Anti-Bullying and Anti-Violence Education in cultivating a culture of peace in Gamping District Elementary Schools

Yeyen Febrilia[1✉], Diyah Puspitarini[2], Ridwan Amal Rizki[3], Nailul Fauziyah[4], Rahmat Boli Raya[5]
[1] Basic Education, Universitas Negeri Yogyakarta
[2,3,4] Elementary School Teacher, Universitas Ahmad Dahlan
[5] Guidance and Counselling, Universitas Ahmad Dahlan

Abstract
This research aims to describe anti-bullying and anti-violence education in cultivating a culture of peace and anti-violence in elementary schools in Gamping District. This research uses a descriptive qualitative approach. The subject of this research is bullying and violence education at the Jabal Nur Integrated Islamic Elementary School, Muhammadiyah Ambarketawang 3 Elementary School, Mejing 1 Gamping Elementary School, and Kanisius Gamping Elementary School. Furthermore, the object of this research is elementary school students. The results of this research were carried out in this education, namely planning, implementation, and evaluation. Planning is carried out by analyzing the background using existing archives and data, coordinating with the school, and determining the schedule. Implementation is carried out by providing delivery using the lecture method assisted by PPT, video, and questions and answers between resource persons and students. Next, students are given educational sheets to strengthen students' understanding. The next stage is evaluation by reinforcing students, recommendations to schools and parents, as well as taking part in emphasizing anti-bullying and anti-violence education periodically and continuously so that a culture of peace will always be maintained so that a culture of peace is formed in schools.

Keywords: Children, Bullying, Education, Peace, Violence

INTRODUCTION

Education is a forum for instilling human character and behavior, especially in elementary school. This character will shape how in the future students will become figures who are useful for themselves, their religion, nation, and state (Permana, 2021; Subambang, 2021). Indonesia as a unitary country is also very important for peace between institutions. This is reinforced by the opinion of several experts who state that (Fadhil Rizki et al., 2020) create an ideal and harmonious country that values peace and no war occurring.

A peace-loving attitude is an attitude that causes other people to feel happy and safe in their presence (Halim et al., 2019). The value of peace means that students can pursue proper education and obtain their rights without obstacles. The value of peace is a value with several things, one of which is the creation of non-violence. This is confirmed by research (Analiya & Arifin, 2022; Diananda, 2018; Hulu, 2021; Muhammad Nikman Naser et al., 2022; Nasution et al., 2023; Yamin et al., 2018). This makes anti-violent schools very important for the development of students both in character and learning.

Anti-violence is an attitude that must grow and be ingrained in students. One of the factors is the level of bullying in schools which is still very widespread. KPAI recorded that in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children (Analiya & Arifin, 2022). This result was then reinforced by KPAI data in September 2023 stating that there were 444 cases of violence experienced by children, both sexual violence and other violence (KPAI Data Center 2023). Other research also states that DIY is the province with the highest cases of bullying and violence (Firna Yolanda, Gani Apriningtyas Budiyati, 2020). Selanjutnya penelitian (Junalia & Malkis, 2022) states that one of the factors that causes violence in schools is bullying carried out by students. Bullying, both in education and social media, has reached 2,473 reports, and trends continue to increase (Analiya & Arifin, 2022). This can be concluded that Indonesia still has problems related to violence and bullying, especially towards children.

Bullying also has negative impacts, namely triggering violence, lack of self-confidence, trauma, and many others. This is very necessary for anti-bullying education in instilling a culture of peace in students, both for prevention and education after children become victims of bullying. This is reinforced by (Agustina et al., 2023; Junalia & Malkis, 2022; Mey & Putri, 2023; Saputri et al., 2023) that prevention efforts require socialization and education directly or on social media.

