

Humanitarian Crisis: Preventing Bullying Through Civic Education

Satrio Alpen Pradanna^{1,2}

¹Civic Education Department, Faculty of Social Science Education, Universitas Pendidikan Indonesia
Jl. Dr. Setiabudhi No. 229 Bandung 40154. Jawa Barat, Indonesia,

²Sekolah Tinggi Ilmu Tarbiyah Tanggamus
Jalan Raya Break Mayer Gisting,, Lampung, Indonesia

Corresponding author

satioalpen@upi.edu

Abstract: The frequent occurrences of bullying in school environments indicate that students today are less inclined to practice Pancasila values, particularly the second principle of “Kemanusiaan yang adil dan beradab (just and civilized humanity).” This research aims to examine the role of Civic Education in preventing bullying in schools. The research method used is a qualitative approach with content analysis, analyzing Google trends over the past five years using the keyword "Bullying in Schools," followed by an analysis of these trends through various scientific sources found via the Google Scholar search engine. Based on this analysis, it can be concluded that Civic Education contributes to creating an inclusive, safe, and respectful school environment, which is essential in preventing bullying. Through learning about Pancasila values, human rights, and social responsibility, students are taught to appreciate differences, develop empathy, and foster harmonious relationships with one another.

Keywords: Human Right, Humanity, Education, dan Bullying.

Introduction

Bullying within educational environments is a complex social issue that continues to evolve with technological advancements and the expanding social interactions among students. Bullying has become a significant problem in Indonesian educational settings, affecting students at various levels, including those with disabilities (Frontina et al., 2023). Bullying can take physical, verbal, or psychological forms, all of which negatively impact students' mental health, academic performance, and socio-emotional development. Ironically, bullying often occurs in school settings, which should be places for fostering humanitarian values, justice, and mutual respect.

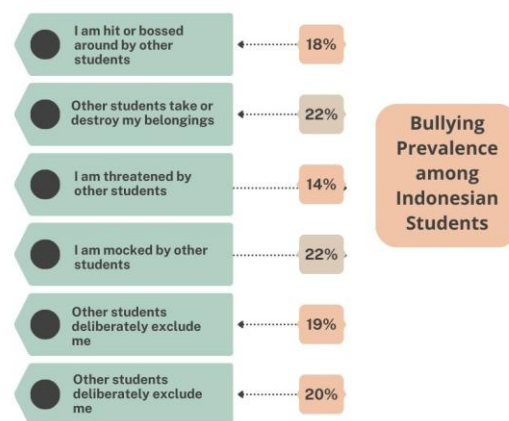


Figure 1. Bullying Prevalence among Indonesian Students (Source: Unicef, 2020).

The prevalence of bullying varies across different levels of education and is influenced by various factors (Manurung, 2024). According to data gathered by UNICEF (2020), students in Indonesian schools experience bullying, as

illustrated in Figure 1, showing responses where students reported: "I am hit or bossed around by other students" (18%), "Other students take or destroy my belongings" (22%), "I was threatened by other students" (14%), "I was mocked by other students" (22%), "Other students deliberately excluded me" (19%), and "Other students deliberately exclude me" (20%). This data is further supported by studies indicating that the percentage of students experiencing bullying is quite high, ranging between 25% and 42% in some schools (Munandar et al., 2023). Bullying can have serious psychological and emotional impacts on victims, hindering their learning environment (Manurung, 2024). Research in Indonesia has shown that children who are victims of bullying have lower well-being than those who are not victimized (Borualogo & Casas, 2021).

