

Preventing bullying among students through elements of global diversity, pancasila student profile

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ABSTRACT

Bullying continues to occur every year and always increases rapidly. It's time for all components of society, especially schools, to think about follow-up actions and solutions. Bullying cannot be tolerated because it can change and damage the civilization that is being developed through the younger generation. They are the ones who will inherit the next civilization in the future. The Global Diversity Element is a breakthrough in the Pancasila Student Profile program. These elements unite diversity as an effort to mutual respect, respect and tolerance. This research uses a qualitative approach and literature study methods. The results obtained strive to implement elements of Global Diversity through teaching, coaching, supervision, motivation and enforcement of rules.

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Introduction

The level of bullying today is increasingly worrying. There are many reports in every school regarding cases of bullying that occur among their students. According to data found from Unicef regarding bullying that occurs in Indonesia, 41% of students aged 15 years experienced bullying at school. Types of bullying include beatings, threats, taking things by force, ridicule, exclusion and slander (*Perundungan di Indonesia*, 2020). Data from the Katadata.co.id Survey Institute records that regarding bullying cases in 2023, elementary schools and junior high schools will be the educational institutions with the most bullying cases with a percentage of 25%. Meanwhile at the High School/Vocational School level the percentage was 18.75%. In Madrasah Tsanawiyah and Islamic Boarding Schools the percentage is 6.25% (N. Muhammad, 2023).

In the same data, according to Katadata.co.id, male students are the most victims of bullying at school. In the 5th grade of elementary school, male students from data taken in 2021 recorded that 31.6% of bullying occurred. Meanwhile, there are 21.64% female students, and 26.8% nationally. Then, the percentage of bullying in the Grade 8 Junior High School category among male students reached 32.22%, the highest among other class and gender categories. Then, followed by female students at 19.97%, and throughout Indonesia 26.32%. Meanwhile, the percentage of grade 11 high school/vocational school students being bullied was 19.68%

for male students, followed by 11.26% for women, and nationally 15.54% (Annur, 2023).

These data open up thoughts and hopes that this will not continue, so that treatment is needed to prevent it. One of the efforts that is expected is the government program regarding Strengthening the Profile of Pancasila Students. The background to this program is the commitment of the Ministry of Education and Culture to support the President's vision and mission to create an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who reason critically, are creative, independent, have faith in God Almighty, and have noble character, working together and global diversity (Kemenentrian Pendidikan dan Kebudayaan, 2023).

Irawati dkk. (2022), stated that the Pancasila Student Profile is the best step to build national character in accordance with the mandate of the 1945 Constitution. The challenges of the 21st century are currently a momentum to awaken the Indonesian people to re-examine Pancasila objectively. The global crisis that occurs in every country should open the eyes of the Indonesian people to rise up and have a strong stance to become a country with sovereignty and character.

This research will take one element from the Pancasila Student Profile regarding global diversity. According to Giantomi (2023), this element is closely related to the Pancasila point in the second principle regarding just and civilized humanity and the third principle regarding Indonesian unity. This is confirmed by Sabanil dkk. (2022), that the representation of global diversity is a form of improving and strengthening the character of the Indonesian nation which is full of diversity. Instilling elements of global diversity is very important at this time, considering the conditions that exist in Indonesia with the increasing number of cases that reduce the nation's morality, thereby undermining the principles of Pancasila which should continue to be upheld and become the nation's guideline.

The diversity contained in Pancasila emphasizes the togetherness that the Indonesian people must uphold in facing various problems of the morality of the Indonesian people. Bullying, which is increasingly common today, is a serious problem that needs to be addressed by providing character strengthening to the younger generation (Rahayu, 2019). Suhardini's (2020) view, regarding the national character of the representation of Pancasila as a state principle to protect the Indonesian nation from adversity caused by a disorganized attitude. This attitude usually begins verbally by uttering inappropriate words and ends in action.

Therefore, this research seeks to reveal and sensitize the young generation of Indonesia to prevent and avoid bullying which is increasingly widespread. The government has issued a new policy regarding the Pancasila Student Profile which has been implemented at various levels of education to restore national identity in accordance with the principles of Pancasila. The Indonesian people must be able to accept the elements of Pancasila as a form of national order in this country. The aim is to maintain peace around us and harmony together to give birth to future generations of excellence and character.

Elements of global diversity will be expressed clearly and firmly as a solution to preventing bullying. Relating diversity as a gift from God Almighty according to the guidelines of the First Principle. So the problem formulation in this research is about the definition and objectives of bullying prevention through elements of global diversity. Expressed with thoughts on how to implement learning in schools so that it is delivered optimally and sustainably.

