

The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior

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Abstract: Bullying is a habit that often occurs today in the world of education, this habit has often occurred over the past ten years in Indonesia. This bullying occurs due to several factors, such as the family environment, school environment, and also social environment in the community. Bullying that occurs in Indonesia today is often a culture in the name of seniority, until now it still always occurs in the environment of students. Bullying is also often done against peers who are perceived as weaker than him to get some pleasure. As a bullying prevention measure, Kemendikbud risk in collaboration with UNICEF Indonesia in 2017 has created the ROOTS program as a pilot program that concentrates on the role of students as agents of anti-bullying change in schools ranging from junior high school, high school, and vocational schools that have been selected as driving schools. The results of the National Assessment of the Ministry of Education and Culture of Research and Technology in 2021 stated that 24.4% of students in the Education unit experienced bullying in the past year. These anti-bullying change agents consist of 30 people from various classes and are handpicked by their schoolmates. The establishment of this bullying agency has a positive effect on the driving schools that already have and implement an anti-bullying change agent program, namely, (i) spreading messages and good behavior towards friends in the school environment, (ii) being an example of peers in school, (iii) reducing the impact of bullying that occurs in schools, (iv) providing exemplary examples of schools in the vicinity. This research uses literature review research which consists of three stages, namely identifying, analyzing, and evaluating problems. The results obtained from this study are that anti-bullying agents can change and form a good disposition for students to reduce the level of bullying that occurs in the school environment.

Keywords: Anti-Bullying Change Agent; Civic Disposition; Bullying Behavior.

Introduction

Currently, among students and college students, there is a lot of moral damage, this is due to behavior that deviates from, morals, ethics, and laws from light to heavy are often shown. The act that is being used as an example today is the act of bullying. This bullying habit often occurs in the educational environment, this has often happened for about ten years in Indonesia. The generation of the nation born at the beginning of independence should be able to freely enjoy the education that has been guaranteed by the government, but in reality, it still cannot be separated from bullying. Bullying is also a form of aggressive act that cause problems in the world of education, one of which is in Indonesia (Tumon, 2014). This act of bullying is

a negative act that reflects the fragility of character in educational institutions that can be caused by unfavorable environmental conditions.

Based on the theory of Thomas Lickona (1991: 13-18), ten components are human behavior that indicates the destruction of a civilization, namely: 1) The high level of violence among adolescents; 2) Cultivating dishonesty; 3) Increased disobedient attitudes towards parents, teachers, and leaders; 4) Peer group influence in acts of violence; 5) Heightened suspicion and hatred; 6) The use of language is not good; 7) Decreased morale; 8) Low sense of social responsibility of individuals as well as communities; 9) High level of self-destructive behavior; 10) The further loss of moral guidelines.

Cases of bullying that occur in the school environment are trending as reports that are often reported by the public to the Indonesian Child Protection Commission. Bullying always occurs in Indonesia starting at the elementary school level, high school to university. Based on data from research results in the last four years, provides evidence that bullying has not been addressed carefully by school residents. Sakdiyah, et al noted (2020: 1200) based on data from KPAI on the problem of bullying that often occurs in Indonesia in May 2018, where there have been 161 cases of bullying in the school environment. Bullying is prevalent in education and social media, which has reached 2,473 reports and the trend is always increasing. Throughout 2021. Based on data from KPAI, there are at least 17 cases of bullying that continue to occur throughout 2021. So the data on children's complaints about KPAI is like an iceberg phenomenon.

To implement the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning the prevention and mitigation of acts of violence in the school environment, the government has begun to take action through an anti-bullying change agent program connected to driving schools. The characteristics of the driving school according to the Ministry of Education and Culture are that the driving school program is implemented as a manifestation of the vision of Indonesian Education for the creation of a developed, sustainable, independent, and personality Indonesia so that the formation of a Pancasila student profile. The driving school itself has a focus on developing student learning outcomes holistically so that it can include competencies (literacy and numeracy) and character, which begins with having superior human resources in the school environment that includes the principal and teachers, and students.