The application of Pancasila principles is crucial for moral enhancement and character building, especially in combating digital bullying (Setiawan et al., 2024). Pancasila acts as a filter against the negative effects of globalization and must be continually instilled across all levels of society (Puji, 2017). Pancasila, as the foundation of the state and moral guide of the Indonesian nation, emphasizes the importance of respect for others, particularly in its second principle, "Just and Civilized Humanity." This core value teaches every citizen to treat others with respect, honor their rights, and reject all forms of violence, including bullying. The values of Pancasila—faith in God, humanity, unity, democracy, and justice—need to be internalized and practiced by individuals and communities to foster awareness and responsibility in social, national, and state life (Latif, 2013). Therefore, it is important for schools to integrate these Pancasila values into all aspects of education, particularly through the subject of Civic Education. Based on the background presented, this research will address the research question: How does Civic Education play a role in preventing bullying cases within educational environments as a reinforcement of humanitarian values?

Materials and Methods

Methods

This research methodology uses a qualitative approach with content analysis methods by Zuchdi & Afifah (2021) to explore the role of Civic Education in preventing bullying cases in schools. The researcher begins by collecting secondary data through Google Trends to analyze the popularity of the keyword "Bullying in Schools" over the past five years. This data provides an overview of search patterns and public attention trends related to bullying cases in school environments. Additionally, the researcher gathers relevant scientific literature through Google Scholar, including academic studies and scientific articles on bullying, Civic Education, and the implementation of Pancasila values in education. This literature serves as a theoretical reference to deepen the understanding of the relationship between Civic Education and bullying prevention in schools.

Data analysis

The analysis is conducted using content analysis by identifying themes, patterns, and relationships between bullying trends in schools and the values taught in Civic Education, particularly the humane and civilized values of Pancasila. The analysis results are then interpreted to understand how Civic Education can contribute to creating an inclusive and bullying-free school environment. The discussion focuses on the implications of the findings for implementing Civic Education in schools, as well as recommendations for strengthening character education based on Pancasila values. Conclusions are drawn based on interpretive results that affirm Civic Education's important role in reducing bullying by instilling values of respect for differences, empathy, and social responsibility among students. Through this methodology, the study aims to provide a more comprehensive understanding of the contribution of Civic Education in preventing bullying and fostering a more harmonious school environment that respects diversity.

Results and Discussion

Result-1



Figure 2. Keyword "Bullying in Schools" based on Interest over Time in Google Trends.

Figure 2 displays the search trends for the keyword "Bullying in Schools" in Indonesia from 2019 to 2024 based on Google Trends. This scale shows search interest measured relative to the peak popularity during this period, with a value of 100 indicating the highest peak in search popularity for this keyword, while a value of 50 indicates half the interest, and a value of 0 denotes insufficient data. From 2019 to early 2022, interest in the topic "Bullying in Schools" was relatively low and stable, indicating that this issue had not yet drawn significant public attention at that time. However, at the end of 2022, there was a significant spike reaching a value of 100, indicating the highest peak in searches related to bullying in schools. This surge was likely caused by major events or bullying cases that attracted national public attention, or by awareness campaigns that increased public interest in this issue. After reaching this peak, search interest experienced fluctuations, with several periods of ups and downs until 2024.

By mid-2024, search interest showed an increase again, reflecting heightened public awareness or concern regarding the issue of bullying in schools in Indonesia. This fluctuating trend indicates that public interest in bullying issues arises sporadically, possibly driven by various factors such as media coverage, government initiatives, or relevant social campaigns. This data can serve as an indicator of the need for more sustainable educational policy strategies or intervention programs to address bullying in schools, considering that public attention to this issue seems to potentially increase at certain times.

Result-2

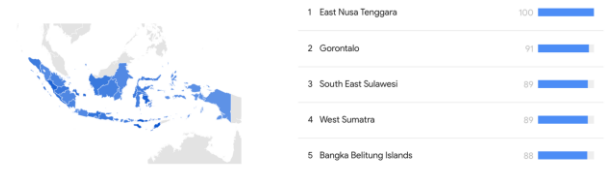


Figure 3. The Keyword "Bullying in Schools" Based on Interest by Subregion on Google Trends

Based on Google Trends data shown in Figure 3, search interest related to the topic "Bullying in Schools" in Indonesia shows varying levels of intensity across different regions. East Nusa Tenggara appears as the region with the highest proportion in this search, meaning that here, the topic of bullying in schools is a primary concern compared to other topics sought by the public in the area. This high interest may be due to several factors, such as high-profile bullying cases, anti-bullying campaigns, or increased public awareness of bullying's impact on students' well-being. Other regions also showing high interest include Gorontalo, Southeast Sulawesi, West Sumatra, and the Bangka Belitung Islands, each with a high popularity score (above 85 on a scale of 100). These scores indicate that interest in these regions is considerable, although the specific reasons may vary. For instance, there may be local government or educational initiatives aimed at raising awareness of the dangers of bullying in schools, which then encourages more people to seek information on the subject.