Previous research in the past 4 years discussed education regarding bullying and violence in children, namely research by (Yulia Angga, 2020) regarding education on bullying school behavior for elementary school students. Research (Ulfatun et al., 2021) states that anti-bullying education for Muhammadiyah junior high school teachers and students is needed in Purworejo. Research (Junalia & Malkis, 2022) states that anti-bullying education is an effort to prevent bullying at Tirtayasa Middle School, Jakarta. Furthermore, research (Mey & Putri, 2023) states that bullying education must also be carried out at Universal Anak Indonesia children's orphanages. Based on this, bullying education has been carried out in various educational circles, especially in elementary schools, but specifically discussing educational efforts in Gamping Village has not been carried out. Apart from that, a broader analysis is also needed regarding the cultivation of a culture of peace and non-violence in students and it is sustainable, so study and education are needed as one of our awareness campaigns regarding the issue of bullying and violence.

Based on this background, research was conducted regarding the implementation of Anti-bullying and anti-violence education in cultivating a culture of peace in Gamping District Elementary Schools. This research aims to describe how anti-bullying education instills a culture of peace and anti-violence in elementary schools in the Gamping sub-district. This research is expected to provide an overview of how important education is, the steps for implementing it, and the influence felt by schools in providing education. Apart from that, this research is expected to have a direct influence on the habituation of students from an early age in instilling a culture of peace, and non-violence.

LITERATURE REVIEW
Bullying
Beane said bullying is "Overt and aggressive behavior that is intentional, hurtful and persistent (repeated) (Pratama, 2008). This states that bullying is an aggressive behavior that is deliberately carried out repeatedly, either by mocking, hitting, or other detrimental behavior, so that the victim cannot defend himself. Bullying behavior is divided into physical bullying and verbal bullying (Agisyaputri et al., 2023; Dachi & Telaumbanua, 2022; Dea Sri Damayanti et al., 2023; Nur et al., 2022; Sukawati et al., 2021). Bullying behavior at school is usually as follows. a) There is violent behavior that can hurt the victim so that the perpetrator feels complacent; b) The victim feels pressured because the actions taken are unbalanced and; 3) This act of bullying is carried out repeatedly (Bu'ulolo et al., 2022; Dea Sri Damayanti et al., 2023).

Child Violence

Violence is a threat or using physical force to cause damage to another person (Ariani & Asih, 2022; Fauzi et al., 2022; Octaviani & Nurwati, 2021). Regarding acts of violence, social theory states that children can learn about new human behavior through real observations of other people (A. Damayanti, 2023). Over time, violence has become a culture or behavior that is continuously carried out in Indonesian society and can now change the personality values of a nation or a person. Child abuse has the term abuse which means violent abuse, mistreatment, or torture. Violence against children is deliberate behavior and has a dangerous impact on children physically and psychologically (Lestari, 2016; Munajah et al., 2022).

Culture Of Peace

Instilling the value of peace can be allocated into peace education has become a paradigm that is currently developing in the international arena, the same thing is also becoming a trend in Indonesia. Peace education has many varied meanings, this can be adapted to the situation being faced (Momodu & Jude, 2013). Fountain's view in Eka Saputra's writing states that UNICEF provides a view that peace education is a process of offering the knowledge, skills, attitudes, and norms needed to bring about a change in behavior in children, teenagers, and even adults (1) overcoming chaos and violence; (2) a strategy for resolving disputes peacefully; (3) creating a constructive situation for peace, both intrapersonal and community groups (Fauzi et al., 2022).

METHODS

This research uses descriptive qualitative methods. The descriptive qualitative research method was chosen because it describes real phenomena in the field in depth under natural conditions. This research is based on human instruments carried out directly. This research was conducted at the Gamping District Elementary School in July-November 2023. Data sources in this research were obtained through informants, events, documentation, and documents. Data collection techniques used were interviews, observation, and documentation.

Interviews were conducted with students. Observations are carried out by directly observing events through planning, design, management, assessment, and reporting of results as well as evaluation and follow-up on the implementation of education. Documentation is carried out by collecting documents in the form of photos and videos of implementation. The research instruments used in this research include interview guidelines, observation sheets, and documentation guidelines.

