Teachers' Perceptions of The Application of Anti-Bullying Education to Improve Character Education in Primary Schools

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Abstract
The article "Teachers' Perceptions of the Application of Anti-Bullying Education to Improve Character Education in Primary Schools" explores educator's views on integrating anti-bullying initiatives to enhance character education in Indonesian elementary schools, where bullying is a significant issue. This aggression occurs in various settings, contributing to a rise in violent incidents among students. Character education is a key strategy for moral development at this level. Using qualitative descriptive methodology, the study interviewed 30 teachers from the Learning Community forum in Pracimantoro District, Central Java. Results showed that 89.7% of educators understand anti-bullying education, and all agreed on the effectiveness of their school's anti-bullying program in improving student character. The findings suggest that implementing these programs effectively reduces violence and fosters character development, especially when educators recognize their importance and tailor approaches to their students' needs.
Keywords: *anti-bullying education, character education, teacher perception*

Abstrak
Artikel "Persepsi Guru tentang Penerapan Pendidikan Anti-Bullying untuk Meningkatkan Pendidikan Karakter di Sekolah Dasar" mengeksplorasi pandangan pendidik tentang pengintegrasian inisiatif anti-bullying untuk meningkatkan pendidikan karakter di sekolah dasar Indonesia, di mana bullying merupakan isu yang signifikan. Agresi ini terjadi di berbagai latar, berkontribusi pada peningkatan insiden kekerasan di kalangan mahasiswa. Pendidikan karakter merupakan strategi kunci untuk perkembangan moral pada tingkat ini. Dengan menggunakan metodologi deskriptif kualitatif, penelitian ini mewawancarai 30 guru dari forum Komunitas Belajar di Kabupaten Pracimantoro, Jawa Tengah. Hasil penelitian menunjukkan bahwa 89,7% pendidik memahami pendidikan anti bullying, dan semuanya menyepakati efektivitas program anti bullying di sekolahnya dalam meningkatkan karakter siswa. Temuan ini menunjukkan bahwa penerapan program-program ini secara efektif mengurangi kekerasan dan mendorong pengembangan karakter, terutama ketika para pendidik menyadari pentingnya mereka dan menyesuaikan pendekatan dengan kebutuhan siswa mereka.
Kata kunci: *pendidikan anti bullying, pendidikan karakter, persepsi guru*

INTRODUCTION

A significant issue that has gained attention is the violence perpetrated by elementary school students. In Indonesia, the education system is facing numerous challenges, with bullying being a major concern. This type of violence manifests not just physically but also psychologically, occurring in various settings like schools, playgrounds, homes, streets, and vacation areas. Bullying appears to be an unavoidable aspect of children's lives today, as reports of violence and bullying among stu-dents in schools are frequently highlighted in both print and electronic media. (Pri-hananto et al,2024). Each year, the Indonesian Child Protection Commission reviews public complaints about violence against children involved in legal issues. In 2021, there were 1,138 cases where children experienced physical or emotional harm, and in the area of cybercrime, 345 children were reported as victims. (KPAI, 2021). A total of 4683 cases were found in 2022 recorded by the Child Protection Commission (KPAI, 2022). Found in Central Java province ranked fifth in 2023 in terms of the number of victims from cases of fulfillment of special rights and protection of chil-dren, with 154 cases related to children who were victims of violence. This Data shows that the problem of violence against children, both physical and psychologi-cal, as well as cyber crimes against children, are still a major concern in child pro-tection efforts in Indonesia. This situation is very worrying because almost every day there are reports of children who are victims of physical and/or psychological violence (KPAI, 2023).