Methods

In this study, researchers used the research literature review method by Fink (2014) who explained that research literature review is a

systematic, explicit, and reproducible method to identify, evaluate, and synthesize existing problems and recorded works produced by researchers, scholars, and practitioners. The method has three stages, namely identifying the problem under study first, analyzing every problem that occurs theoretically, and the last stage is evaluating the problem that occurs and adjusting to existing theories. Researchers chose this method because in addition to wanting to see the role of anti-bullying change agents in shaping civic dispositions to overcome bullying behavior, researchers also have a special reason where researchers cannot conduct research in the field because the Covid-19 pandemic cases are still very high in Indonesia today. Therefore, researchers take problems that can be solved by analyzing problems and systematically reviewing theories to find solutions to these problems with the research literature view method.

Results and Discussion

Result-1 How is Anti-bullying change agents in Indonesia?

Anti-bullying change agents are part of a roots program that is an effort by the government through the Ministry of Education and Culture in collaboration with UNICEF Indonesia in 2017. Roots Indonesia is a bullying prevention program created by UNICEF Indonesia and adopts and incorporates part of teachers' knowledge and skills in implementing positive disciplinary practices. The goal of the roots Indonesia program is to assist in building a positive climate in the school environment by including students as agents of change against bullying. This anti-bullying change agent is connected only to mobilizing schools throughout Indonesia.

Mobilizing schools in Indonesia itself are only divided into a few schools, and not all schools in Indonesia are currently selected as driving schools. Currently in Indonesia, there are only 574 junior high schools selected as driving schools, 382 high schools, and 901 vocational schools selected as driving schools today. So that in the process of implementing the anti-bullying change agent

program in schools in Indonesia has not been evenly distributed. This anti-bullying change agent program was formed through a series of MOU activities and anti-bullying government assistance held in the Sentul area of Bogor on Thursday, September 2, 2021.

The target of this anti-bullying change agent is students in the school environment, involving peers who are used as anti-bullying agents. By recruiting 30 selected students from each school selected by their schoolmates and then the students who are selected as agents of change against bullying are given training and counseling to monitor and provide education to friends around their school environment, as an effort to prevent and minimize bullying that occurs in their respective schools (Laily & Sholichah, 2022). This anti-bullying change agent program was also formed by including all elements in schools, counseling, parents, and students, by providing counseling on what "bullying" is, the negative impact of "bullying", and also how to prevent and how to stop "bullying" (Craig, 2019). So that all important elements, especially those in the school environment, are also involved in it.

The training steps obtained by the anti-bullying change agent were fifteen meetings where the training meeting was held after school hours and was guided by a maximum of two facilitators selected from the subject teachers at the school. The material obtained by the anti-bullying change agent is as follows (cerdasberkarakter.kemdikbud.go.id):

1. Introduction of bullying prevention programs to change agents;
The purpose of this first meeting is to get to know each other between the students involved in the program, explain the roots program and the role of bullying agents, make class deals, make changes with change boxes, create social media grub change agents.
2. Increase trust in peer groups;
The purpose of the material at this second meeting is so that change agents can realize that student behavior can have an effect in creating or reducing conflicts, reflecting on student behavior in school in preparation for designing solutions at the next meeting.