Data validity testing was carried out by extending participation, source triangulation, and technical triangulation. Data that has been collected (data collection) was then analyzed using the interactive techniques of Miles, Huberman, and Saldana (Mezmir, 2020). This analysis technique was chosen because the three flows take the form of interactions that can occur simultaneously and continuously until the data is complete. Data analysis starts from selecting, focusing, and simplifying data according to the research focus (data condensation), performing data presentation (data display), and concluding (conclusion drawing or verification).

RESULT

Implementation Of Anti-Bullying and Anti-Violence Education in Cultivating A Culture Of Peace In Gamping District Elementary Schools.

Implementation of Anti-bullying and anti-violence education in cultivating a culture of peace is carried out in 3 steps as follows.

Planning

Planning is carried out by observing whether anti-bullying education is needed by schools, especially students. This is reinforced by existing references and the prevalence of violence against children in the school environment is a strong consideration in this research. Next, establish cooperation and coordination with schools regarding the education that will be carried out.

This planning is then also carried out by selecting sources, activities, and concepts. Furthermore, planning was also carried out by the role of various groups, namely the implementing

committee, school residents, and resource persons. The selected sources are sources that are appropriate to their field.

Implementation

The implementation of educational activities is carried out by inviting presenters who are competent in their fields with the following schedule.

Table 1. Schedule for implementing anti-bullying and violence education

No	Name School	Date
1	SD Islam Terpadu jabal Nur	July 13, 2023
2	SD Muhammadiyah Ambarketawang 3	Agust 23, 2023
3	SD negeri Mejing 1 Gamping	September 22, 2023
4	SD Kanisius Gamping	Ocktober 30, 2023

Based on Table 1, the implementation of Anti-bullying and anti-violence education in cultivating a culture of peace was carried out at the Jabal Nur Integrated Islamic Elementary School, Muhammadiyah Ambarketawang 3 Elementary School, Mejing 1 Gamping Elementary School, and Kanisius Gamping Elementary School. The implementation was carried out to provide education on both anti-bullying and anti-violence.

Figure 1. Education by resource persons

Education is carried out through lectures conducted by resource persons by displaying PPTs, videos, and questions and answers together with students. The resource person provides basic understanding to students with simple questions and then strengthens students' understanding with material in the form of PPT and questions and answers. This question and answer intended so that students can be more critical in understanding the issue of bullying and violence. Apart from that, students are also confident in asking and expressing their opinions.

This is also supported by other material which is in line with the theme provided in the education conducted by the resource person, namely "Good and bad touch and recognizing forms of harassment and our rights" which discusses how students must be able to know how they understand themselves and act towards people. others. The same thing is also done with education regarding anti-bullying educational materials.

Figure 2. Education through study sheets

The education carried out on students has the aim of making students able to get used to it from an early age. Education is carried out using lectures and student study sheets. Based on Figure 2, this student learning sheet displays pictures and questions that can be used by students to distinguish between activities that can be imitated or those that are anti-bullying and violent behavior. This is done so that students can immediately see examples in the form of pictures, as well as so that students can immediately distinguish appropriate behavior.

The implementation of this education is carried out in three stages, namely, students can distinguish between behavior that is appropriate or not with anti-bullying and violence. The behavior presented is a variety of behaviors, both positive and negative. Students are asked to group according to their column dancing behavior. Next, in the second stage, students are asked to understand how to be good peers at school and home. Next, at this stage, students are asked to provide other examples according to the views of each student. In the third stage, students are asked to understand the steps if they become victims of bullying both at home and at school. After students understand the steps to take when in the victim's position, students are also asked to write down other ways they can overcome if they become victims of bullying.

The implementation of anti-bullying and anti-violence education in cultivating a culture of peace is also supported by teachers, namely teachers who are always provided with anti-bullying and violence educational models. This is the role of the teacher to continue education at school and daily learning. Apart from that, the village government is also provided with anti-bullying and anti-violence education as well as Omah Smart facilities which can be used in efforts to create a child-friendly Gamping district. Apart from that, this implementation is also supported by rewards so that students can listen and the education carried out will be more enjoyable. Rewards provide stimulus to students to understand the material presented well.

