

THE ROLE OF THE TEACHER IN THE IMPLEMENTATION OF CHARACTER EDUCATION TO OVERCOME THE PROBLEM OF BULLYING IN ELEMENTARY SCHOOLS

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Abstract. This research examines the role of the teacher in overcoming the problem of bullying in schools through the implementation of character education. The research used in this research is a qualitative research which is described descriptively. Various sources were processed in this study such as books, research results, journals, and research articles. In this study, it was explained that bullying is a vital problem and must be resolved immediately in Indonesia. This is because there are no positive benefits to be gained from this bullying behavior. From this research, it is also known that there are several types, factors, and impacts or effects felt by students as a result of bullying behavior that is carried out. These three aspects can be a guide for teachers to analyze and formulate strategies to solve this problem, one of which is through the application of character education. The importance of teachers in applying moral values; to shape the character of students, especially students of elementary school age, is because, at this age, students easily imitate the behavior and actions they see without knowing exactly what is wrong. So it is very important guidance and direction given by teachers and parents in this implementation process. Therefore, in its implementation, teachers and parents must work together so that character-building through the application of character values can be realized.

Keywords: bullying; teachers; character education

I. INTRODUCTION

Violence against children is a global public health problem. This includes a wide range of acts ranging from intimidation and physical fighting to more severe sexual and physical assault, and murder (Slee [1]). Data shows that 32% of students were bullied in some form by their peers at school on one or more days during the period. from one month. In particular, bullying in schools is a widespread phenomenon in many countries and has been linked to increased suicide rates among children (Gov UK [2]). Bullying can result in physical injury, social and emotional distress, and even death. Victimized children are at increased risk of depression, anxiety, difficulty sleeping, insecurity, loneliness, unhappiness, physical and mental symptoms, low self-esteem, and poor schooling (Noboru et al. [3]). The issue of bullying has become one of the most important areas that has attracted a lot of attention from stakeholders, such as the government, teachers, and society, especially because of the effects bullying behavior may have on the academic, social and emotional state of victims [4]. Events of physical and non-physical violence involving students in the educational environment are quite a concern (Salmia et al. [5]). In the classroom context, bullying often goes unnoticed. Most students do not realize that their comments, jokes and body language can sometimes be included in the category of bullying [6]. This situation opens up space for incidents of bullying (Muluk et al. [7]).

Bullying behavior is most likely to occur in every educational institution, one of which is in the Elementary School (SD) environment. This is influenced by several things such as environmental influences in such a way that students compete with each other to become rulers (Tambak et al. [8]). Not only that, the psychological conditions that each person has are of course different so that they can also have a different influence on their daily life (Taufik [9]). This psychological condition can affect a person based on feelings, functions from awareness to one's motivation [10]. Elementary school-age children (SD) have an age range between 6-12 years and have characteristics that tend to be more unstable because they are still children and playing (Rahma et al. [11]). The existence of bullying behavior in schools can tarnish the image of educational institutions as a place where students try to understand themselves and their environment [12]. The school environment must be a safe place for students to learn in a more positive transformation both from an academic and moral and personal character perspective (Hadisi et al. [13]).

One of the efforts that can be made to solve this problem is to instill character values in society, especially in children (Ramadhan & Usriyah [14]). The application of moral values in strengthening character education has a significant contribution to the future of education in Indonesia as a form of educational investment in creating a golden generation on the global stage [15]. Strengthening character is one of the things that is considered effective in overcoming

the increasing cases of violations of morals and values that occur among Indonesian students today (Kholifah & Fahyuni [16]). These various studies lead to the development of student morals with various solutions offered, one of which is through the application of character values in schools.

The application of today's character values is not only about worship, manners but also to understand and realize the importance of social awareness both at school and outside of school (Erawati [17]). Therefore, various roles and teacher efforts are needed to apply these character values in developing the true character of students so that the character of students is formed, especially students who are still in elementary school [18]. This is because the formation of children's character is not only accustomed to but also must be started as early as possible. So elementary school children must be given character education. So that in this study, the authors will conduct a study of the teacher's role in the implementation of character education to overcome the problem of bullying in elementary schools.

II. RESEARCH METHODS

The type of research applied in this study is a type of qualitative research. Meanwhile, the design of this research is descriptive which comes from various literature materials such as articles, books, journals to research that has been carried out (Afrizal [19]). Not only that, the authors will also examine and criticize ideas, knowledge and scientific discoveries that have a good contribution to academic orientation. Furthermore, this research is expected to contribute both theoretically and methodologically to the theme chosen by the author in this study. Descriptive analysis is used to describe phenomena, issues, data and facts that develop in society (Arikunto [20]). This data will be processed and developed by the researcher to obtain information related to the research topic chosen by the researcher.