3. Bullying;
The purpose of this third presentation is so that agents of change can explain what bullying is and distinguish between myths and facts, recognize the types of bullying that occur in schools and their environments, distinguish the experiences that boys and girls face regarding bullying, and foster empathy for students who are bullied.
4. Leadership and effective communication;
At this meeting, it is hoped that change agents can explain what makes a person a good leader, recognize how strength of character is defined as the quality of leadership, and practice assertive skills.
5. Looking from different perspectives and building healthy relationships;
At this meeting, it is hoped that change agents can learn about the types of bullying that women get, develop empathy for bullied students, explain the meaning of "appreciate" using their own language, distinguish between healthy and unhealthy relationship behaviors, and practice healthy relationship behaviors by giving praise.
6. Provide a response to conflict;
At this sixth meeting, it is hoped that change agents can realize their influence, and change agents begin to change their own behavior and respond to the situation in a more positive way.
7. Make behavior changes positively;
It is hoped that at this meeting change agents will be able to practice the positive behavior cards they make, discuss experiences and practice positive behaviors to change the environment around them, identify the changes they want in school, as well as identify appropriate behaviors to make those changes happen.
8. Develop an anti-bullying student agreement;
The purpose of this eighth meeting is to agree on behaviors that will and will not be carried out, and listen to the voices of friends outside the agents of change about bullying.
9. Develop and practice role-playing games based on students' observations of bullying behavior in schools;

The purpose of this meeting is that students can understand the problem of bullying that occurs in school, and who is involved in the problem.

10. Towards greater action in schools;

The tenth meeting aims to explain why they are trying to make changes, create materials to convey their message, and explain how to achieve the goals of the root program.

11. Vision for roots day;

This meeting aims to create a vision for roots day, discuss and decide what roots day will be like, as well as come up with ideas for the roots day theme.

12. Publish and reinforce the message;

The purpose of this meeting is to make student initiatives/actions visible to other students, explain the roots program in preparation for the implementation of roots day in schools, explain the roots program in 2-3 sentences When friends or others ask questions, and produce material for roots day.

13. Prepare for roots day;

This meeting aims to continue the plan of efforts to make student initiatives/actions so that they can be seen by other students in the school, practice role play and other group activities, and distribute bracelets or appreciation to friends who are approached with positive behaviors.

14. Roots day;

The purpose of this material is that anti-bullying declaration activities are carried out by students for students, implementation involves all students and school elements, and displays students' creative works during intervention activities.

15. Evaluation and sustainability of roots.

The purpose of this meeting is to share their experiences during the roots program, write down ideas about what students and teachers will do for the sustainability of the roots program and change agents, and discuss future plans.

After carrying out a series of material debriefing processes for fifteen meetings, then the students who were members of thirty anti-bullying change agents were able to carry out their duties in their

respective schools as disseminators of messages and good behavior in their respective school environments to prevent and reduce bullying that occurred.

Result-2 What is civic disposition?

Civic disposition is the inner nature of human beings that is influenced by one's thoughts and behaviors related to character and ethics (Sultan, 2010: 1). In addition, the disposition can also be interpreted as a habit that sticks strongly to humans so that, the disposition that determines how the person contributes to himself, family, and also the state. Fattah (2008: 17), defines disposition as a habit that is firmly inherent in humans, groups, societies, and nations so that it has a soul and ethics so that it becomes a reflection of mental qualities, as well as morals, morals, and human character.

It is different from Hambali & Q Annes (2008: 1), which defines the disposition as a deep ocean that cannot be explored and cannot be recorded. It has evidence that one person with another human being has different characteristics in disposition. Civic disposition is included in the skills of citizens, PKN is proposed by Branson (1999, p. 8-25) in which there is about citizen insights, citizen skills, and civic character so that they can develop a good civic disposition. Its basic civic character has become the most substantive as well as a fundamental skill in the field of study of Pancasila and Civic Education. Because the skills of this disposition civic can be seen as the "estuary" of the development of the two previous skills.