Method

This research uses a qualitative approach with a literature study method. The type of data used is qualitative so there are many written descriptions, with primary data sources regarding thoughts in books and articles and secondary data taken from field data. The data collection technique is by examining books, articles, notes and reports related to the problem of preventing bullying through elements of global diversity. Next, a review is carried out, sorting and selecting relevant sources.

Results and Discussion

Bullying is a social phenomenon that is widespread in the community and education. Sri Rahmawati (2016), stated that bullying cases are often found in educational settings such as schools. This case is like an iceberg that is getting bigger as time goes by. Until now, every school has struggled to reduce the increasingly massive bullying rate. According to Irwandi (2017), schools as a place for character formation should strive to bring about innovation and effective steps in reducing cases of bullying.

Behind it all, all forms of school action in various ways, from systematic micro to macro will not be effective if there is no role of government. According to Manawar Noor (2011), what is the use of all forms of implementing programs to improve human resources if there is no government involvement as the basis of the strongest system in the community environment? According to him, the community environment is a factor that influences all forms of a person's behavior. This is because in it a person can observe, understand, appreciate and practice all forms of action that occur around him (Zebua dkk., 2021).

This opinion was confirmed by Muhammad (2022), there are many phenomena in schools, where students have different characteristics both at school and outside school. It turns out that the community environment outside of school has quite a big role in forming a person's character. The community environment contributes to the achievement of moral knowing, moral feeling and moral action. Therefore, it is not strange that a person's personality is greatly influenced by external factors such as the social environment (Sanusi, 2019).

As time goes by, the realm of globalization has increasingly formed, the government has deepened its direction, guided by the foundations of the Republic of Indonesia, namely Pancasila. Pancasila as a review of the existing system of life in Indonesia in upholding the formation of morals and character in accordance with humanitarian principles (Nurgiansah, 2021). According to Syaiful (2016), Pancasila is a cultural philosophy that must be maintained in creating an environment that is harmonious and full of the beauty of humanity within it.

Therefore, the government is currently making Pancasila a reference in implementing the Pancasila Student Profile program in schools. This program is a program that is in accordance with the Vision and Mission of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024: Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kementerian Pendidikan dan Kebudayaan, 2023).

Based on this, this research will examine in more depth the prevention and reduction of bullying cases with contributions from the Pancasila Student Profile program. According to Salim and Muhammad (2023; 2014), In the era of globalization, there are many moral challenges that need to be faced. One solution is to implement positive activities that build

morale and character as an early prevention effort regarding even greater negative impacts..

Bullying Prevention

Implementation of prevention of bullying which is generally carried out by children who are still receiving education at school must be carried out. This action is part of what can damage the components of Pancasila, especially the principle regarding Indonesian Unity. From psychological data, it is clear that cases of bullying can lead the victim to a sense of self-doubt and uncontrolled emotions (Juwita & Kustanti, 2020). Bullying is a big problem for the Indonesian people which can hinder Indonesia's achievement of gold in 2045. Because it can create a generation that is not confident and selfish in socializing in life.

Joint awareness is needed to be able to overcome it so that it does not continue to spread and become a social disaster. According to Erhamwilda (2022), Striving for shared awareness in meeting the desired goals is part of a sense of empathy and tolerance. Apart from that, very strong concern can provide a sense of humanism to provide a touch of compassion so that it results in satisfying and wise success (Nugraha & Anwar, 2022). Bullying may continue to occur if there is no mutual concern, especially from the people who educate them, both parents at home and teachers at school (Ramdhani, 2016). Therefore, the role of adults is very necessary to be able to prevent bullying which is rampant.

Teachers as adults in schools are an important element in preventing bullying. In particular, teachers have a strong commitment to educating their students to face a bright future. Views about teachers expressed by Muhammad (2021), is the main figure who can provide a touch of affection and social care to the school environment. There are many stories about teachers who can motivate their students to achieve success. Therefore, teachers are not expected to be perpetrators who can cause bullying, but teachers are heroes who can eliminate cases of bullying in schools (Mayasari dkk., 2019).

Having a teacher who provides extra supervision over students is the key to freedom that can overcome bullying. Apart from teachers, the highest policy maker in schools, namely the principal, can be another effort to provide further treatment. This is in accordance with what Sukadari (2015) said, that the principal who can provide stabilization of the school environment is an important figure in reducing the number of bullying that occurs. According to him, school principals can take effective and efficient steps by providing opportunities for every teacher to handle bullying at school.