Evaluation

The implementation of this education, several evaluations can be used to improve further education. Evaluation is carried out by students by listening to students' answers either through questions and answers or answers given on the student's education sheet. The evaluation is then used as an implementation evaluation in delivering education and strengthening material. Apart from that, this evaluation is also a recommendation that the school and parents continue with data so that education continues to be carried out sustainably.

Benefits of Anti-Bullying Education in cultivating a culture of peace and non-violence in Gamping District Elementary Schools for students

Based on the steps that have been taken, this activity has an impact on the role of students in cultivating a culture of peace, and non-violence in elementary schools. The impacts obtained are as follows. 1) Anti-Bullying and Violence Knowledge. The educational lectures, PPTs, videos, and educational sheets provided will provide students with knowledge regarding anti-bullying and violence; 2) Habituation of anti-bullying and violent behavior. It is hoped that this will be able to provide habituation to students through education and self-familiarization of students and; 3) Shaping the character of students. Apart from this, the education provided is also able to provide an overview and shape the character of students in everyday life. The character in question is independent, confident, critical and brave.

DISCUSSION

Based on the results of this research, education is very necessary for understanding students in a culture of peace through anti-bullying and violence. This also illustrates that anti-bullying and violent behavior must be familiarized in elementary schools. This is in line with research (Arif & Novrianda, 2019; Dewi, 2020; Rahayu & Permana, 2019; Yulia Angga, 2020; Yulia Angga Dewi, 2020) that education on bullying and violent behavior can start from the elementary school level. Apart from that, teachers must be facilitators in providing knowledge and habituation. This is in line with (Anggraeni & Effane, 2022; Fauzi, Saski & Mustika, 2022; Fauziah et al., 2022; Listari et al., 2022; Nudin, 2021; Yoseta et al., 2022) that the role of teachers is not only as facilitators in learning but also various things.

Educational planning is carried out in coordination with the implementing committee, schools, and resource persons as well as in terms of implementation and supporting infrastructure. Before planning technically, it is necessary to analyze the background and objectives in implementing the education. This is also by research by (Annisa & Gyfend, 2021; Hadi et al., 2020; Nawaki & Santyo Rusandy, 2022) where the initial analysis was carried out as a reference in the education carried out. This is reinforced by (Afan Faizin, 2020; Golsteijn & Wright, 2013) that the analysis is carried out at the beginning by collecting various information related to the themes and issues being carried out.

Education is carried out in various ways. Based on research results, education is carried out using the lecture method, assisted by teaching media such as PPT and video. This is still used in several schools and training as (Armiaton et al., 2021; Diana, 2021; Ersandy, 2017; Hartanti, 2021; Hutabarat et al., 2022; Rahmah, 2021; Vinci et al., 2022; Widyaningsi et al., 2021) that the lecture method is used in learning as an effort to strengthen students in anti-bullying and violence education. Furthermore, the advantage of the lecture method is that it is easy to do and can be delivered quickly (Badeni & Saparahayuningsih, 2022; Liubana et al., 2022; M. Aditya Ramadhan, 2019; Mahmudah, 2016; Manggus et al., 2023; Nurfithria et al., 2017; Oesman et al., 2023; Rikawati & Sitinjak, 2020). This is confirmed by research (Asda & Syarifah, 2020; Jayadi et al., 2022; Pratiwi et al., 2022; Rikawati & Sitinjak, 2020; Situngkir et al., 2021; Uswatun H et al., 2023) that the lecture method able to provide good feedback for students with fun presentations, for example, assisted by PPTs and videos.

Apart from the lecture method, the resource person also provides a question-and-answer method. This is done so that there is a role for students in the forum. This opinion is in line with research (Ahmad & Tambak, 2017; Diana et al., 2022; Fikri et al., 2021; Juliangkary & Pujilestari, 2022; Latifah et al., 2023; Putri & Syuraini, 2021) that the question and answers method is one of the effective steps in creating a student center. Apart from that, research (Imamul M et al., 2021)states that the question-and-answer method will provide students with the opportunity to express their understanding, opinions, and curiosity. The research (Buana et al., 2023; Sapariah Anggraini & Dewi, 2023; Zakiah Zulfa et al., 2023) also states that the question-and-answer method is the preferred method in anti-bullying and violence education.