Budimansyah and Suryadi (2008: 61) stated that the disposition of citizenship which is included in civic skills, in its development moves slowly, as the result of what has been taught as what has been experienced by students in the family environment, educational environment, community environment, and in civil society organizations. Based on the historical span of the application of the PPKn curriculum during the reigns of the Old Order, New Order, and Reformation, all of which have a similar direction to create a civic disposition, namely how to make a good disposition of citizens. However, efforts to cultivate the development of a good citizen

disposition often cannot be separated from interference and government interests. The problem is that when the meaning of a good state society is a state society that obeys the ruling government, then from here the beginning of the entry of political interests from the government joins and struggles in using the Civics curriculum as an effort to dismantle interests, through indoctrination strategies and make state people obedient subjects. CEE (Center of Civic Education) in Winataputra and Budimansyah (2012: 35) provides details on the competencies of the civic disposition, including: a) Politeness; b) Respecting the rights of individuals and others; c) Obey the law; d) honest; e) opening mind; f) critical thinking; g) negotiations and compromises; h) persistent; i) composition; j) patriotism; k) audacity; l) tolerance.

So it can be concluded that the civic disposition indicator is a private character as well as a public character. Where public character is a disposition that has been possessed by a person from the learning process, while public character arises because the human being interacts with other humans. What is included in the disposition of a citizen is decency, respect for the individual rights of others, obeying the law, honest, opening your mind, thinking critically, negotiating and compromising, perseverance, compassion, patriotism, courage, and tolerance.

Result-3 What is bullying?

The tendency of bullying behavior is the tendency of individuals to hurt other individuals, carried out continuously, in a relationship that is interpersonal and characterized by an imbalance of strength between the perpetrator and victim. Hargen (Magfirah & Rachmawati, 2018), states that bullying is carried out through direct attacks or overall hurting to individuals that are carried out continuously from time to time. In this case, adolescents, experiencing a change and learning have a high risk of bullying either as a victim or as the perpetrator of the bullying act. For teenagers who are looking for their identity when they interact in a good zone, good behavior will be formed. On the other hand, if the teenager has a bad zone, bad behavior will also be formed. Regarding this association, sometimes most

teenagers today are not as behaving as students when interacting in their environment. At this time, many teenagers are not ashamed of committing acts of violence, such as brawling and bullying students, both in the environment where they go to school, and outside their school environment (Leleang et al. 2021).

According to Astuti's opinion (Leleang et al. 2021), where some people often consider bullying a matter that is considered normal or normal in every order of human life. In reality, the act of bullying is abnormal behavior, and also socially intolerable. Bullying is carried out continuously and can cause fatal and serious effects. Olweus (Magfirah & Rachmawati, 2018) shared aspects of bullying including:

- a) Verbal;
Mentioning something that can hurt or laugh at someone (used as a joke) by mentioning/greeting them in terms that can offend someone, telling lies that can spread issues that make others mistaken.
- b) Indirect;
All of them reject or remove someone from the friendship association by leaving all kinds of intentional or sending notes and trying to shape other students into disliking the victim.
- c) Physical.
Committing violent acts such as hitting, kicking, pushing, playing tricks, or threatening to cause things that can hurt someone.

Bullying behavior never escapes the so-called causal factors, such as internal factors that arise from within him such as self-esteem, or personality. Septrina et al (2009), argue that when individuals have high self-esteem, they lower the bullying behavior towards them. Tumon in Auli and Fithria (2016) also added that 3 external factors can influence the occurrence of bullying, namely family, school, and peers. The characteristic of bullying is as aggressive behavior that can be destructive, its actions are carried out repeatedly and intentionally, with effects that can harm the victim, and can be followed by differences and imbalances in power between the perpetrator and the victim (Diyantini et al., 2015). Bullying can occur due to misunderstandings and prejudices

between the interacting parties. Bullying tends to be perpetrated by strong, powerful, and respectful individuals in hurting others for glory. The act of bullying always committed in the school environment is the act of hitting, pushing, pinching, kicking, giving unusual nicknames, mocking, sending small letters, and acts of sexual harassment. The high rate of bullying that occurs in schools due to the lack of good parenting that is often experienced by students results in students getting little attention, love, supervision, or upbringing students do not provide specific limits on behaviors that are not allowed to be said with permissive parenting (Pearce, 2002).