From this opinion, when linked to the Pancasila Student Profile program, it is very relevant if teachers and school principals can take a stand. The attitude that can be taken is to make the Pancasila Student Profile the basis for commitment in carrying out every school activity. Teachers and school principals can implement each step of teaching and make policies that refer to the elements contained therein. For example, the elements of global diversity contained in the Pancasila Student Profile can become teaching principles and policies to recognize diversity and eliminate bullying.

The Pancasila Student Profile launched by the government is likely to be very effective and efficient. Opening awareness of each component of the principles contained in Pancasila to be realized in real life. It is not just a mere verbal statement, but can be implemented in everyday life as real evidence. Schools as a place to develop character and morals are a very suitable location to be able to instill Pancasila through the younger generations who will later enter the wider community. This is a positive basis for the future to welcome the golden generation in 2045.

Elements of Kebhinekaan Global

It is necessary to know together about the elements contained in the Pancasila Student Profile, namely: 1) Faith, devotion to God Almighty; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; and 6) Creative (Kemenentrian Pendidikan dan Kebudayaan, 2023). These six elements are conditions with the content contained in Pancasila as the basis of the state which is used to regulate all forms of a decent life order for the Indonesian people and in regulating every form of state administration (Safitri & Dewi, 2021).

One element that will be focused on in handling bullying cases is the Global Diversity element. Before reviewing it, you need to know about the three major educational sins proclaimed by the Ministry of Education and Culture, namely sexual violence, bullying and intolerance. According to Septiana (2022), These three big sins really interfere with creating an atmosphere conducive to learning. The resulting impact, if not handled properly, can weaken students' independence and confidence in forming a good personality and character. This is also reinforced by Q.S Al-Hujurat [49]: 13 regarding diversity and diversity Allah SWT. said:

أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

"O people, indeed We have created you from a man and a woman. Then, We made you into nations and tribes so that you might know each other. Indeed, the noblest among you in the sight of Allah is the one who is most pious. Indeed, Allah is All-Knowing, All-Compliant" (Q.S Al-Hujurat [49]: 13).

In the Tafsir of the Ministry of Religion, it is explained that this verse emphasizes the existence of diversity and the importance of getting to know each other. That's the direction to help each other, as well as the prohibition against making fun of each other. It was also emphasized that Allah SWT. do not like the act of making fun of each other, especially between brothers, and bragging about each other. Allah SWT. commanded to be respectful of one another.

This is followed by the view contained in Tafsir Tahlili, that in this verse it is confirmed by Allah SWT. to help each other and avoid being arrogant in their lineage, rank or wealth. A person's habit of viewing glory is generally always associated with nationality and wealth. Even though according to Allah SWT. The noblest people are those who are devout. Corroborated by the hadith narrated by Ibn Hibbān and at-Tirmizī from Ibn 'Umar that he said:

طَافَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ عَلَى رَاجِلَيْهِ الْفُصُوءِ يَوْمَ الْفَتْحِ وَاسْتَلَمَ الرُّكْنَ بِمَحَجَّتِهِ وَمَا وَجَدَ لَهَا مَنَاحًا فِي الْمَسْجِدِ حَتَّى أُخْرِجَتْ إِلَى بَطْنِ الْوَادِي فَأَبْيَحَتْ ثُمَّ حَمَدَ اللَّهُ وَأَثْنَى عَلَيْهِ ثُمَّ قَالَ: أَمَا بَعْدُ أَيُّهَا النَّاسُ فَإِنَّ اللَّهَ قَدْ أَذْهَبَ عَنْكُمْ غِبْيَةَ الْجَاهِلِيَّةِ يَا أَيُّهَا النَّاسُ إِنَّمَا النَّاسُ رَجُلَانِ: بَرٌّ تَقِيَّ كَرِيمٌ عَلَى رَبِّهِ وَفَاجِرٌ شَقِيٌّ هَيْنَ عَلَى رَبِّهِ ثُمَّ تَلَا (يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا) حَتَّى قَرَأَ الْآيَةَ ثُمَّ قَالَ: أَقُولُ قَوْلِي هَذَا وَاسْتَغْفِرُ اللَّهَ لِي وَلَكُمْ (رواه ابن حبان والترمذي عن ابن عمر)

"Rasulullah saw performed tawaf on his camel whose hearing was imperfect (partially cut off) on the day of Fath Makkah (Liberation of Mecca). Then he touched the pillar of the Kaaba with a stick bent at the end. He couldn't find a place to roar it in the mosque so he took the camel out into the valley and roared it there. Then the Messenger of Allah praised Allah and glorified Him, then said, "O people, indeed Allah has removed the arrogance and arrogance of ignorance from you. O people, there are truly two kinds of people: those who do good deeds, are pious, and noble in the sight of their Lord. And those who are disobedient, wretched and despicable in the sight of their Lord. Then the Messenger of Allah read the verse: yā ayyuhan-nās innā khalaqnākum min żakarīn wa unṣā... He read until the end of the verse, then said, "This is what I said, and I ask Allah for forgiveness for me and for you" (Riwayat Ibnu Hibbān dan at-

Tirmizi dari Ibnu 'Umar).

