

## ANTI BULLYING PROJECT “STOP BULLYING EVERYWHERE, EVERY TIME, AND FOR EVERYONE” TO STRENGTHEN THE PANCASILA STUDENT PROFILE

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### ABSTRACT

*This study describes the project of anti-bullying “Stop Bullying Everywhere, Every time, and for Everyone” as a strengthening of Pancasila’s profile of students. This study employed a qualitative method with a descriptive approach. The research subjects were teachers, parents, and children in the sixth grade of elementary school. The data collection techniques used were interviews, observation, and documentation. Data analysis techniques used the Miles and Huberman models. The study showed that the project of “Stop Bullying Everywhere, Every time, and for Everyone” arose when children experienced traumatic bullying, which often happened to them and their classmates. The students felt uncomfortable at school and wanted to find solutions to their problems by discussing and identifying bullies. The character of mutual cooperation was stimulated when the children worked together to identify their problems and discuss activities related to the Stop Bullying campaign. The students showed concern for their fellow friends and were willing to share their experiences in dealing with bullying. Meanwhile, the attitude of global diversity can be seen in the attitude of understanding various languages, the cultural accent of each friend, being able to collaborate with anyone, and being best friends with everyone.*

**Keywords:** *Stop Bullying, Project Method, Strengthening the Pancasila Student Profile, Elementary School Student*

### INTRODUCTION

The society 5.0 era is known as the digital era, which has become global, meaning the formation of an all-digital society, which is integrated in every activity of oneself and the environment. This is also experienced in elementary school children; sometimes they are lazy to go to school, they feel stressed, they are not strong enough with their friends at school because they often have conflicts in making friends, have difficulty choosing friends who can be invited to work together, and do not understand each other’s differences. One case that is still a problem in the world of education is *bullying*. In Indonesian, bullying is the equivalent word for *bullying*. *Bullying* is the act of using power to hurt a person or group of people verbally, physically, or psychologically so that the victim feels pressured, traumatized, and helpless. The word *bullying* comes from English, namely from the word “*bull*” which means a bull who likes to duck here and there. In Indonesian, etymologically the word “*bully*” means bully, someone who bullies weak people. The perpetrators of *bullying*, which are commonly called *bullies*, can be

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a person or a group of people, and they perceive themselves to have the power to do anything to their victims. Victims also perceive themselves as weak.

Helpless and always feel threatened by *bullying*. Prevention efforts by education units include creating an environment free from violence, building safe, comfortable, and pleasant environment, acts of violence. Education units are also required to guarantee the security, safety, and comfort of students. Students must immediately report to their parents or guardians, including seeking information if there has been an alleged act of violence against students as victims or perpetrators.

Based on the results of interviews with six elementary school (SD) teachers at several elementary schools in Pakis District, Malang Regency in the 2022/2023 academic year and reinforced by the opinions of the student's guardians who stated that cooperative habits are difficult to apply and children prefer to imitate foreign culture rather than local culture, this shows that the character of mutual cooperation and global diversity is not well formed. The six teachers stated that some of their students had not fully completed group work because online learning was due to the COVID-19 pandemic. The teacher's statement that some students in the class, if given an assignment, are reluctant to attempt to complete group work with their friends and often choose to do it themselves without asking for help from friends in class to seek security in completing their assignments.

From this statement, the internal factors for the formation of individual attitudes as well as for high-grade elementary school-age children between the ages of 10 and 12 years are known as the pre-puberty period, where students are sometimes emotionally unstable, often offended, and easily shaken in their enthusiasm for accepting differences between friends. This agrees with Dusalan and Wirahmad (2022) that elementary school age is the initial education that children receive both academically, cognitively, emotionally, socially, and morally as the foundation of basic education, which should be grown in the right way or method through a process of continuous activity, because the aspect of development is very extraordinary. At this stage, children can think logically and concretely, and they can use their minds to make connections between one thing and another. However, at this stage, they are still unable to think abstractly (verbally without real objects), so the teacher must be able to build a pleasant learning atmosphere for children to train their problem-solving skills (Hijriati, 2021). During the recovery period after the COVID-19 pandemic, the government gave freedom to each educational unit to determine the application of the curriculum that was right for the learning needs of its students (Andari, 2022), one of which was the implementation of an independent curriculum that was adjusted to the readiness of teachers and education staff (Sartini & Mulyono, 2022). School institutions are given the freedom to participate in learning activities, both practices and projects, which are the result of class agreements that must have outputs, rules, and consequences as well as school agreements that include parents of students, school committees, or stakeholders involved by educators to facilitate learning activities.