The impact of bullying in the school environment, such as people who are bullied will be afraid, and embarrassed to the point of leaving their friends, being rude, and then feeling annoyed while taking class lessons. Victims of bullying feel pain because they inflict injuries on their bodies, so they are afraid to interact with the bully. Mintasrihardi et al (2019) stated that the effects of bullying behavior for both perpetrators, victims, and people who are bullied are as follows:

- 1) Bullies: have high self-esteem so they feel that their self-esteem is also high, therefore making the perpetrator have a tough disposition, not empathize, and have uncontrollable emotions
- 2) For Victims: Those affected will always feel fear and anxiety, so this can affect the concentration of students in studying at school, even for a long time it can affect the victim's self-confidence, thus making the victim of bullying drop out of school and leading to an attitude of neglect towards their association.
- 3) For students who see: Implications for students who see bullying, they will think bullying is an understandable attitude in the environment.

Result-4 Tendency to Bullying Behavior?

The tendency of bullying behavior is the tendency of individuals to hurt other individuals, carried out continuously, in a relationship that is interpersonal and characterized by an imbalance of strength between the perpetrator and victim. Hargen (Magfirah & Rachmawati, 2018), states that bullying is carried out through direct attacks or overall hurting to individuals that are carried out

continuously from time to time. In this case, adolescents, experiencing a change and learning have a high risk of bullying either as a victim or as the perpetrator of the bullying act. For teenagers who are looking for their identity when they interact in a good zone, good behavior will be formed. On the other hand, if the teenager has a bad zone, bad behavior will also be formed. Regarding this association, sometimes most teenagers today are not as behaving as students when interacting in their environment. At this time, many teenagers are not ashamed of committing acts of violence, such as brawling and bullying students, both in the environment where they go to school, and outside their school environment (Leleang et al. 2021).

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- c) Physical
Committing violent acts such as hitting, kicking, pushing, playing tricks, or threatening to cause things that can hurt someone.

Result-5 Factors Influencing Bullying Behavior?

Bullying behavior never escapes the so-called causal factors, such as internal factors that arise from within him such as self-esteem, or personality. Septrina et al (2009), argue that when individuals have high self-esteem, they lower the bullying behavior towards them. Tumon in Auli

and Fithria (2016) also added that 3 external factors can influence the occurrence of bullying, namely family, school, and peers. One of the factors that cause a teenager or student to take negotiating actions is environmental factors. The environmental factors that are conflated are divided into two factors, namely school, and social friends. School area factors and social friends cannot be separated from students. In everyday life, students, especially teenagers, often spend time with their friends rather than family.

The factor of bullying is caused by the influence of social friends, which often gives birth to negative influences by sprinkling the idea that bullying is not a problem, but a matter that is common to do. There are times when an individual has a desire not to be dependent on family, or to seek help. So bullying often occurs because it is influenced by peers. Various kinds cause individuals to commit acts of bullying due to peer factors and the social environment. Conformity has a form and affects aspects of an individual's life. The influence of friendship of age/conformity factor socially is known as the initial stage in the group until now has many friendships so it is often referred to as gang age, so, the compatibility of friendships of the same age affects a lot in the formation of behavior. The current media factor is part of life that can influence the lifestyle of individuals through print and electronic media, the influences that arise can be good or not. This is supported by a statement from Pearce (2002), stating that some watching TV can be the cause of their aggressiveness. Finally, the factor that influences bullying behavior is the school climate because the school atmosphere is a place to gain knowledge for students. The lack of good parenting that is often experienced by students results in students getting little attention, love, supervision, or upbringing students does not provide specific limits on behaviors that are not allowed to be said with permissive parenting (Pearce, 2002).

Result-6 Impact of Bullying Behavior?