Diversity contains many definitions in it regarding diversity which refers to differences in diversity related to ethnicity, race, religion, culture and language. Students obtain elements of Global Diversity from special subjects regarding P5 (Pancasila Student Profile Strengthening Project) which are implemented at school. This subject gives schools flexibility in compiling modules containing topics related to the values of the Pancasila Student Profile leading to the character of Global Diversity. Teachers are subjects who influence the implementation of PS learning related to guidance and character formation according to Pancasila (Maghfirani & Romelah, 2023).

Opinion from Komang (2022), regarding the Profile of Pancasila Students with Global Diversity, there are three specific points, namely:

- 1) Get to know and appreciate culture. Students are introduced to a particular culture followed by identification accompanied by a description of the various existing groups. Applicable group classifications regarding behavior, gender, communication style and culture. Students are required to analyze their own and group identities, this aims to familiarize students with accepting and respecting national culture in order to foster tolerance between people, as well as strengthening and eliminating prejudice;
- 2) Intercultural skills in communication. Intercultural communication is a form of communication that occurs between individuals with different cultural backgrounds. Care is needed in interacting by using language and discussions that are common and do not lead to discrimination. Therefore, multicultural understanding is needed to avoid friction;
- 3) Reflecting on experiences of diversity. In Pancasila Students, the experience of diversity is carried out to eliminate stereotypes of cultural differences. One of them is reducing bullying, violence and intolerance. The existence of the Pancasila Student Profile as a means of harmonizing cultural differences and fostering a harmonious and prosperous life.

Regarding Global Diversity, it is part of the feeling of respect for diversity. It can also be understood as tolerance for differences that arise around us. This is the main highlight of Global Diversity because Indonesia consists of various tribes from Sabang to Merauke (Maghfirani & Romelah, 2023). A sense of respect is a part that must exist in the realm of life, because mutual respect has an impact on the emergence of a humanistic attitude among others (Abdullah Aly, 2015).

In view Munawir Aziz (2018), diversity must be treated by example. This method is an important part of providing understanding to those around us that diversity is a gift and needs to be done together. Added with a statement Muhammad (2023), regarding example as a basis for forming quality personalities for others. Therefore, caring for Global Diversity as a form of example for others, especially the relationship between teachers and students at school.

Global diversity is related to multicultural understanding. James A Banks (2014), defines multicultural as a way of looking at reality accompanied by a global way of thinking, not just content regarding the meaning of group, ethnic and cultural diversity. Global Diversity which is part of *Bineka Tungga Ika* can be implemented to strengthen unity and integrity which is full of struggle and sacrifice. All races, ethnicities and cultures must be committed to creating a peaceful and comfortable atmosphere (Alfaqi, 2016).

According to Thomas Lickona (2015), a joint commitment is needed to be able to form an environment that supports diversity. There is a moral view of knowing, as a form of knowledge

of diversity that must be implemented by all individuals. Moral feeling is needed as a feeling component whose job is to feel comfort and peace together. So that this keeps you away from discord and despair. Completing it requires moral action, namely related to real action to achieve Global Diversity which is expected and is binding on the personality of every individual. Elements of Global Diversity will be realized well if all parties pay attention to these components.

Role of Schools

In preventing bullying of students through implementing Global Diversity elements, schools must make every effort to know their role well. Schools as places for character and moral formation should be able to fully contribute to the success of the Pancasila Student Profile. The roles that can be played are:

1. Teaching

Schools must be responsible for the realization of quality and enjoyable teaching. According to Muhammad (2023), the need for professional teachers to create quality and enjoyable teaching. Schools must be smart in recruiting teachers who are professional and strongly committed to educational achievement in making the nation's children intelligent. This is confirmed by Sanusi (2021), Schools must ensure that existing human resources (HR) are people who are worthy of being placed in schools to help educate the nation's children. Teaching carried out by professional teachers can provide a positive stimulus for preventing bullying.

2. Supervision

Extra supervision is needed over all forms of student activities while at school. Schools are not just childcare places that some people think they are. However, schools must ensure extra supervision to overcome the level of bullying that threatens the educational ecosystem. Efforts that can be made are by providing direction to students to report all forms of bullying that occur inside and outside school (Tartila & Masnipal, 2017). Additionally, in view Nuraeni (2023), Another form of supervision is to provide loving assistance to students, so that they can accept the presence of teachers as friends and partners.