III. RESULTS AND DISCUSSION

Problems of Bullying in Children in Indonesia

Bullying is aggressive behavior shown by repetition and an imbalance of power. It involves repeated abuse of power where a person repeatedly abuses their power. People who are bullied who become victims cannot defend themselves for various reasons such as lack of physical strength and less psychological resilience than the perpetrator. By nature, bullying tends to have specific traits, such as the victim's fear of reporting, and most outcomes include depression and the development of low self-esteem in the victim. Since victims are mostly powerless, it implies that other people have obligations considering that victims have democratic rights. Bullying occurs in a variety of places, including schools and workplaces. The United Nations Convention on the Rights of the Child takes protection from abuse seriously as a prerequisite for a child's quality of life, and it is a child's right (Mohan & Bakar [21]).

Based on UNICEF data in 2014, bullying ranks fourth in cases of violence that occur in Indonesia. From 2011 to 2017, the Indonesian Child Protection Commission (KPAI) received 26 thousand cases of bullying. In 2018, there were at least 179 cases of bullying recorded at the Office for Women's Empowerment,

Table 1. Aspects Related to Bullying in the School Environment in Indonesia

Aspect	Result
Types of Bullying	<p>The types of bullying that students do are:</p> <ol style="list-style-type: none"> 1. Verbal Bullying. Verbal Bullying is bullying behavior carried out by students to make fun of other students with inappropriate calls, this happens to classmates and also occurs between seniors and juniors. In addition, there are some students who deliberately exclude other friends from the association by forming their own groups. 2. Physical bullying that occurs between seniors and juniors, bullying that involves physical touch by hitting or fighting. This physical bullying can be detected by the teacher after the victim's parents complain to the school. 3. Cyberbullying uses social media. Cyberbullying occurs in the way students create social
Factors that cause	<p>Bullying of students occurs due to several factors:</p> <ol style="list-style-type: none"> 1. Students are bullied because of seniority, the older class feels stronger and stronger and can bully the juniors. This seniority will continue to occur where students who are victims of bullying have the potential to retaliate by doing the same bullying to their juniors. 2. Previously being bullied by a classmate or senior. This happened because the bullies felt it was natural to take revenge on the juniors. 3. Feeling that the economic status of the bullies is higher than the victims, this makes them feel free to do anything to students with lower economic status. 4. The impression of violence they see from social media, television shows, or video games. 5. Family factors, families who pay less attention to children's activities at school and less harmonious families such as families whose fathers and mothers often see verbal or physical violence in front of children will make it natural for children to do violence to others. 6. The influence of peers, not a few bullies in their group do bullying in groups in the sense of inviting other friends, and not a few students' behaviors is seen by other students and used as examples.
Impact felt	<p>The impact of bullying behavior can be felt by both victims of bullying and perpetrators of bullying.</p> <ol style="list-style-type: none"> 1. The impact that occurs on students who are victims of bullying is that students feel unsafe in school and class and even if students become reluctant to go to school because they are victims of bullying, the victim will feel afraid of bullying, become a victim of bullying again. 2. For incidents of physical bullying, students must do the treatment at home because they experience brawls, which causes students to skip lessons. Victims of bullying in the future also have the potential to become bullies, it can be seen from the occurrence of seniority at school, victims of bullying tend to also become bullies when they are seniors. 3. The impact of bullying behavior also occurs on the perpetrators of bullying. From these findings, it can be found that students who become perpetrators of physical bullying or who are involved in heavy fights will drop out of school. This is done when BK teachers, schools, and parents hold case conferences

Source: (Nurlia & Suardiman [22]); (Safari, [23]); (Y. N. Saputra & Nasution [24])

Child Protection, Population Control and Family Planning in Sleman (M. Saputra [25]). In 2019, bullying still dominates cases of violence in the education sector. Commissioner of the Indonesian Child Protection Commission for Education Sector Retno Listyarti said, from early January to February 2019 he had received various complaints of bullying. The data shows that 10 cases of bullying occurred. Bullying is a public health problem that continues to impact various aspects of social life and education (Borualogo et al. [26]). The high incidence of bullying has made schools no longer a comfortable and safe place for students to carry out a series of learning activities. Bullying is a public health problem that is important to pay attention to, because it includes acts of physical, verbal or psychological aggression (Abdillah et al. [27]). The following are several aspects related to bullying that occur in Indonesia. Children who do not behave bullying with a background of high moral understanding will first think about what they will do. The thought is whether the act will be an act that is said to be of good or bad value (Rahmawati et al. [28]). Students who already have a good moral understanding will be able to assess the consequences and impacts resulting from bullying behavior. On the other hand, a child who does not have an understanding of bullying will not understand that bullying contains bad values so that the child does not know whether his actions hurt his friends or not (Asrul et al. [29]).