The project to strengthen the Pancasila student profile is part of the Merdeka Curriculum objective. Schools can choose activity themes according to the project development guidelines for strengthening the Pancasila student profile that have been determined to facilitate curriculum implementation for implementing teams that have been formed by school institutions. The project is a series of activities to achieve certain goals that have been set according to the theme with the aim of creating active learning (Rati et al., 2017). This project must have a clear design so that students can conduct investigations, solve problems, and make decisions. Students can work together within a scheduled time frame to produce accountable products and/or actions.

In fact, the knowledge of teachers implementing the Pancasila Student Profile Strengthening Project (P5) in schools is still limited. This information is due to the lack of socialization, education, and training received by teachers. From the results of observing the implementation of P5 in Pakis sub-district elementary schools, many schools in this area have already implemented the Independent Curriculum (Kurmer) even though they have just

received socialization on the implementation of the Independent Curriculum. The school that implemented Kurmer was the one of the Excellent Private Elementary School, Pakis District, Malang Regency, at the beginning of the 2022/2023 school year. This school has carried out a project to strengthen Pancasila's profile of students with the topic "*Stop bullying happens everywhere, every time, and for everyone*". This study describes the no bullying project as strengthening the profile of Pancasila students at the one school in Malang Regency.

## RESEARCH METHOD

This study uses a type of qualitative research with a descriptive approach to systematically describe verbal items found at the research location. This descriptive qualitative research is also focused on answering research questions related to the questions of who, what, where, and how an event or experience occurred so that it is finally studied in depth to find patterns that emerged in the event (Yuliani, 2020). Therefore, a teacher must be able to describe a detailed picture of how activities or projects are prepared to be carried out and evaluated at school. As a container for monitoring symptoms or problems that arise in behavior in the environment of their students. This study aims to provide a detailed understanding of students' behavior, emotions, attitudes, and experiences while participating in P5 activities at their school (Mohajan, 2018).

This research was conducted at the one school in Elementary School, which is known as a school that humanizes humans, meaning private school was founded because of the founder's big dream about a school concept, not just academic learning and value competition, but school as a place to learn many things about life. This school is in Pakis District, Malang Regency, located at Jalan Sawojajar II No. 18. Perum Grand Permatajingga, Sekarpuro, Pakis, Malang, East Java. This research was conducted in the 2022 academic year. The research subjects were 1 driving teacher, 1 accompanying teacher, 2 student guardians who knew about children's development while at home, and 20 Grade VI children who were involved in the learning process.

Data collection techniques in this study included observation, interviews, and documentation. Observations were made by researchers who were directly involved in learning activities at private school from the initial activities until the children returned home. The interviews were conducted with face-to-face and verbal direct contact with the research data sources, namely with 1 driving teacher, 1 accompanying teacher, 20 children, and two student guardians. Documentation, namely documents in the form of photos of activities and other supporting data such as project modules. The instrument grid is shown in Table 1.

Table 1. Instrument Grid

No.	Indicator	Sub-Indicators	Technique	Source
1	Project " <i>Stop Bullying happens everywhere, every time, and For Everyone</i> " to strengthen the character of Gotong Royong	a. Forms of activity b. Supporters and inhibitors c. Responses of Children, Parents and Teacher Response	Observation, Interview, and Documentation	Classroom teachers, companion teachers, students and parents
2	Project " <i>Stop Bullying happens everywhere, every time, and For Everyone</i> " project to strengthen the attitude of global diversity	a. Forms of activity b. Supporters and obstacles c. Responses of children, parents and teacher responses	Observation, Interview, and Documentation	Classroom teachers, companion teachers, students and parents

The collected data were then analyzed using the Miles & Huberman model, which included data reduction, data presentation, and drawing conclusions. Details are presented in the chart in Figure 1.

