beyond their control. Individuals with high self-efficacy will assume that something can be overcome easily, thereby reducing anxiety.

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