

## PREVENT BULLYING THROUGH CHARACTER AND MORAL EDUCATION

Hotma Siregar<sup>1</sup>

<sup>1</sup>Universitas Muhammadiyah Sumatera Utara

\*<sup>1</sup>*email: [hotmasiregar@umsu.ac.id](mailto:hotmasiregar@umsu.ac.id)*

**Abstract:** This research aims to understand how to prevent bullying in schools through character and moral education. The research question is: can bullying in schools be prevented through character and moral education? This type of research is descriptive-normative, which aims to describe, explain, or outline a phenomenon or condition related to norms. This research emphasizes the understanding of existing norms and how they are applied in real life. The data collection techniques related to norms include Library Research, Documentation, and Observation. Through library research, the researcher gathers data from various sources such as books, journals, articles, laws, court decisions, and other legal documents. Documentation provides information about the applicable legal provisions or norms and how they are implemented in practice. Observation is used to directly see how norms or rules are applied and whether there are gaps between theory and practice

**Keywords:** Bullying, Character Education, Morals.

### Introduction

The increasing cases of bullying in educational environments have become a serious issue that requires comprehensive handling. Data from KPAI shows a trend of rising bullying cases in schools each year. Bullying has a negative impact on the psychological, academic, and social development of students. The effects of bullying are not only felt by the victims in the short term, but can also persist into adulthood, affecting the victims' mental and emotional well-being. Furthermore, bullying actions can create tension in social relationships and worsen the climate within the affected environment.

Bullying is an aggressive act, either physical or verbal, carried out by an individual. This action is performed repeatedly, and there is an imbalance of power between the perpetrator and the victim. The imbalance of power refers to a perception of physical and mental capacity. Additionally, the difference in power also involves the number of perpetrators and victims.

Prevention of bullying needs to be done comprehensively and continuously, one of which is through character and moral education. Good character education can shape individuals who have empathy, respect for others, and social responsibility. In this context, moral education, based on religious and moral values, also plays an important role in developing attitudes of mutual respect and avoiding behaviors that harm others..

Character and moral education, implemented from an early age at home, school, and in the community, will provide a strong foundation for children and adolescents to understand the importance of respecting differences, avoiding violence, and building solidarity. In addition, by instilling values of honesty, compassion, and mutual care, individuals will be less tempted to engage in bullying behavior. Traditional approaches that focus on punishment have proven to be less effective. Preventive strategies are needed through early character and moral development. Character and moral education can instill values of empathy, tolerance, and mutual respect, which are fundamental in preventing bullying

behavior. The integration of character and moral education into the school curriculum is a strategic solution because it systematically fosters moral awareness and positive behavior. This approach aligns with the national education goals of developing students' potential into morally upright individuals.

Based on the description above, the main topics discussed in this paper are: 1. Can bullying be prevented through character and moral education in schools. 2. How can character and moral education be integrated into the curriculum to prevent bullying. The purpose of this research is to determine whether the implementation of character and moral education in schools can prevent bullying and to explore how to integrate character and moral education into the curriculum to prevent bullying.

### Literature Review

Education is a very important thing, including moral and character education. With the existence of moral and character education in the world of education, it can build a person's character to be better. (Siregar, 2024) According to the National Education System Law of 2003 article 1 paragraph (1): "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

Education according to John Dewey (in Arifin, 2020) is the process of forming fundamental intellectual and emotional skills towards nature and fellow humans. The purpose of education in this case is so that the younger generation as the successor of the older generation can live, understand, and practice these values or norms by inheriting all experiences, knowledge, abilities and skills that underlie the values and norms of life and life. Character comes from the Latin "character", "kharassein", "kharax", in English: character and Indonesian "character", Greek character, from charassein which means to sharpen, make deep. In the Poerwadarminta dictionary, character is defined as a character, disposition, psychiatric traits, morals or ethics that distinguish one person from another.

As also defined by Thomas Lickona, it contains three main elements, namely knowing the good, loving the good, and doing the good. In character education, goodness is often summarized in a series of good qualities. As is the case in a study on character education, it is stated that character/moral education is an important and strategic step in rebuilding the identity of individuals and the nation. But it is important to immediately state that character education must involve all parties, households and families, schools, and school environments as well as more broadly, the community. (Agus Setiawan; 2014).

According to Julaiha in (Sioratna Puspita Sari, 2021), the implementation of character education needs to be carried out in an integrated manner in planning and learning activities with the introduction of values, integrating values in the delivery of subject matter, and designing learning activities that train students to apply character values. This is important so that character education can run optimally and be able to bring the mission of change in the culture and life of students (Fahmy, Bachtiar, Rahim, & Malik, 2015). Therefore, the implementation of character education must be carried out integrally in the learning process and needs to be practiced continuously in students. Through this presentation, the purpose of this study is to discuss the process of shaping the character of student responsibility through the implementation of character education in online learning. Character education is a holistic educational process that connects the moral dimension with the social realm in students' lives as the foundation for the formation of a quality generation that is able to live independently and has the principle of a truth that can be accounted for.