Bullying can occur even in primary schools, which are intended to be safe spaces for children. Many students engage in teasing, name-calling, and hitting, mistakenly thinking it's just play. According to Sutari (Ningsih et al., 2022), many students lack the knowledge to prevent bullying. Educating students about bullying is essential to reducing school violence, as outlined in Permendikbud No. 82 (2015). Addressing bullying involves teaching moral values and explaining its consequences to potential bullies and victims. Teachers can help prevent bullying through informative and engaging methods, including group counseling (Bu'ulolo et al., 2022). Bullying is significantly influenced by education, which shapes behavior through surrounding environments and media (Siswati & Saputra, 2023). Character education is an effec-tive approach to enhance student morale, particularly in elementary schools, as it fosters values essential for building a better society. This study introduces a giant snake and ladder game aimed at promoting anti-bullying character education among students in Wonogiri Regency, to develop anti-bullying traits.

Character education that focuses on preventing bullying is an approach that aims to instill moral and ethical values in students. By promoting the development of positive character traits such as empathy, respect, and responsibility, this approach contributes to creating a safe and comfortable learning environment for all students. Through this character education, students are expected to be more sensitive to bullying behavior and able to take appropriate actions to prevent and overcome these problems in the school environment (Jumarnis et al., 2023).

The main components in anti-bullying character education include the development of empathy, the cultivation of moral values, the improvement of social skills, as well as the creation of an inclusive school culture. In addition, socialization and education about the impact of bullying is also very important to increase student awareness. The involvement of teachers and parents in this process is key to ensuring that the values taught can be applied consistently, both at home and at school, thus creating a solid educational structure and effective in preventing bullying behavior (Abidin et al., 2024).

METHODS

In this study, the qualitative descriptive method approach is used. Using this method, researchers can comprehensively describe the results of research related to the

situation in the field (Creswell, 2016 as quoted in Saputra & Hadi, 2022). The research Data were collected from 30 elementary school class teachers from various schools who were members of the Learning Community forum in Pracimantoro District, Wonogiri Regency, Central Java province. Researchers conduct interviews to gather information from respondents. The interviews distributed contained questions about teachers ' perceptions of the application of anti-bullying education to improve character education in elementary schools.

To answer questions about teachers ' views on the application of anti-bullying education to improve character education in primary schools, researchers conducted interviews with 30 participants, asking each of them 17 questions. The set of 17 questions consists of the following items:

No	Pertanyaan	Answers
	Part A: Basic Teacher Information	
1.	Teacher's Name:	
2.	School Name:	
3.	Teaching experience (in years):	
	Part B : Perception	
4.	I understand the concept of anti-bullying education. a. Very Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
5.	Anti-bullying education is very important in elementary school. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
	Part C: Implementation Of Anti-Bullying Programs	
6.	My school has a specific anti-bullying program or policy a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
7.	The strategies that schools use in implementing anti-bullying education are effective. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
8.	I am involved in the implementation of anti-bullying programs at school. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
	Part D: Impact and Evaluation	
9.	The anti-bullying education Program at my school has been effective. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
10.	I have seen positive changes in student behavior since the implementation of the anti-bullying program. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
11.	The evaluation of the anti-bullying program at my school is carried out periodically. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
	Part E: Character Education	
12.	Anti-bullying education helps improve student character education. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
13.	Character values such as empathy and respect are instilled through anti-bullying programs. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
14.	The anti-bullying Program has helped my students develop into better individuals. a. Disagree b. Disagree c. Neutral d. Agreed e. Strongly Agree	
	Part F: Challenges and Suggestions	
14.	I face many challenges in implementing anti-bullying education in schools.	
15.	Schools provide adequate support to address challenges in the implementation of anti-bullying programs	
16.	Anti-bullying education programs in schools can be improved with more training for teachers.	
	Part G: Cover	
17.	Do you have any other suggestions or feedback regarding anti-bullying education and character education in primary schools? (Please write below)	

Data analysis techniques in qualitative descriptive research consists of several steps. First, data reduction is done by selecting and simplifying relevant information from the interview results, so that unnecessary data can be eliminated. Furthermore, the Data display aims to present information in a structured format, such as a table or narrative, which makes it easier for researchers to identify patterns or emerging themes. Finally, conclusions were drawn by interpreting the data that had been reduced and displayed, to gain an understanding of teachers ' views on anti-bullying education and its impact on character education.