It should be noted that a high score does not indicate the number of people conducting searches but rather the percentage or proportion of searches related to bullying in schools compared to the total searches in that region. For example, in East Nusa Tenggara, a score of 100 means that interest in bullying in schools holds the highest proportion compared to other topics searched by the local population. This does not mean that more people are searching than in other areas; rather, it shows that, proportionally, this topic receives significant attention. This increase in interest can reflect growing public awareness of the harmful psychological and physical effects of bullying on students. Additionally, this data could serve as a signal for policymakers, schools, and the general public to pay closer attention to this issue and develop effective programs or policies to prevent

and address bullying in school environments, aiming to create a safe and supportive learning environment for all students.

Result-3

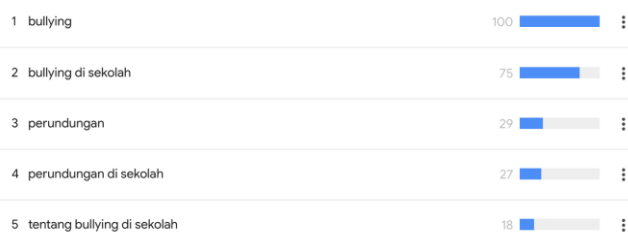


Figure 4. Keywords “Bullying in Schools” based on Related Topics in Google Trends.

Based on the Google Trends search data in Figure 4, there is significant public interest in the issue of "Bullying in schools," as reflected by a high search popularity score of 75, close to the main topic "bullying," which scores 100. This suggests that the school environment is a primary focus in public discussions about bullying, likely tied to the perception that schools are one of the places where bullying frequently occurs and needs serious attention. Besides the term "bullying," people also use the local term "perundungan" to search for related information, though less frequently, indicating cultural influences and potential differences in the perception of bullying between the Indonesian and English languages.

The high search volume related to "bullying in schools" indicates increasing public concern over the negative impact of bullying on students, particularly concerning their psychosocial and academic well-being. This underscores the urgency for educational institutions to strengthen anti-bullying policies and provide effective prevention strategies. These findings may also prompt policymakers in education to design school-based intervention programs, such as awareness training for students, empowering teachers and parents to recognize signs of bullying, and adopting a collaborative approach among schools, students, and families.

Furthermore, this data highlights the importance of further research focused on bullying behavior patterns in schools and its impact within the Indonesian cultural context. Research could include in-depth interviews with students and teachers to understand the root causes of bullying

and explore differences in perception and anti-bullying practices in Indonesia compared to other countries. In conclusion, the high search volume related to "bullying in schools" reveals that this issue is a major public concern and requires a response through comprehensive educational policies and in-depth academic research to create a safe and supportive learning environment for all students.

Discussion

The issue of bullying in schools is an urgent humanitarian crisis that requires serious attention from various parties, especially within the educational context. Civic education holds a strategic role in shaping students' character and moral values (Pertiwi & Dewi, 2024; Pradanna, 2023; Sulianti et al., 2019). In this regard, civic education can serve not only as an introduction to citizens' rights and responsibilities but also as a tool to instill deep humanitarian values, particularly through the state ideology reflected in Pancasila. The second principle of Pancasila, which emphasizes the importance of just and civilized humanity, is highly relevant in the context of bullying. These values underscore the importance of respecting the dignity of every individual, regardless of differences. The application of these humanitarian values in education is expected to foster empathy and solidarity among students. In practice, through learning integrated with Pancasila values, students can be taught to understand the psychological and social impact of bullying actions. As a result, they will be better equipped to combat such behaviors and create a safe and inclusive school environment.

