

Analysis of Bullying Phenomenon Among Fifth Grade Students of Public Elementary School 1 Kemiri in the 2024/2025 Academic Year

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Abstract: State Elementary School 1 Kemiri is one of the elementary schools that has diverse student characters. In daily learning, various dynamics of social interactions emerge, including bullying behavior that still often occurs among fifth grade students. This phenomenon is of concern because it has a direct impact on the comfort of learning and the development of their social attitudes. Therefore, this study was conducted to reveal the forms of bullying that occur and to examine the influence of instilling Pancasila values on preventing it. This study uses quantitative methods. Data were collected through interviews, observations, questionnaires, and surveys. Furthermore, the data were analyzed using a number of statistical tests, such as validity, reliability, normality, linearity, simple linear regression, and determination. The aim is to see to what extent the internalization of Pancasila values is able to influence the reduction in bullying rates in schools. The results of the study showed that the dominant forms of bullying were verbal and social bullying. The factors underlying this behavior include the influence of the family environment, peer pressure, and exposure to social media. From the results of the data analysis, it is known that Pancasila values play a significant role in reducing bullying behavior, with a contribution of 66%, while the rest is influenced by other factors that are not studied further. Thus, the instillation of Pancasila values has proven to be important in supporting the creation of a safe and educational school atmosphere, as well as being a preventive effort in reducing bullying behavior at the elementary school level.

Keywords: Bullying, Pancasila Values, Quantitative, Student Character

1. Introduction

Pancasila as the foundation of the state as well as the outlook on life of the Indonesian nation contains fundamental values such as Divinity, Humanity, Unity, Democracy, and Justice. These five values act as a foundation in forming a harmonious order of life in society (Wahyuni, 2022; Handayani, 2023). Instilling Pancasila values in the world of education is very important in order to foster the character of students who are moral and ethical (Mulyani, 2022). However, the practice of bullying is still a major challenge in the elementary education environment (Anderson & Bushman, 2022). Aggressive behavior such as teasing, insults, exclusion, or physical violence has a negative impact on the psychological condition and learning achievement of students (Yusuf, 2024; Olweus, 2023; Santrock, 2021). Sofyan et al. (2022) reported that acts of teasing without reason still often occur in schools. Although it seems trivial in the eyes of educators, this behavior has a major impact on children's psyche. Bullying generally occurs in the form of verbal abuse, shaming based on appearance, or discrimination based on social status (Abdullah & Ilham, 2023). Therefore, schools need to build a healthy learning climate, strengthen character education, and consistently implement anti-violence policies.

Received: June 03, 2025

Revised: June 17, 2025

Accepted: July 01, 2025

Published: July 03, 2025

Curr. Ver.: July 03, 2025



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Education is a basic need for every individual (Suwartini et al., 2023). Data between 2011 and 2019 recorded 37,381 cases of violence against children, of which 2,473 were bullying, with a tendency for the number to continue to increase (Ramadhanti & Hidayat, 2022). The OECD report states that Indonesia has a bullying rate of 41.1%, making it the fifth highest out of 78 countries (Junindra et al., 2022). This fact shows that almost half of students experience bullying, either directly or through online media, which requires serious attention from all elements of society.

At SDN 1 Kemiri, bullying behavior in grade V is still often found. Initial observation results revealed that there were students who were victims of intimidation, both verbally, socially, and physically. The instillation of Pancasila values in the school environment was considered not optimal. This is reflected in the still weak attitude of tolerance, lack of mutual respect, and low spirit of cooperation between students. Educators stated that efforts to integrate Pancasila values in learning and extracurricular activities are still limited, both in planning and evaluation, so that they do not have a significant impact on behavioral change.

From the results of interviews and observations, it appears that the problem of bullying requires a collaborative approach between educators, students, and parents. The lack of ability of educators in identifying and handling bullying cases means that many incidents go undetected or are handled inappropriately. Schools have an important role as the main protector in creating a safe and child-friendly learning environment. Training for educators in recognizing the symptoms of bullying and providing appropriate interventions is needed. Likewise, parents need to be involved in accompanying and providing emotional support to children and encouraging openness in conveying negative experiences.