For a child who is in the period of education, the school environment has an important influence on the formation of a child's personality. This means that a person's personality is greatly influenced by the events or events he experiences at school. Therefore, it is very important for parents and teachers to continue to supervise the activities carried out by children and their students in the school environment. Lately, there has been a lot of violence happening to school-age children. Of course, this is very concerning for the world of education and parents. School, which is supposed to be a place for children to gain knowledge and help form a positive personal character, turns out to be a place where bullying flourishes, thus giving fear for children to enter it.

According to Randall in (Siti Nur Elisa Lusiana, Siful Arifin, 2022) (bullying is aggressive behavior that is deliberately intended to cause physical and psychological discomfort to others. So, this act of bullying is an act of bullying that someone commits to others. This act of bullying comes from outside a person but has a significant impact on the personality and mental development of the perpetrator and victim of bullying. . According to Benitez & Justicia, bullies tend to have low empathy, impulsive, dominant, and unfriendly attitudes.

According to Novianti, one of the biggest factors that cause children to bully is temperament, which is a nature formed from emotional responses. This leads to the development of children's personality and social behavior. Children who are active and impulsive are more likely to be bullies compared to those who are passive or shy. The next factor is the factor of interpersonal communication between children and their parents. Children who grow up in families that apply negative communication patterns such as verbal violence will tend to imitate these habits in their daily lives. Verbal violence committed by parents to children will be an example of children's behavior in the future.

This will be exacerbated by a lack of warmth of affection and a lack of support and direction for children, making children have the opportunity to become a bully. Furthermore, the influence of peer groups influences the growth of bullying behavior in schools. Peer groups that have problems at school will have a negative impact on the school such as violence, truancy, low respect for fellow friends and teachers. Friends in the school environment should ideally act as children's "partners" in the process of achieving educational programs (Nurul Hidayati, 2012).

Bullying is a repetitive physical, psychological, social, or verbal attack by a peer on a person (child) who is 'inferior' or weaker for their own benefit or satisfaction. It is the initial form of aggressive behavior, namely abusive behavior, which can be physically, psychologically through words or a combination of the three. The perpetrator takes advantage of others who he sees as vulnerable to attack. The action can be by mocking the name, the victim is harassed or exiled and can harm the victim. The culture of bullying (violence) in the name of seniority still continues to occur among students in elementary school, usually bullying occurs repeatedly, some are even carried out in a planned manner. (Yuyarti, 2018)

## **Method**

The method used in this study is qualitative. The foundation is based on phenomenology or Descriptive Phenomenology, which is descriptive in nature. Sugiyono (Taufika et al., 2021) also explains that: Qualitative research is a research method used to examine the natural conditions of the object where the researcher acts as the key instrument. Data collection techniques are carried out through triangulation (combined methods), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization.

The data sources used in this journal are various literature, including relevant books and journals that have correlations with the issues. Additionally, some information is gathered from various sources, such as environmental data, all of which are applied with data analysis interpretation. The writing of this journal uses library research (literature review). Literature review focuses on valid, relevant, and accountable printed or electronic sources related to the study (Agustin, 2016). Data analysis techniques involve content analysis to select data from various materials studied and then describe it. Using this technique allows for a more systematic analysis of the phenomenon of bullying prevention through character and moral education.

## **Results and Discussion**

### **Prevention of Bullying Through Character and Moral Education**

Education is a process of developing aspects of knowledge, feelings, and skills as a whole for the growth of the human soul, taste, and body as a whole. Schools as one of the educational institutions are also trusted by the community as a process of culture as well as a vehicle for the development of human potential. But unfortunately, in a number of cases, it shows that schools can be a place for violence and bullying that are not in accordance with the values of character and humanity itself. In its development, bullying involving school residents even comes in various forms, with individual and collective perpetrators, and results in various impacts for the victims. The process of development and growth of children will greatly affect the formation of children's character and qualifications in the future. If in the process of growing and developing, children often receive harsh treatment or even violent acts, then the process of forming their personality will be disturbed.

Violence that occurs in this school will cause feelings of resentment, hatred, fear, and lack of confidence. Students will hate and fear their teachers, younger classmates will hate and hold grudges against their older classmates, competition and disputes between students, the formation of gangs among students that can result in children not being able to concentrate on learning because of pressure from teachers, upperclassmen, and members of powerful gangs (trauma). Violence can be interpreted as an act that is unpleasant or detrimental to others, both physically and psychologically. Violence is not only in the form of physical exploitation, but also psychological violence that needs to be watched out for because it will have a traumatic impact on the victim. Acts of violence in education are often known as bullying. (Rachma, 2022)

Research conducted by (Sari et al., 2021) suggests that all education stakeholder centers such as families, schools and communities not to bullying even if it is only in the form of words (verbal bullying) because this turns out to be related to how their ability to think especially critical thinking

In accordance with the mandate of the Education System Law, the function of education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This means that the educational process must be able to shape students into human beings who have noble morals that are far from violence.