Data from Figure 2 shows that interest in bullying issues saw a significant increase at the end of 2022. This spike may have been triggered by specific incidents that attracted public attention or awareness campaigns initiated by various parties. This phenomenon reflects that the public is increasingly concerned about bullying issues and recognizes the need for concrete actions to address them. Waghid (2015) emphasizes that education based on humanitarian values is essential in educating students about the consequences of bullying behavior and the importance of creating

positive social relationships. Civic education serves as a vital foundation in instilling humanitarian values by guiding students toward understanding the social consequences of actions like bullying and the importance of fostering positive social relationships. By internalizing the principles of democracy, empathy, and tolerance, citizenship-based education promotes the formation of a strong collective awareness of humanitarian issues, thereby helping to build an environment that supports the development of responsible and humane student character. This demonstrates that civic education can serve as a foundation for building collective awareness on this issue. This approach can create a robust support network in addressing bullying, where all parties have a role and responsibility in creating a safe and supportive learning environment. Research has shown that two main approaches to reducing bullying in schools are creating a positive school climate and implementing social-emotional learning, both of which can help shape a supportive and safe school environment for all students (Divecha, 2021).

Figure 3 shows variations in search interest related to bullying across different regions, with East Nusa Tenggara as the region showing the highest interest. This high interest suggests that bullying is regarded as a serious and relevant issue in that area. Therefore, civic education that integrates Pancasila values needs to be adapted to the local context. By developing anti-bullying programs relevant to the local social and cultural conditions, it is hoped to create a higher level of public awareness of the impact of bullying. To strengthen efforts to prevent bullying in schools, developing self-awareness and empathy among students is an effective initial step, as it helps them understand the negative impacts of bullying and fosters healthier social relationships (Puspitasari, 2023). This also indicates that the local community needs to be involved in the educational process to ensure the program is accepted and effectively implemented. As shown in Figure 4, the issue of bullying in schools has become a major focus in public discourse, with a high search popularity related to this topic. This indicates that the public is increasingly aware and concerned about the negative impacts of bullying. Therefore, it is important for educational institutions to formulate

comprehensive policies, including not only training for teachers and students but also involving parents and the broader community. Special training for school principals on handling and preventing bullying is also essential to support a deeper understanding and consistent, thorough implementation of anti-bullying programs in the school environment (Faridah, 2020).

Conclusions

Civic Education plays a strategic role in shaping students' character through humanitarian values, especially in the context of preventing bullying in schools. Based on Pancasila, particularly the second principle of a just and civilized humanity, Civic Education emphasizes the importance of respecting individual dignity and building empathy and solidarity among students. This helps students understand the negative impacts of bullying and fosters an inclusive school environment. The increased public attention to the issue of bullying, as reflected in various search data, indicates a growing public awareness of the need for concrete actions to address bullying. In regions with the highest interest, such as East Nusa Tenggara, the application of Pancasila values tailored to the local context and culture through relevant anti-bullying programs can raise broader awareness. Furthermore, community involvement in the educational process and specialized training for school principals to support the consistent and comprehensive implementation of anti-bullying programs are also key to creating a safe and supportive learning environment in schools.

References

- Ambiro Puji, A. (2017). Menjaga Eksistensi Pancasila Dan Penerapannya Bagi Masyarakat Di Era Globalisasi. *Jurnal Pancasila dan Kewarganegaraan*, 2(1), 59–72. <https://doi.org/10.24269/v2.n1.2017.59-72>
- Borualogo, I. S., & Casas, F. (2021). Subjective Well-Being of Bullied Children in Indonesia. *Applied Research in Quality of Life*, 16(2), 753–773. <https://doi.org/10.1007/s11482-019-09778-1>
- Divecha, D. (2021). Apa Cara-Cara Terbaik Mencegah Perundungan Di Sekolah. *Jurnal Lazuardi*, 4(2), 94–98. <https://doi.org/10.53441/jl.Vol4.Iss2.63>