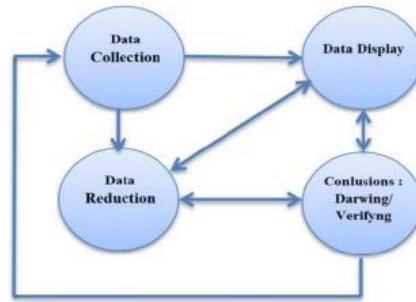


Figure 1. Process of analyzing qualitative research data (Rijali, 2019)

The next step is to test the validity of the data to determine the actual data. Testing the validity of the data in this study used the source triangulation technique, i.e., comparing and checking the correctness of data or information obtained from both class teachers, accompanying teachers, children, and student guardians. In addition, using the triangulation technique method, namely comparing the results between data collection techniques, namely the results of observations, interviews, and documentation to check the level of trust or validity of the data (Syahrani, 2020).

## FINDINGS AND DISCUSSION

The Pancasila Student Profile is a government effort to address national problems due to advances in education, technology, socio-cultural shifts, environmental changes, and differences in the future world of work in the field of education and to complete graduate profile competencies and enrich character about Pancasila values (Rusnaini, et al, 2021). Cyberspace is a new challenge in the digital era because everyone can make it viral through mass media and social media. The number of factual cases that occur in the world of education is phenomena of intolerance. Such as information on the bullying case of elementary school children in Malang Regency, Detik Jatim news, November 22, 2022, which was a *trending topic* and was widely discussed last year, bullying cases of third-grade students at the Superior Elementary School in Palangka Raya City, victims of trauma after being physically beaten, news source kaltengpos.jawapos.com on March 22, 2023. An elementary school student's shirt died because of being beaten by friends and upperclassmen, Beritaliputan 6, Jakarta, May 22, 2023.

Based on a case that has become a phenomenon that is actually a cliché, it shakes the soul of educators to mutually strengthen the nation's morals through character education (Kahfi, 2022). A person's success depends not only on knowledge and technical competence but also on self-management skills and those of others. To improve character education, the Minister of Education and Culture, Nadiem Anwar Makarim, has made the Pancasila student profile one of the Vision and Missions of the Ministry of Education and Culture, as stated in Permendikbud Number 22 of 2020 concerning the Ministry of Education and Culture's strategic plans for 2020–2024 (Tricahyono, 2022). There are six dimensions of the Pancasila Student Profile: (1) Have faith, fear God Almighty, and have noble character, (2) Independence, (3) Work together, (4) Global diversity, (5) Critical reasoning, and (6) Creative thinking.

The six dimensions are translated into several elements, which are translated back into sub-elements and complemented by competencies at the end of the basic education phase. The selection of general themes is based on school readiness, issues or topics that are currently happening, and themes that have not been done before. Schools can develop themes into more specific topics according to the culture and conditions of the region. Elementary schools are required to choose at least two themes each year: a sustainable lifestyle, local wisdom, unity in diversity, engineering and technology to build the Unitary State of the Republic of Indonesia, and entrepreneurialism. The following are the stages of project implementation and the implementation process: (1)

Designing the time allocation and dimensions of the Pancasila student profile, (2) Forming a team of project facilitators, (3) Identification of the education unit readiness level, (4) Selection of general themes, (5) Determining specific topics, and (6) Designing project modules.

Each school has a different level of readiness; therefore, it is necessary to identify school readiness for the stages of performing the project along with the stages of school readiness in category: (1) Initial stage: schools that do not yet have a system for preparing and implementing project-based learning, educators are new to the concept of project-based learning, and schools are running projects internally (not involving outsiders), (2) Developing stage: the school already has and is implementing project-based learning, the concept has been understood by some educators, and the school is starting to involve parties outside the school to help with one of the project activities, and (3) Advanced Stage: Project-based learning has become a school habit. The concept of project-based learning is understood by all educators, and schools have collaborated with parties outside the school so that the impact of the project can be expanded and replicated in a sustainable manner (Kemendikbud Ristek, 2021).

In this study, researchers focused on two dimensions selected by primary schools in Malang Regency: mutual cooperation and global diversity. This is in accordance with the results of interviews with several teachers who conveyed that children's attitudes toward cooperation between friends are lacking, often being picky about friends. This is apart from the long-term impact of missing face-to-face lessons as well as the age characteristics of sixth graders who are pre-puberty so that emotional turmoil due to differences in attitudes and thoughts can spark conflict between friends when choosing friends for discussion or group work, as well as bullying between friends and bringing up parents' names. In this condition, some parents fully surrender to school because of the demands of the world of work, which no doubt takes up a lot of their time (Dewi, 2020). Therefore, it is necessary to strengthen students' mutual cooperation in building positive habits such as mutual assistance and assistance to friends in need, empathy, and a high sense of solidarity with friends (Hayati & Utomo, 2022).