Another obstacle is the lack of communication between the school and parents in handling student behavior. The lack of a joint communication forum causes bullying handling to tend to be one-sided and less comprehensive. All parties need to realize that bullying prevention is not enough to be done by schools alone, but must involve synergy between families and the surrounding community. Several students also acknowledged the inequality in social relations between friends, where the dominance of a handful of children over others creates unequal relations and triggers bullying. Although various programs have been launched to prevent bullying, their effectiveness is still a challenge. This study offers a new approach by examining the influence of Pancasila values as the main strategy in overcoming bullying comprehensively. This approach includes empowering educators, involving parents, and compiling teaching materials that integrate Pancasila values in daily learning. Strong collaboration between schools, families, and communities is believed to be able to form a more effective and sustainable strategy in preventing and handling bullying comprehensively.

2. Theoretical Review

Pancasila as the foundation of the Indonesian state contains noble values that are the foundation for national, state, and social life. These values include Divinity, Humanity, Unity, Democracy, and Justice, which aim to form intelligent citizens with good character (Dewi, 2022). At the elementary education level, the implementation of Pancasila values is very important because at this stage students are in the character formation stage (Kartini & Dewi, 2021). Therefore, these values are not only conveyed in theory, but must also be instilled through daily practice in students' lives so that they become meaningful learning experiences (Martati et al., 2023).

Each principle in Pancasila reflects moral values that need to be internalized from an early age. For example, the first principle emphasizes the importance of faith and mutual respect for differences in beliefs (Wahyuni, 2022). The second principle teaches respect for human dignity and rejects all forms of discrimination (Handayani, 2023). Meanwhile, the third principle promotes the spirit of unity in diversity (Mulyani, 2022), and the fourth principle fosters democratic values and community involvement in decision-making (Suryani, 2023). The fifth principle demands social justice for all citizens by reducing social inequality (Prasetyo, 2024).

The application of these values supports the creation of an inclusive school environment that respects differences (Wahyuni, 2022; Handayani, 2023). Strengthening character through contextual learning activities such as cultural performances, interfaith discussions, or cooperation between groups also strengthens the sense of solidarity (Handayani, 2023). In addition, the involvement of students in community activities also increases their sense of responsibility and social empathy (Anderson & Bushman, 2022). By understanding the meaning of justice and equality, students can be more sensitive to social inequality (Yusuf, 2024).

The instillation of Pancasila values is not only the responsibility of the school, but also involves families and the community. Formal education is the main means of instilling these noble values (Basuki, 2021). An adaptive curriculum needs to integrate the principles of mutual cooperation, justice, and respect for diversity in all aspects of learning (Andriani, 2023). The government and society can also play a role through socialization programs such as leadership training, community service, or cross-cultural dialogue forums (Nugroho, 2022; Prasetyo, 2022). Justice in law enforcement is also a real manifestation of the practice of Pancasila, especially the second and fifth principles (Sari, 2021). In the family environment, parents act as the first educators who teach the values of responsibility and tolerance from an early age (Rahman & Hidayat, 2020). Meanwhile, digital media can also be used to disseminate positive and educational content that reflects the values of Pancasila (Wijayanti, 2023; Sunarti, 2023).

Bullying is defined as a form of aggressive behavior carried out by an individual or group by exploiting an imbalance of power to hurt or harm another party (Almira & Marheni, 2021). Bullying can be physical, verbal, or social, and often has a lasting negative impact on the victim (Wintoko & Nugroho, 2024; Putra et al., 2021). Hinduja and Patchin (2022) emphasize that physical bullying can have long-term impacts on the psychological development of the victim. Meanwhile, forms of verbal bullying such as teasing or insulting often occur in the classroom or through digital media (Kowalski & Limber, 2020). In addition, social bullying such as exclusion, spreading gossip, or avoidance in group activities also often occurs (Sánchez & Martínez, 2021).

In the context of cyberspace, bullying can occur through online platforms, such as social media and messaging applications (Smith & Adams, 2023). The impact of bullying is very broad, including physical, emotional, social, and academic disorders. In some cases, bullying can cause long-term trauma and extreme behavior (Dale & Edwards, 2021; Espelage & Hong, 2021). This action is influenced by various factors, such as individual conditions, family environment, media influence, economic conditions, and quality of education (Farrington & Ttofi, 2020). Therefore, schools need to create a safe environment through educator training, implementing anti-bullying policies, and encouraging student involvement in positive activities (Rigby, 2020). Some signs that indicate students are victims of bullying include changes in behavior, emotional difficulties, physical symptoms for no apparent reason, decreased learning achievement, and discomfort in the school environment.