According to Sudajat (Aan Hasanah, 2022), students must be prepared to be able to face today's global challenges that are subject to uncertainty. Therefore, the development of values that lead to the formation of the nation's character obtained through various paths, levels, and types of education, will encourage them to become members of society, children of the nation, and citizens who have superior personalities as expected in the goals of

national education. Various efforts must be made to prevent violence (bullying) in schools and one of them is through the implementation of character and moral education. Although in fact educational education does not stand alone, but there are many supporting components around it such as schools, teachers, students, students' parents, principals and all parties involved in the implementation of education. Ideally, all components can carry out their roles, duties and responsibilities well. Apa yang dimaksud dengan karakter? Karakter berarti tabiat atau kepribadian menurut Wanda

### **Integrating Character and Moral Education in the Curriculum to Prevent Bullying.**

Efforts to prevent bullying in schools can be carried out in various ways, including creating a school culture with an atmosphere of learning without fear, through character education, creating bullying prevention policies in schools by involving students, creating a model school for implementing an anti-bullying system, and building awareness about bullying and its prevention to stakeholders up to the household and residential levels. Arranging the school environment well, beautiful and green so that students feel comfortable is also a very influential factor and will help prevent bullying.

According to Cholilah et al. (Wongkar & Herdi Pangkey, 2024) Education begins with a complex and multidimensional curriculum that serves as a gateway to learning and requires dynamic and periodic evaluation in response to evolving trends. Ongoing technological advances threaten the development and improvement of skills and knowledge regarding science and technology. To meet the needs of the community in this period, the government realized an independent curriculum to improve the quality of education. The main focus of this curriculum is to consider all areas of learning, including developmental assessment and character education. The Merdeka curriculum approach is broader and contextual and aims to create diverse and meaningful learning experiences for students.

The purpose of this curriculum is to develop students' competencies not only in the field of academic knowledge, but also in building strong character and positive attitudes. Character education in the Independent Curriculum is very important because it has several main goals. First, the character of education aims to improve the basic character of students who obey the principles of Pancasila, such as religious, nationalist, integrity, independence, and mutual cooperation. Second, the educational character is expected to form students who have religious spiritual grasp, self-authority, temperament, intelligence, noble etiquette, and other skills needed to keep pace with complex future challenges. Children's failure to learn character causes a moral crisis that includes social problems in society, including bullying.

In (Marisa, 2021) it is explained that the learning plan that involves teachers in providing lesson materials associated with student character development is part of the independent curriculum program. The Independent Curriculum programs P5 or called the Pancasila Student Profile Strengthening Project which is a form of curriculum implementation that supports the quality of Indonesian education related to character development. In 21st century learning, students are required to have skills that obey the principles of the Pancasila profile. Character education aims to: (1) cultivate good morals in students, (2) practice sincerity and tolerance towards fellow students. (3) discipline as appropriate. Obey the principles of the rules set for schools (4) be creative and independent. The term "character" refers to temperament or personality. According to Wanda (Ghufon, 2010).

According to Zuchdi, Prasetya, and Masruri (Maunah, 2016) that character learning is not only through certain fields of study, but is integrated into various fields of study. The methods and strategies used are varied which include inculcation (as opposed to indoctrination), example, value facilitation, and soft skills development. Schools as formal educational institutions need to pay special attention to character education, in accordance

with the opinion of Johanson et al. (Wuryandani et al., 2014)) that schools are institutions that have long been seen as institutions to prepare students for life, both academically and as moral agents in society. In line with this, Lickona (1991: 45-46) explained that schools are one of the educational institutions that carry out the task of developing character values. These character values include honesty, openness, tolerance, wisdom, self-discipline, utility, mutual help and compassion, courage, and democratic values. Of the number of character values that need to be instilled, self-discipline is one of the important character values to be developed.

To support the success of character education, it is necessary to carry out socialization about the basic morals that children and adolescents need to have to prevent adolescents from committing crimes that can harm themselves and others. Through character education, good character values will be embedded in individuals. Good character values will guide a person in their daily behavior. This opinion is in line with what was conveyed by Wibowo (Wuryandani et al., 2014) that character education is an educational process that instills and develops noble characters in students, so that they have noble characters, and apply and practice in their lives, both in the family environment, community members, and citizens.

Character education cannot be done in a value-free vacuum tube because character is very closely bound to life. Based on this explanation, character education in schools will not succeed if the learning is only in the form of verbalistic memorization. There is no guarantee that if character education stands alone as a subject, it will succeed well. Therefore, the implementation of character education in schools should be done by integrating it into the subject. According to (Sudrajat & Wibowo, 2013) explained that to build the character of school students, it is necessary to implement three programs, namely (1) quality school culture which includes input quality, academic quality, and non-academic quality; (2) Islamic school culture with a focus on cultivating religious character, openness, care, togetherness, and cooperation; (3) a discipline culture with a focus on character cultivation, including religious.

### **Conclusion**

Various efforts must be made to prevent violence (bullying) in schools and one of them is through the implementation of character and moral education. Although education does not stand alone, but there are many supporting components around it such as schools, teachers, students, students' parents, principals and all parties involved in the implementation of education. Character education is an educational process that instills and develops noble characters in students, so that they have noble characters, and apply and practice them in their lives, both in the family environment, community members, and citizens.

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