Considering what has been discussed above, the government in the Ministry of Education and Culture and Research and Technology (2021) must implement the following principles: (1) *Holistic*, meaning that the theme of the activities to be carried out is not the theme of the subject matter, but various perspectives and knowledge content in an integrated manner can encourage all components, including schools, students, teachers, stakeholders, and the reality of everyday life, to see meaningful learning relationships, (2) *Contextual*, meaning that the purpose of the theme or name of the activity is based on local problems that occur in their respective areas, based on real experiences faced by students in their daily lives. So that teachers and students can explore the potential of the surrounding environment and the realities of their daily lives as the main material for implementing projects (Muhartini et al., 2023), (3) *Focusing on students*, teachers are expected to reduce their role as the main actors in learning activities and preferably become facilitators who can provide many opportunities for their students to explore many things, and (4) *Explorative*, meaning that educators can design and implement activities in a systematic and structured manner to facilitate implementation, which can encourage their students to process inquiry and develop themselves from the abilities students have acquired in intra-curricular lessons.

The theme chosen in P5 phase C at elementary school is a sustainable lifestyle with the topic "*No bullying happens everywhere, every time, and for anyone*". In line with the opinion of Muhartini et al. (2023), this contextual topic helps students associate activity material with real-world situations and encourages students to have many connections in learning, so the knowledge they have will be more meaningful (Muhartini et al., 2023). This theme was chosen because of the many polemics of students complaining about their discomfort with friends in class who bullied and carried out acts of physical violence to the point where they complained to their parents. Through this activity to stimulate mutual cooperation, namely empathy and a sense of mutual assistance between

friends and a global diversity attitude, students can make friends with all friends and establish good cooperation (Yulianti, 2019).

The implementation of the Pancasila student profile project is divided into six dimensions, meaning that there are six forms of reinforcement. This study describes the dimensions of mutual cooperation developed in the sub-elements, namely, the attitude of cooperation in determining the formulation of problems that occur in the surrounding environment, the ability to design project designs, and the dimensions of global diversity developed in the sub – elements.

Table 2. Stages in the “No bullying happens every time, everywhere for everyone” project

<b>Introduction Stage: Looking for initial data and introducing bullying, its types, causes, and examples of cases of bullying</b>			
1. Project to strengthen the profile of Pancasila students	2. Observation	3. Understand bullying, types, causes, and examples of bullying cases	
<b>Stage: Contextualizing problems around the environment</b>			
4. Determine the formulation of the problem	5. Design the design of the project to be made	6. Make observations	
<b>Action Phase: Collaborate to create concrete actions related to the problems that occur</b>			
7. Analyze the data that has been collected	8. Find alternative solutions to problems	9. Make product	10. Harvest Work
<b>Reflection and Follow- Up Stage: Reflecting and thinking about follow-up on the projects that have been carried out</b>			
11. Reflection and follow-up			

Table 3. Dimensions, Elements and Sub-elements of the Pancasila Student Profile

<b>Dimensions of the Pancasila Student Profile</b>	<b>Pancasila Student Profile Elements</b>	<b>Pancasila Student Profile sub-element</b>	<b>Achievement Target at the end of Phase C</b>	<b>Related activity</b>
Global diversity	Social justice	Active build an inclusive, just and sustainable society	Comparing several actions and practices for improving the school environment that are inclusive, fair and sustainable, taking into account their long-term impact on humans, nature and society	4, 6, 7, 8, 10, 11
Worked together	Collaboration	Cooperation	Work together in determining the formulation of problems that occur in the surrounding environment, able to design project designs	4, 5, 6, 7, 8, 9, 10

The project "Stop Bullying happens everywhere, every time, and for everyone" was conceived with the aim of strengthening the profile of Pancasila students through understanding student interactions in the school environment and campaigning for a culture of non-violence and peace.