The perpetrator of bullying can be said to be bullying, it can be an individual or also a group of individuals, he or they prepare themselves to have

the power to do anything to their victims (Zakiyah et al, 2018). Bullying itself is a conflict carried out by an individual, as well as a group of individuals that aims to scare, and hurt others. Most teenagers who have physical disabilities, and economic deficiencies are very often the subject of bullying by their friends (Vista, 2021). Cases of bullying in Indonesia are increasingly occurring. In addition to the increasing number of cases, bullying also has a negative impact that can harm everyone involved, especially victims of bullying. The impact of bullying not only occurs on the victim but also the effect on the bully himself. Research that has been made by Skrzypiec et al (2012) provides an understanding of the bad effects of bullying actions that can be felt by victims, perpetrators, and victims-perpetrators of bullying actions. Bullies have low empathy in social situations. Skrzypiec et al. (2012) state that bullies have problems with negative behavior, hyperactivity, and prosocial behavior when viewed in social settings. Empathy, as well as negative, abusive, and social behaviors, are closely related to the perpetrator's reaction when the perpetrator is involved in events in the surrounding social environment. Unlike those who are bullied, their level of mental health problems is higher than that of both perpetrators and victims. Because the perpetrator, as well as the victim, are the individuals who do, but they are also victims (Slee & Skrzypiec, 2016).

Because both perpetrators and victims have social and aggressive problems (Skrzypiec et al., 2012). Furthermore, for victims of bullying, the results of a study by Skrzypiec et al. (2012) explained that victims of bullying are among the perpetrators and victims of bullying. Because the victim as well as the perpetrator have mental health problems, especially emotional symptoms (Skrzypiec et al., 2012). These things are commonplace, namely, they are alienated from society, have no friends or close friends, and do not have a good relationship with their parents (Rosen et al., 2017). The impact of bullying in the school environment, such as people who are bullied will be afraid, and embarrassed to the point of leaving their friends, being rude, and then feeling annoyed while taking class lessons. Victims of bullying feel pain because they inflict injuries on their bodies, so

they are afraid to interact with the bully. Mintasrihardi et al (2019) stated that the effects of bullying behavior for both perpetrators, victims, and people who are bullied are as follows:

1. Bullies: have high self-esteem so they feel that their self-esteem is also high, therefore making the perpetrator have a tough disposition, not empathize, and have uncontrollable emotions. The abuser tends to be able to manage things so that the abuser feels in control if left without input from others, again it can lead to the creation of other behaviors such as using the power of friends. In addition, other effects are low achievement, smoking, drug use, and lawlessness, such as fighting, skipping school, conflicts with parents and teachers, and others.
2. For Victims: Those affected will always feel fear and anxiety, so this can affect the concentration of students in studying at school, even for a long time it can affect the victim's self-confidence, thus making the victim of bullying drop out of school and leading to an attitude of neglect towards their association. Victims can also experience depression until they live alone without anyone helping. In more severe cases, the victim may become suicidal.
3. For students who see: Implications for students who see bullying, they will think bullying is an understandable attitude in the environment. In these circumstances, learners can unite with those who commit crimes for fear of becoming the next victim as well as some others who may remain and do nothing, and worse who think that it is not necessary to stop the act of bullying.

Result-7 Countering Bullying Behavior?

Many parents do not know about bullying and they do not know the consequences of this behavior. In addition, many school teachers do not want to talk about bullying in their schools, so this makes students who are bullied feel helpless (Darmayanti et al., 2019). Kowalski and Morgan (2017) argue that the first step in addressing the problem of bullying in schools is to understand and know that the problem of bullying exists. In addition, such problems arise and are identified, schools can quickly act as the first form of

prevention to overcome or reduce the occurrence of bullying, after which an intervention design is created in addressing the existing problem (Kowalski & Morgan, 2017). The process of creating a good design of prevention and intervention to minimize bullying is a comprehensive process that can reach all systems such as parents, peers, educators, school counselors, school administrators, and school residents. The school conducts research first (Kowalski & Morgan, 2017). In this case, schools can give students a short questionnaire to find out who is likely to be bullied. Students of the same gender and grade level can be understood as perpetrators or victims. Second, schools have to focus on all learners in receiving useful information about bullying that occurs in the school environment, both through traditional bullying and cyberbullying. Therefore, the research made by the school will be useful, in general not everyone has a real understanding of bullying in schools.