RESULTS AND DISCUSSION

This chapter describes the findings and discussions. The interview aimed to understand educators' views on the application of anti-bullying education to improve character education in primary schools, by the formulated research questions. The interview was held in August for 2 weeks.

Aspects of perception

Di sekolah saya sering terjadi kasus bullying.
30 jawaban
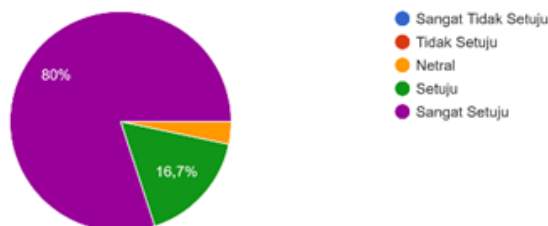
Of the 30 participants, almost all of them experienced bullying at school. The issue of bullying is one of the very urgent problems in every school, given the danger of the impact produced by bullying behavior that must be addressed immediately (Ramadhanti, 2022). An increase in bullying cases both in the school environment and on social media platforms as mentioned by Setiowati & Dwiningrum (2020) shows the need for strong character education from an early age. Character education in children can be instilled when entering elementary school, to form a solid foundation (Sutriyani et al., 2022).

Kasus bullying di sekolah saya ditangani dengan baik
30 jawaban

Based on the diagram above, there are 50% of schools handle bullying cases very well, there are 43, 3% of schools handle bullying cases well and the remaining 6.7% are neutral. This proves that character education implemented in elementary schools successfully minimizes cases of bullying. Character education is emphasized in primary schools to prevent bullying behavior in the student learning environment (Aswat et al., 2022). Through this effort, children are expected to understand the importance of positive attitudes in interacting with others and be able to avoid bullying.

Respon siswa terhadap penanganan kasus bullying di sekolah saya positif.
30 jawaban
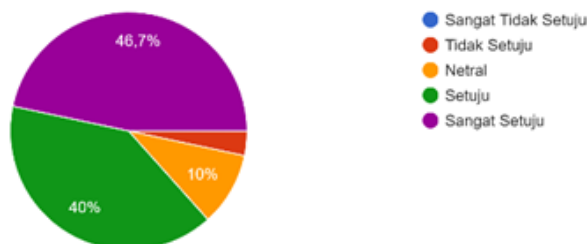
Out of 30 participants, 14 strongly agreed and 12 agreed that their students re-sponded positively to how bullying cases were managed at their schools. Three par-ticipants felt neutral about this, while one participant disagreed, suggesting that students in their school had a negative view of the handling of bullying cases. Bully-ing has a significant impact on students' academic performance and can cause some to drop out of school. It may also result in lower attendance and declining grades. In some cases, bullying can even affect a student's cognitive abilities. Additionally, those who experience bullying often deal with low self-esteem and depression, which can lead to an increase in youth crime. (Oktaviany&Ramadan 2023).

Aspects Of the Anti-Bullying Program

Sekolah saya memiliki program atau kebijakan khusus terkait anti-bullying

30 jawaban

- Sangat Tidak Setuju
- Tidak Setuju
- Netral
- Setuju
- Sangat Setuju

93,3%
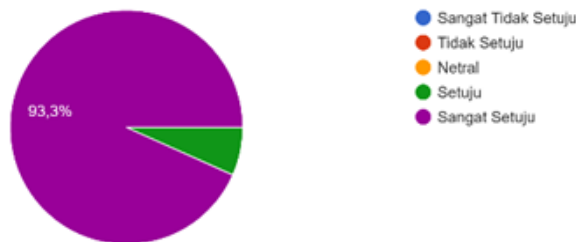
From the results of the interview, it was found that 93.3% or 28 participants strongly agreed that their school has a special program or policy related to anti-bullying. Meanwhile, the remaining 6.7% or 2 participants agreed that at their school there was a special program or policy related to anti-bullying. Thus, it can be concluded that out of a total of 30 participants, all had anti-bullying programs in their schools.   To overcome the problem of bullying in the educational environment, a comprehensive and integrated approach is needed. Holistic preventive measures and interventions need to be implemented to create a safe and comfortable learning environment for all students (Ni'mah, 2024).