This activity begins by observing student interactions in the school environment and on the internet. Furthermore, by developing problems through the data obtained, students are invited to find solutions to the problems and to take concrete actions by making products to campaign for a culture of anti-violence. Through this project, students are expected to be able to develop two dimensions of the Pancasila Student Profile, namely Global Diversity and Mutual Cooperation, along with related elements.

Things to note before starting the project:

1. The school's commitment to be consistent in preventing violence or *bullying* in the school environment. Build awareness among all school members to work together against bullying. Is there positive interaction between students at school and the internet? It is necessary to conduct an assessment first by the teacher and the school related to student interaction on social media and the internet. Student understanding of the types of bullying.
2. The Project "*Stop bullying happens everywhere, every time, and for everyone*" project for the Mutual Cooperation Dimension. The dimensions and elements of mutual cooperation are the ability of students to perform activities together voluntarily so that the activities can run smoothly, easily, and lightly. Graduate profile competencies besides students having knowledge competence but also making students with character. The elements of *gotong royong* are collaboration, caring, and sharing (Kemendikbudristek, 2022). Collaboration means that students can work together with others accompanied by feelings of pleasure when they are together and show a positive attitude toward others. He is skilled at cooperating to achieve common goals by considering the diverse backgrounds of each group member. This is in accordance with the 21<sup>st</sup> century skills needed by the world of work in the future, namely, students are trained to have skills that include the ability to respect and cooperate with different students (Yokhebed, 2019). The following are group discussion activities carried out by class VI students to solve *bullying problems* that often occur in class.



Figure 2. Group discussion

Based on the results of the discussion, identification of *bullying practices* in class and discussions related to some of the things included in *bullying* activities and observing the willingness of sixth grade students to perform cooperative actions in determining the formulation of problems that occur in the classroom environment and at school and outlining problem solving in the form of project design patterns of discussion with friends in class from various cultures.

There is good collaboration between friends in compiling simple reports on the results of identification in discussions, and each member gives his opinion as a form of awareness among members or caring about friends and sharing information by providing reinforcement of the weaknesses and strengths of each response. In the following, the development of sub-elements between phases c is shown by the rubric for assessing cooperation in the mutual cooperation dimension.

Table 4. Dimensions of Mutual Cooperation

Sub-element	Undeveloped	Start growing	Growing as expected	Very thriving
Cooperation	Still need to be reminded to work together in determining the formulation of problems that occur in the surrounding environment, being able to design project designs	Following others in determining the formulation of problems that occur in the surrounding environment,	Receive and carry out the tasks and roles given by the group in determining the formulation of problems that occur in the surrounding environment	Showing action cooperate in determining the formulation of problems that occur in the surrounding environment, able to design project designs

### Supporters and Inhibitors

Based on the interviews with class teachers, there are several supporting factors in the preparation and implementation of the bullying project at elementary school. The first supporting factor is the school. Elementary School enables teachers to design no bullying projects according to problems in class and class agreements. The school also supports the project by financing the creation of no bullying posters. All students are enthusiastic about being involved in solving problems in the classroom and the school environment, and are supported by their parents in completing the materials and tools needed for technical implementation.

The inhibiting factor in the preparation and implementation of P5 was that during the activity, there were several children who were not present at school due to illness and some had family events, so projects that should have been completed were delayed. The solution chosen by the class teacher was to invite friends who had finished the project to help complete the project for the friend who was excluded.

### Response of the Children, Parents, and Teachers

Researchers gather data by interviewing representatives of each group and expressing their opinions. They are very happy because they can directly work with all friends to help reduce bullying attitudes in the classroom and school environment through joint discussion activities in determining the formulation of problems that occur in the surrounding environment, being able to design project designs in solving solutions as stated by the ideal school. All feel happy and proud of themselves and give each other appreciation for support, positive praise, and finally health. All of them have experienced coughs, colds, and other illnesses, but this has not prevented them from always doing good and supporting their achievements (Dewi, 2020). In addition, the results of observations 99% of students displayed cooperative actions in determining the formulation of problems that occurred in the surrounding environment, were able to design simple reports, and presented project designs in front of forums of class VI friends.