- Faridah, F. (2020). Pelatihan Penanganan dan Pencegahan Perundungan bagi Kepala Sekolah Menengah Atas di Kabupaten Gowa. *PENGABDI: Jurnal Hasil Pengabdian Masyarakat*, 1(2), 146–152. <https://doi.org/10.26858/pengabdi.v1i2.18347>
- Frontina, T., Budiarti, R. R., & Adrian, D. P. A. (2023). Masalah Perundungan di dalam Lingkup Pendidikan: Studi Kasus terhadap Siswa Disabilitas. *PASCA: Jurnal Teologi dan Pendidikan Agama Kristen*, 19(1), 84–94. <https://doi.org/10.46494/psc.v19i1.248>
- Latif, Y. (2013). *Negara Paripurna: Historitas, Rasionalitas dan Aktualitas Pancasila*. Gramedia Pustaka Utama.
- Manurung, F. (2024). Bukan Lagi Korban: Edukasi Pembuli di Perguruan Advent Lumban Gambiri. *AKM: Aksi Kepada Masyarakat*, 4(2), 465–472. <https://doi.org/10.36908/akm.v4i2.981>
- Munandar, H., Rina, S. J., & Jabit. (2023). Upaya Pencegahan Tindakan Perundungan Melalui Penguatan Pendidikan Karakter Pada Siswa SD Negeri 19 Banda Aceh. *Jurnal Tunas Bangsa*, 10(1), 34–47. <https://doi.org/10.46244/tunasbangsa.v10i1.2085>
- Pertiwi, P. I., & Dewi, D. A. (2024). Pentingnya Pendidikan Kewarganegaraan Untuk Membangun Karakter Warga Negara Indonesia. *Konstruksi Sosial: Jurnal Penelitian Ilmu Sosial*, 3(4), 105–110. <https://doi.org/10.56393/konstruksisocial.v1i12.275>
- Pradanna, S. A. (2023). Menaklukkan Gelombang Revolusi Industri : Bagaimana Pendidikan Kewarganegaraan Bisa Menjadi Kunci? *JPKN: Jurnal Pendidikan Kewarganegaraan*, 7(2), 178–195.
- Puspitasari, P. (2023). Mengembangkan Kesadaran Diri Pada Siswa Untuk Mencegah Tindak Perundungan Di Sekolah Dasar. *Dharmas Education Journal (DE_Journal)*, 4(1), 16–22. <https://doi.org/10.56667/dejournal.v4i1.901>
- Setiawan, A., Aini, Q., Wardhani, L., & Asrori, M. A. R. (2024). Penguatan Nilai Pancasila dan Perlindungan Hukum Korban Perundungan Guna Meredam Perundungan di Era digital. *Yustitiabelen*, 10(1), 27–35. <https://doi.org/10.36563/yustitiabelen.v10i1.944>
- Sulianti, A., Safitri, R. M., & Gunawan, Y. (2019). Implementasi Pendidikan Kewarganegaraan Berbasis Kearifan Lokal dalam Membangun Karakter Generasi Muda Bangsa. *Integralistik*, 30(2), 100–106. <https://doi.org/10.15294/integralistik.v30i2.20871>
- UNICEF. (2020). *Perundungan di Indonesia: Fakta-fakta Kunci, Solusi dan Rekomendasi*. <https://www.unicef.org/indonesia/media/5691/file/FactSheetPerkawinanAnakdiIndonesia.pdf>
- Waghid, Y. (2015). Cultivating responsibility and humanity in public schools through democratic citizenship education. *Africa Education Review*, 12(2), 253–265. <https://doi.org/10.1080/18146627.2015.1108003>
- Zuchdi, E. D., & Afifah, W. (2021). *Analisis Konten Etnografi & Grounded Theory, dan Hermeneutika Dalam Penelitian* (Vol. 314). Bumi Aksara