Strategi yang digunakan sekolah dalam menerapkan pendidikan anti-bullying efektif.

30 jawaban

- Sangat Tidak Setuju
- Tidak Setuju
- Netral
- Setuju
- Sangat Setuju

66,7%

33,3%
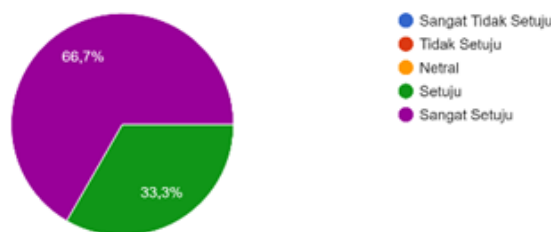
The use of strategies when implementing anti-bullying education in schools is 100% effective when viewed from the diagram above. This means that to create an inclusive school culture and respect for diversity, programs such as child-friendly schools and internalization of tolerance characters through school programs are needed as the main step (Ni'mah, 2024). The role of teachers in dealing with bullying behavior in the school environment has a very important role and involves vari-ous strategies. However, the main attention remains focused on efforts to prevent and counter-bullying, especially within educational institutions (Andryawan et al., 2023).

Saya terlibat dalam penerapan program anti-bullying di sekolah.
30 jawaban
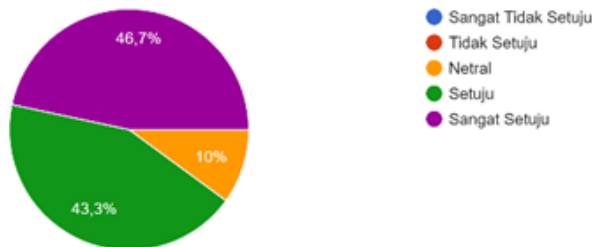
The interviews conducted show that 46.7% of participants strongly support the implementation of anti-bullying programs in schools, while 43.3% agree with this involvement. The remaining 10% of participants feel neutral about the role of teach-ers in these programs. Teachers play a crucial role in influencing the character and morals of students. However, there are challenges regarding bullying in schools, including instances where teachers may be involved or choose to overlook the issue. (Andryawan et al., 2023).

Impact and Evaluation aspects

Based on the impact and evaluation diagrams, it was found that 26 participants strongly agreed and 4 participants agreed that the anti-bullying education program at their school was effective. This shows that today the school is very concerned about the importance of anti-bullying education in schools.

Program pendidikan anti-bullying di sekolah saya sudah efektif.
30 jawaban
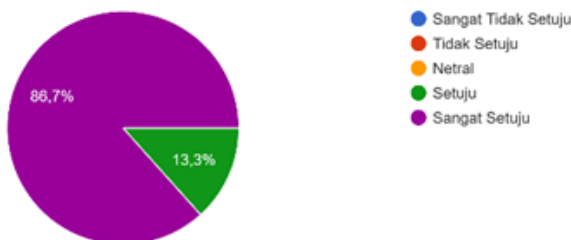
Implementation in schools produces positive impacts, such as the creation of harmonious relationships among students, improved school performance, and decreased levels of violence in the school environment (Giyono et al., 2024). Additionally, regarding the shifts in student behavior following the launch of the anti-bullying initiative, 20 participants strongly agreed, while 9 others agreed that they noticed positive changes in student behavior since the program was put into place.