The “*Stop Bullying happens everywhere, every time, and for everyone*” project for the Global Diversity Dimension. Diversity means various, various, many, various types or forms, compound, and plural, which indicate differences and similarities in the mindset or point of view of life values. Diversity is a form of diversity in values, ethnic culture, religion, race, or mutual cooperation in Indonesian society. On the basis of interviews with the teacher and observations during the process of this activity, students seemed enthusiastic about participating in discussions to solve problems. Students in each group were asked to respond to the topic "no bullying happens everywhere, every time, and to anyone" and the responses were presented to their friends. This agrees with the opinion of Komang et al. (2022) that the attitude or character of global diversity appears in students who have a spirit of respect for existing cultural diversity by maintaining a noble culture, locality, and identity, and still have an open mind in interacting with other cultures and fostering mutual respect so that a new culture is formed that is positive and does not conflict with the nation's noble culture.



Table 5. Global diversity attitude grid  
(Adopted from Setyowati et al., 2022)

No.	Indicators	Description of student attitudes
1	Know and appreciate culture	<ul style="list-style-type: none"> <li>• Friends with everyone at school</li> </ul>
2	Intercultural communication skills in interacting with others	<ul style="list-style-type: none"> <li>• Establish cooperation with anyone regardless of religion, ethnicity, race</li> <li>• Mutual understanding of language, logo of each tribe, and culture</li> <li>• Want to learn other people's culture</li> <li>• Can adapt to new habits</li> </ul>
3	Reflection and Responsibility towards the experience of diversity	<ul style="list-style-type: none"> <li>• Acknowledge the strengths and weaknesses of friends</li> <li>• Confirm, clarify and demonstrate an attitude of rejecting stereotypes and prejudices about images of group and ethnic identity.</li> </ul>

The headmaster also said that the problem of bullying is actually a challenge for every teacher in every educational unit and for parents in the family environment and the surrounding community. Therefore, there is a need for parents who can guard their children's potential to become individuals of good character. The results of the discussion activities related to the topic "*Stop Bullying happens everywhere, every time, and for everyone*" based on the observations of each group showed a superb development. The results of observations of student interactions during activities in the prayer room presented by the following groups: student 1, student 2, student 3, student 4, student 5, and student 6 are presented in Table 6.

Table 6. Observation Results Processed by Researchers

Date, Day	Time Incident	Class name Perpetrators and Victims	Event Description	Impolite/Rude/ Mean/Conflict/ Bullying
22/08 Monday	During Prayer Asr 15:55	Actor = Class 6, Student 1 Victim = Grade 6, Student 2	When you want to pray, Athallah occupies an empty place	conflict
23/08 Tuesday	During the midday prayer at 12:06	Perpetrator=class 6, Student 3 and Student 4 victim class 5, student 6 et al	Bullying younger classmates who are doing ablution	bullying
23/08 Tuesday	During the midday prayer 12:15	Perpetrator=Student 1 victim class 5 sky	Disturbing the sky during prayer	wicked
23/08 Tuesday	During Asr Prayer 15:55	Perpetrator = class 5 Student 5 victim = student 6 in class 5	Playing the mic in the musholla so they were hitting each other	conflict
24/08 Wednesday	During the midday prayer 12:041	Perpetrator = Student 2 grade 6 6th grade victim, Student 4 and Student 3	Wanting to cancel the ablution of the men	rough

From the data above, it can be concluded that bullying occurs when experienced by juniors who are victims of seniors and usually occurs during breaks. Prayers and prayer times. Solutions to overcome social interaction: practice talking a lot with other people, build positive thoughts, develop your potential, increase your empathy, learn to position yourself well, expand your association, increase relaxation, set good intonation, and often self-introspection. The interactions that are carried out by students while playing are sometimes unsportsmanlike. Sometimes some push each other, say harshly, show the middle finger, and so on. This usually happens in the field, not only in the field but also in the musholla. Sometimes there are fights between underclassmen and upperclassmen. There is also a lot of noise in the prayer room; sometimes someone says something rude while in the prayer room, often plays games, likes to splash water on friends and younger siblings/older classmates, and so on, from the many interactions, some of which include clouding/bullying. There are 3 kinds of bullying: bullying, *mean*, and *rude*. *Bullying* is when one or two people do an activity to 1 person that makes that person

feel offended but he can't reply. *Rude* or rude is when there is 1 person who doesn't mean to hurt people when playing or joking but goes overboard and hurts someone. *Mean* or evil means when people intentionally hurt people around them twice or more. *Conflict* or fight when two people with the same power reciprocate with each other. Problems found: saying rude things, posting strange things (Freak), arguing with each other (Conflict), making an appointment to see strange things (Freak) racist. The following is a discussion of the findings:



Figure 3. Discussion of the findings of *bullying*

The problems found at the students in Preferred Elementary School were that some students were rude, impolite, bullied, and had conflicts in class. The activities of elementary school students in schools that implement full-day school are very busy. At the Permata Jingga Featured School, a full-day school system is also implemented. In the morning, student activities include learning academic lessons. During the afternoons, students join clubs according to their talents and interests.