Furthermore, the teaching materials used are student education sheets which consist of pictures of behavior and activities related to bullying and violence. This is effectively used so that students can evaluate in real terms and understand the interesting delivery (Aulia & Prahmana, 2022a). This is confirmed by research (Dahlan, 2022; Faisal et al., 2020; Komariah, 2018; M. Ardiansyah & Nugraha, 2022; Magdalena et al., 2021; Megawati et al., 2022; Nurdyansyah & Mutala'liah, 2015; Swihadayani, 2023; Tegeh & Kirna, 2013) that the teaching materials used in learning and education can provide students with faster understanding. Furthermore, research (Amalia et al., 2020; Aulia & Prahmana, 2022b) also states that the advantage of using real media is that students can see and better understand problems. This is also stated in research (Dessiane & Hardjono, 2020; N. S. Dewi, 2019; Kosilah et al., 2022; Mahardhani et al., 2021; Nida et al., 2020; Rusmono & Alghazali, 2019; Zubaidillah & Hasan, 2019) that illustrated teaching materials are effectively used in other learning. The use of teaching materials is also adjusted to the characteristics of students (Astuti, 2021; Dahlan, 2022; Qodr, 2020; Rizanti et al., 2023; Swihadayani, 2023).

Efforts are made to support education by providing rewards to students who are active and willing to ask questions. Rewards are given to provide stimulus to students to be more enthusiastic and motivated in understanding the material and being active in education. This is in line with the opinion of (Amiruddin et al., 2022; Mulyanda, 2021; Setiofani & Wardana, 2023; Waqiah & Dj, 2021; Yuliana & Ummya, 2023b, 2023a) that rewards are effectively used so that students can be motivated and encouraged to learn. Another thing, research (Agusriani & Fauziddin, 2021) also states that rewards are one way for students to understand learning easily. The rewards given don't have to be in the form of goods, they can be verbal, ribbons, stars, etc. This is the opinion (Agusriani & Fauziddin, 2021; Mudrikah, 2020) that giving stars is the best alternative for giving rewards. Other research, namely (Albrecht et al., 2014; Feka & Watini, 2022; Liang et al., 2023; Siverbo, 2023; Zhao et al., 2022) also states that giving rewards also uses words that support and encourage.

The advantage that students get apart from knowledge is the character that is taken from this educational activity. The character in question is independent, confident, critical and brave. Students can practice self-independence from educational sheet questions. This is (H. L. Damayanti & Anando, 2021; Hajerina et al., 2022) because, in this sheet, students are required to be able to think independently about other steps that can be used to overcome bullying and violence. You can be confident, critical, and brave through question-and-answer activities during presentations from resource persons. This is supported by research (Khasanah et al., 2021) that question-and-answer activities will improve students' self-confidence.

CONCLUSION

Based on the results and discussion, the implementation of education was carried out at 4 elementary schools, namely Anti-bullying and anti-violence education in cultivating a culture of peace, carried out at the Jabal Nur Integrated Islamic Elementary School, Muhammadiyah Ambarketawang 3 Elementary School, Mejing 1 Gamping Elementary School, and Kanisius Gamping Elementary School which was implemented well. The steps taken in this education are planning, implementation, and evaluation. Planning is carried out by analyzing the background using existing archives and data, coordinating with the school, and determining the schedule. Implementation is carried out by providing delivery using lecture, PPT, video, and question and answer methods between resource persons and students. Next, students are given educational sheets to strengthen students' understanding. Next is to give rewards to students to motivate students. The next stage is evaluation by providing reinforcement to students, recommendations to schools and parents, as well as contributing to the emphasis on anti-bullying and anti-violence education on a regular and ongoing basis.

DECLARATION OF INTERESTS STATEMENT

The authors states that the data and analysis used are not disputed by the parties involved.

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