3. Coaching

Every student must be able to be trained well so that they give a positive response in their personality. Guidance can be carried out not when students are found to have committed violations, giving rise to the stigma of having to be coached, but rather, guidance is carried out in full for every activity agenda at school. According to Yamin (2021), coaching is directing students to take positive actions that can provide encouragement in achieving success and their dreams. When conducting coaching, teachers should be able to convey things gently and lovingly. This is a dissertation with directed communication which can make coaching a form of directing a good personality (Erhamwilda dkk., 2022). Guidance is very necessary for students who are growing to find their identity, don't let the school not provide regular guidance during this period which can turn students towards the wrong identity (G. Muhammad dkk., 2024).

4. Motivation

Schools must provide both verbal and non-verbal motivation. Generally, verbal things are done very often, this can be with words of encouragement, encouraging directions, and exercises. However, non-verbal matters are very lacking, especially suggestions and supporting infrastructure. Therefore obey Rahminawati (2021), the school must properly facilitate all forms of advice and infrastructure in the school. This is to provide encouragement to students in learning at school. Likewise the statement from Sobarna (2023), good motivation at school is to provide freedom for students to explore the knowledge around the school. For example, by schools providing suggestions for reading for students, this is part of motivating.

In relation to bullying prevention, every school must provide adequate facilities related to bullying prevention.

5. Rule Enforcement

Preventing bullying will be very effective if schools can provide disciplined regulations that are in line with the school's vision and mission. Enforcement of rules is a form of justice that provides meaningful lessons for each individual. Schools must have the courage to take a stand regarding cases of bullying. This attitude is firm and absolute, for example educational punishment, summoning parents, and expulsion from school. This step does not mean that the school is carrying out inhumane actions, but rather that the school wants to save a humanist and civilizational school culture. This opinion is supported by Suhardini (2022), that enforcing the rules is part of a moral impulse to be able to provide warnings to individuals so that they can function well according to the existing nature.

Implementation for Students

Preventing bullying of students at school through elements of Global Diversity is implemented with several steps. First, in teaching, teachers should convey things well and with authority. Teaching that is strong in positive values will lead to socialization that embraces all elements of the student's personality. The material presented always emphasizes the prevention of bullying. The teacher's words and actions must also be carefully guarded, so that there is no impression of cornering either party which could lead to bullying.

Second, one of the supervision carried out by teachers is by providing organizational teaching. There are roles of chairman and members that teachers can use as a form of supervision. The organization emphasizes the prevention of bullying in order to protect each other among students. When carrying out supervision, it should be done consistently and evaluation should be carried out. One of the most common cases of bullying is lack of supervision from certain parties, especially when at school during break times or free study hours.

Third, to provide guidance in efforts to prevent bullying, such as teachers providing positive direction to students. This direction contains convincing elements and provides understanding and appreciation of the dangers of bullying. One thing that can be done is guidance based on religious values. Each teacher can provide directions that are related to religious values regarding the prohibition of disturbing each other or social bullying that makes them uncomfortable. Coaching must be carried out from the school principal, education staff, teachers, to school staff. The point is to really understand the prohibition of bullying and take positive action towards togetherness.

Fourth, teachers must be aware of their role as motivators for students. It's not just a mere transfer of knowledge by delivering material and assignments. Teachers must encourage students to pursue their interests and talents and provide a sense of security to continue to explore knowledge at school. Motivation is carried out verbally and non-verbally with elements of kindness to avoid bullying. In many cases of bullying perpetrated by the perpetrator against the victim, one of them is that there is no good motivation that can divert the bad action.

Fifth, there is a need for a deterrent effect on perpetrators of bullying so that they do not do it in the future. Therefore, teachers must enforce strict discipline, starting with class rules. This also needs to be encouraged by the school principal to emphasize that the rules must be obeyed by all school members. Enforcement of rules must be carried out by role modeling from parents at school so that students can understand and carry them out. Presumably the existing regulations emphasize that bullying does not occur and that evaluations are always carried out every semester.

Conclusion

Preventing bullying through elements of Global Diversity Pancasila Student Profile emphasizes the importance of diversity filled with mutual respect, respect and tolerance. Each school can adjust it according to the vision, mission and goals that have been set. School elements such as principals, education staff and teachers must be optimistic in preventing acts of bullying that occur in schools. Efforts that can be made include good teaching, routine supervision, integrated coaching, complex motivation, and continuous enforcement of rules.

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