Saya melihat perubahan positif dalam perilaku siswa sejak diterapkannya program anti-bullying.
30 jawaban

Efforts to prevent and address abuses, a deep understanding of social and psychological dynamics among students is indispensable. In addition, the importance of implementing educational programs that focus on character development is also a key factor in efforts to overcome anti-bullying (Manalu et al., 2024).

Evaluasi program anti-bullying di sekolah saya dilakukan secara berkala.
30 jawaban

Interviews about program evaluation revealed that 40% of participants strongly agreed and 56.7% agreed that schools regularly assess their anti-bullying programs, while 3.3% remained neutral. This suggests that while program evaluations might happen, they are not consistently conducted. In this setting, the principal has consist-ently organized programs to support students, which take place during morning ac-tivities, teaching sessions, and other events. This guidance must be carried out in a planned and continuous manner considering that bullying actions have a significant negative impact on learners, both as perpetrators and victims of these actions (Au-lia&Kurniawan, 2024).

Aspects Of Character Education

Pendidikan anti-bullying membantu meningkatkan pendidikan karakter siswa.
29 jawaban
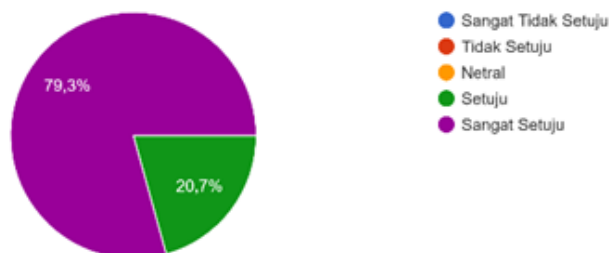
The interviews conducted show that all participants agree that the anti-bullying programs in schools can enhance the character education of students. Character edu-cation for young students in elementary schools is about teaching them values, eth-ics, morality, and positive behavior. The main objective of this education is to form a strong character base in children at primary school age so that they can face vari-ous situations in their daily lives well (Kamaruddin et al., 2023).

Nilai-nilai karakter seperti empati dan rasa hormat ditanamkan melalui program anti-bullying.
30 jawaban
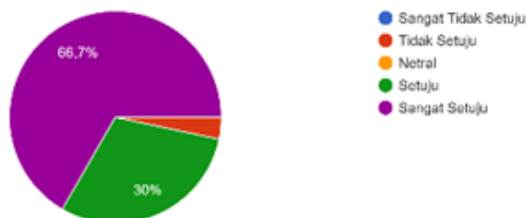
In an interview related to character values, namely empathy and respect instilled through anti-bullying programs at school, 20 participants strongly agreed, 9 participants agreed, and 1 participant disagreed if empathy and respect were instilled through anti-bullying programs. From these findings, it can be concluded that anti-bullying programs not only focus on empathy and respect but also pay attention to other character

education values. This shows that the program has a wide impact in shaping the character of students, not only in terms of empathy and respect but also in other character values that are important to develop in education.
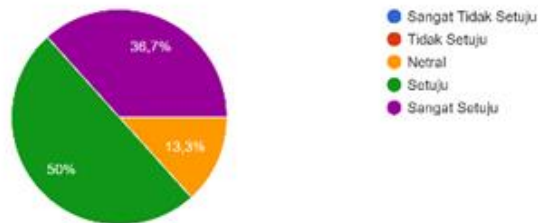

In interviews about the anti-bullying program, 36.7% of participants strongly agreed, 50% agreed, and 13.3% remained neutral regarding the program's effectiveness in helping students become better individuals. The survey results indicate that a significant majority, 86.7%, view the anti-bullying program positively, believing it has played a key role in developing students' character, making them more caring and empathetic. However, there is still a small group, 13.3%, who feel neutral about the program, possibly due to limited information or personal experience. To improve understanding and involvement in anti-bullying initiatives, more efforts should be made to engage the community and enhance awareness