The Role of the Teacher in the Character Formation of Elementary School Students

The application of character values in schools certainly experiences various problems in the process. The problems that occur can be divided into two dimensions, namely problems that occur in the student dimension and the teacher dimension. On the student dimension, the problems that arise are related to the skills possessed by students, interests, learning motivation, learning attitudes, the level of student concentration in receiving information and knowledge (Mukrandi [30]). While the problems that arise from the teacher's dimension are problems that arise when before, during the learning process and when carrying out learning evaluations. The most frequent problems are related to learning resources and teaching materials to be used. Based on the dominant factors influencing the occurrence of learning problems, it can be divided into two factors, namely internal factors and external factors, which are shown in table 1 as follows.

Teachers who have good knowledge and skills as well as positive thinking can be categorized as truly professional teachers. There are several approaches to implementing religious values such as policies, curricula, addressing gap issues, motivational training and monitoring and monitoring of students outside the classroom. Training for teachers about respect is given to increase the sense of respect which is reflected in every teacher's behavior both outside the classroom and in the classroom. Teachers can train and habituate children's behavior to have respect for friends and the environment so that they become a generation capable of turning violence into peace (Nugroho et al. [31]).

Table 2. Dominant Factors Influencing the Character Building of Elementary School Students

Factors Affecting Explanation	Explanation
Internal factors	Intelligence: the basic ability that students have to accept learning. Attention: the activity that students have to focus on something. Good attention to students will greatly affect good learning outcomes. Interests: With the appropriate interest will affect the seriousness of student learning. Talent: potential skills possessed by students. Motivation: The basic drive that gives a person direction to achieve his goals. Readiness: the readiness of students will affect the level of knowledge transfer from teachers to students
External factors	Family: at this level, students will be taught basic things such as beliefs, cultural values, morals, and skills. Families have a great influence on student learning outcomes. Some things have a big influence such as the atmosphere of the house and the economic level of the family. Schools: Some things that have an influence related to this school are teaching methods, the relationship between teachers and students, the level of discipline possessed by the school, facilities, and infrastructure to learning media that provide students with opportunities to get more learning experiences. Society: Some things that have an influence on student learning related to this community are the form of community life to the influence of friends who hang out in the community.

Source: (Mukrandi [30])

Character is not formed in formal educational activities, but a child's character is formed through habituation of positive things. The main and first character education for children is the family environment. In family members, children will learn the basics of behavior that are important for their future life. The family is the first non-formal educational institution for children, as well as the family that makes a mental and physical contribution to the child's life. This means that family parenting has a positive impact on the development of children's character (Susanto [32]). The COVID-19 pandemic has forced families to spend more time with their children. During the COVID-19 period to apply religious character, there were methods used, namely the lecture method, storytelling to instill aspects of religious character beliefs, direct practice methods in aspects of attitude and practice of religious character and storytelling methods, dialogue in instilling religious knowledge in children. These methods can be applied by parents to instill religious character in children in the family (Lestari et al. [33]).

The inculcation of moral values is very important in the learning process in the context of forming student character because religious values and morals cannot be separated; rather, they become an important part of the moral education process. With these considerations, teachers need to innovate by designing and developing learning methods so that they are able to cultivate religious ethical values in

students. Through the method of knowing, doing, and being as syntax in this learning religious ethical values are instilled so that students are able to display good morals and morals (Taja et al. [34]).

IV. CONCLUSION

The results of this study are that bullying is one of the problems that often occurs in children. The high rate of bullying in Indonesia, namely among children, makes all parties have to participate in giving their role to overcome this. There are many things that cause bullying behavior in children, considering that their age range is a very vulnerable and unstable age. The impact resulting from this bullying behavior is very large, especially for the victims. Psychological pressure is the impact that is felt the most, including physically when the perpetrators of bullying commit violence. One effort that can be done to overcome this problem is through the implementation of character education. Therefore, in its implementation it needs help and cooperation from various parties, especially teachers and parents. Not only that, the task of parents here is to provide direction and guidance to students to apply the character values taught by the teacher so that character formation in elementary school students can be realized.

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