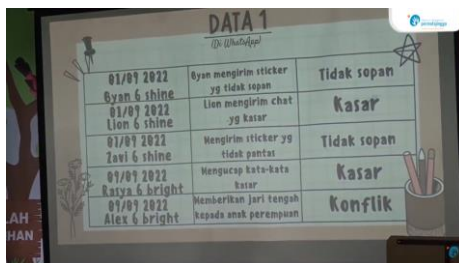


Figure 4. Analysis results: So how do you prevent these things?

Solutions to overcome social interaction: Practice talking with other people a lot, build positive thoughts, develop self-potential, increase empathy, learn to position yourself, expand association, increase relaxation, set speech intonation, and often self-introspection.



The results of the development of sub-elements between phases C are shown in the Global Diversity Dimension in Table 6:

Table 6. The results of the development of sub-elements between phases C

Sub-element	Undeveloped	Start growing	Growing as expected	Very thriving
Active to build an inclusive, just and sustainable society	Able to compare several actions in the school environment	Able to compare several actions and practices to improve the school environment	Able to compare several actions and practices to improve the inclusive, fair, and sustainable	Able to compare several actions and practices for improving the school environment that are inclusive, fair and sustainable, taking into account their long-

Sub-element	Undeveloped	Start growing	Growing as expected	Very thriving
			school environment	term impact on humans, nature and society

### Supporters and inhibitors

Supporting and inhibiting factors in strengthening the dimension of global diversity are also not far from the dimension of mutual cooperation, meaning that the role of elementary school institutions is very supportive regarding the improvement of the clean school environment. These schools provide various forms of trash cans both in the classroom and in the teacher's office. There are also trash cans for each class and in the environment outside the classroom. With this project, students are asked to write articles against violence and bullying and to encourage kindness by keeping the classroom and school environment comfortable, safe, and friendships maintained. This is in accordance with Rasyid's opinion (2020) that to create an ideal school, four things are needed: school conditions (*having*), school relations (*loving*), self-fulfillment (*stakeholders*), and health status (*health*).

Alwi and Fakhri (2022) emphasized that a high ideal school (*school well-being*) can have a positive impact on students. Based on an interview with the headmaster regarding this topic, it creates a good community of students who seem to be able to collaborate with anyone regardless of religion, ethnicity, or race, understand each other's language, logo of each tribe, and culture, and be willing to learn the culture of other people by adapting to the new habits of friends in their class. Response of children, parents, and teachers All grade VI students responded well when the researcher asked questions about how today's activities were related to the topic of *no bullying*. Their responses were good, and they were willing to make friends with anyone.

Based on interviews with parents after participating in the dissemination of the results of the observation project carried out by students with their groups, the activities involving these students were excellent, and the parents gave extraordinary appreciation to the school and class VI who were sensitive in creating comfortable conditions in the classroom environment, which they hoped would become a tradition of creating a comfortable school climate and the welfare of the community.

As expressed by Azhari and Situmorang (2019), students who feel comfortable and motivated to learn make difficulties a challenge (self-efficacy). Creating success for students will make it easy for them to adapt to environments that are considered difficult and can reduce the level of aggressiveness in students, so that students' perceptions in comfortable school situations and conditions while at school can increase student achievement (Rahayu, 2022).

### CONCLUSION

The project topic "Stop Bullying *happens everywhere, every time, and for everyone*" through strengthening the profile of Pancasila students can support strengthening the character of students. The character of mutual cooperation can be seen in the empathy of the students when their friends do not have friends, and the character of global diversity shows that students want to be friends with all of their friends. It is hoped that there will be more activities that can support strengthening the profile of Pancasila students to form the character of students who are resilient in their time.

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