Challenge and advice aspects
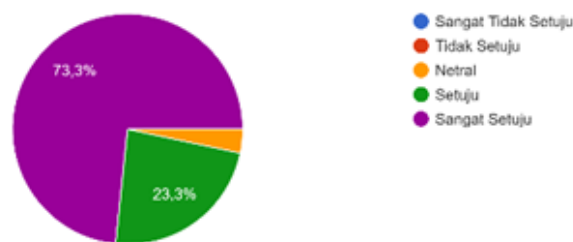
A recent study with 29 participants revealed the challenges teachers face in implementing anti-bullying education. Key issues include students' lack of awareness about respect, difficulties in identifying bullying incidents, and insufficient support from school leaders. Teachers also struggle with bullying that occurs outside of school, such as on social media. The participants emphasized the need for effective teaching methods and adequate training to address these challenges. While most highlighted various obstacles, one participant remained neutral, indicating differing perspectives. To address these issues, developing sustainable strategies for anti-bullying programs is essential for creating a positive impact. (Sakinah, 2024).

Sekolah memberikan dukungan yang memadai untuk mengatasi tantangan dalam penerapan program anti-bullying
30 jawaban
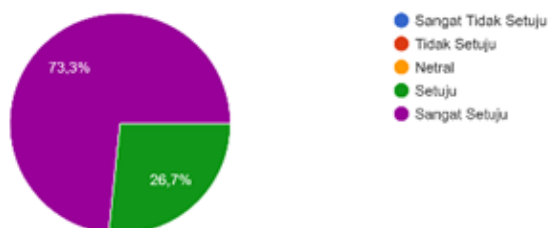
In an interview about school support, 30 participants agreed that schools provide adequate support to overcome challenges in implementing anti-bullying programs. Teachers argue that school support should involve the entire school community, including students, parents, and school staff. One of the main challenges in implementing anti-bullying programs is the effectiveness of programs that depend heavily on the school environment and culture. If the bullying culture is deeply ingrained and the facilities are inadequate, then it is difficult to make significant changes. Therefore, more intensive and comprehensive efforts are needed to change school culture to be more inclusive and provide adequate facilities to support anti-bullying programs (Sakinah, 2023).

Program pendidikan anti-bullying di sekolah dapat ditingkatkan dengan lebih banyak pelatihan untuk guru.
30 jawaban
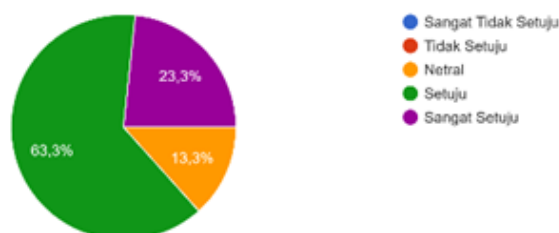
In discussions on enhancing anti-bullying education, 23.3% of participants strongly supported increased teacher training, believing it fosters a safer environment for students. Additionally, 63.3% agreed on the importance of training, acknowledging teachers' roles in addressing bullying. Effective anti-bullying programs can promote diversity, empathy, and acceptance. Meanwhile, 13.3% were neutral, indicating a need for more information on program effectiveness. Overall, most participants favor improved anti-bullying education through better teacher training, and schools could enhance communication by organizing parent meetings and work-shops (Risyda et al., 2024).

At the interview's conclusion, the teacher emphasized the need for parental involvement in anti-bullying efforts and the importance of community support in creating a safe environment for children. They stressed that character education in elementary schools is vital for preventing bullying, as it teaches values like empathy, tolerance, and courage, helping students become better individuals who do not engage in bullying.

SIMPULAN

The results of this study indicate the perspective of educators on the application of anti-bullying education to improve character education in elementary schools. One way to change the perspective of educators on the implementation of anti-bullying education is through providing comprehensive training and workshops on the importance of character education and effective ways to implement anti-bullying programs in the school

environment. Educators also need to continue to encourage open dialogue and discussion of bullying and character issues among staff and students to raise awareness of the importance of creating a safe and inclusive school environment.

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