Furthermore, what is meant by "successful bullying prevention and prevention efforts requires attention to the factors that make individuals vulnerable to bullyings, such as the behaviors and challenges of children and adolescents, and the social elements that make them vulnerable to bullying. Children's families, schools, age groups, and communities" (Limber et al., 2016). All children have diverse social knowledge, and that indicates the need for individual attention. Among other things, the participation of learners in other forms of bullying (such as perpetrators or victims), social status in school, grades, etc. is an important change. In addition, there is an educational environment that must also be seen in prevention programs as well as interventions. Positive environments, compassion, and empathy must be applied like values, and students are taught that the act of negotiation is a negative trait that no one can tolerate (Kowalski, et al., 2012; Simon & Olson, 2014). Class is a good start in discussing bullying. The best bullying prevention and intervention programs are those that invite the best people to meetings with students about bullying.

There are many models like this and schools often use them, but they cannot provide proper attention and concentration for all levels of the current grade. Although the information provided by the speaker is very helpful, the best program is class time for discussing bullying events (Limber, Kowalski, & Agatston, 2014a). Students can be shown a situation to determine whether the situation is abusive or not. When implementing this discussion in the classroom, students can ask questions about what they know about the school's rules about bullying, how students complain about bullying behavior, and how students should respond effectively to their bullying situations. This can support students to engage in open discussions in a safe environment. It can also assist learners in positively identifying bullying attitudes. In addition, parents are always neglected and not involved in the process of preventing and controlling bullying like this, because parents in this case must participate (Simon & Olson, 2014). As bullying is currently increasing outside of school (which can affect more than students when they are in the school environment), in that regard, parents should ask questions to be aware of bullying and cyberbullying practices and communicate with children. Parents should be grateful for participating in the process of developing anti-bullying programs and regulations (Limber et al., 2016). As students and their parents work hard in their efforts to combat bullying in their schools, students will be able to reach out to their parents and encourage them to be the first place to interact with events that occur in both traditional bullying and cyberbullying itself.

Discussion

Based on the results of discussions and findings, researchers identified the problem of how the role of anti-bullying change agents in shaping civic dispositions to overcome bullying behavior. As a result of the evaluation based on references from books and journals, researchers found that the bullying that occurs today in Indonesia is still quite high, especially in the school environment starting from the secondary school level, to universities. In this case, the victims and perpetrators mostly come from peers in the school environment. The

establishment of the anti-bullying change agent program is the best effort and solution that has been implemented by the government as an effort to eliminate bullying, or also reduce the level of bullying that occurs in Indonesia today, although the current anti-bullying change agent program is still only connected to driving schools. It is also hoped that the anti-bullying change agent program can foster insight for all school communities to be more sensitive to bullying actions that occur in their school environment.

Conclusions

Facing the level of bullying that occurs in the educational environment, especially at the high school level, is indeed quite high from year to year, ranging from physical bullying, sexual bullying, cyberbullying, and others as it occurs. In this case, the government through the Minister of Cultural Education and Technology Research in collaboration with UNICEF Indonesia, which collaborates starting from 2017, has created an anti-bullying change agent program, to overcome bullying that occurs in secondary schools in Indonesia that are connected to driving schools. Regarding the efforts that have The implementation of the government through the anti-bullying change agent is considered quite good because in this case, it involves all parties in the school environment and also parents. It is hoped that this program in the future will continue to run and not only be connected to driving schools but can be applied in all schools throughout Indonesia so that bullying actions that occur in the world of education can be minimized.

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