3. Method

Quantitative methods are often referred to as traditional methods because they have long been used in various types of scientific research and are a common approach used to test relationships between variables objectively and systematically (Sugiyono, 2017). In the context of this study, a quantitative approach was chosen because it allows researchers to measure the extent to which a variable, namely student discipline, influences another variable, namely learning outcomes. Through this method, researchers can obtain numerical data which is then processed statistically to draw generalized conclusions.

The use of quantitative methods in this study aims to determine the extent of the contribution or influence of student discipline in the learning process on the achievement of learning outcomes that are measured in a structured manner. Data were collected using several techniques, namely observation to directly see the behavior of student discipline in class, interviews to obtain information from educators and students, questionnaires to collect opinions or perceptions quantitatively, and documentation containing academic records and student behavior.

After the data is collected, the analysis process is carried out through several stages of statistical testing. Validity testing is used to ensure that the research instrument actually

measures what should be measured. The reliability test aims to determine the consistency of the measurement results. Furthermore, analysis prerequisite tests such as normality and linearity tests are carried out to ensure that the data meets the assumptions required in inferential statistical analysis. Finally, a determination test is carried out to measure how much the discipline variable contributes to student learning outcomes quantitatively. Through a series of these procedures, this study is expected to be able to provide an accurate and scientifically accountable picture of the relationship between the level of student discipline and their learning outcomes in the elementary school environment.

4. Results and Discussion

4.1 Result

Based on the results of data analysis that has been carried out through a quantitative approach, it is known that the level of student discipline has a significant relationship to their learning outcomes. Data was obtained through the distribution of questionnaires, direct observation in class, interviews with educators, and documentation of academic grades. From the results of the distribution of questionnaires that have been tested for validity and reliability, data was obtained that met the requirements for further analysis.

4.1.1 Interview and Observation Analysis Results

In the early stages of the study, the researcher conducted interviews and observations with the homeroom teachers of grade V at SDN 1 Kemiri as part of a preliminary study. This activity was carried out to collect initial information relevant to the focus of the study, as well as to gain contextual understanding related to the phenomena occurring in the field. The main objective of this preliminary study was to explore the problem of bullying that emerged in the grade V environment and assess how the school responded to it. The summary results of the interviews that have been analyzed by the researcher are as follows:

a. Understanding Bullying.

The forms of bullying that are often found in grade V include verbal bullying, such as mocking friends' names, making fun of physical conditions, or belittling learning abilities. In addition, there are also acts of social bullying, such as ignoring or isolating friends from friendship groups.

b. Pattern of Events.

The homeroom teacher said that several bullying incidents had indeed occurred in the classroom environment, mainly in the form of teasing and rejection of friends who were considered different or did not conform to group norms.

c. Causative factor.

Bullying is usually triggered by various factors, such as a harsh family environment, parenting patterns that do not support empathy, and the individual's need to show dominance or attract attention from peers.

d. Impact of Bullying.

The impact of bullying behavior greatly affects the emotional and academic conditions of students. Victims of bullying often feel anxious, uncomfortable at school, and even lose their enthusiasm for learning. In some cases, victims become reluctant to go to school because they experience mental stress. Bullies also do not escape the consequences, such as difficulty in building social relationships, lack of empathy, and the possibility of getting sanctions from the school.

e. Prevention Efforts and Solution Actions.

The school has tried to prevent bullying through character building programs, which emphasize the importance of mutual respect and appreciation. In addition, the school also organizes counseling activities, class discussion forums, and counseling services to encourage students' understanding of the values of tolerance and empathy in their social lives.

4.1.2 Student Questionnaire Analysis Results

As an initial step in the research process, the researcher conducted a test on the research instrument through a validity and reliability test. The purpose of this test is to ensure that each item in the questionnaire used is reliable and actually measures the intended aspect. The test was conducted on 15 fifth grade students of SD Negeri 1 Kemiri, consisting of 7 boys and 8 girls. Data processing and analysis were carried out using SPSS software version 30 for Windows. The validity test was conducted to determine whether the items in the questionnaire had a significant correlation with the total score, while the reliability test aimed to measure the level of consistency of the instrument.

The results of the validity test showed that all questionnaire items had correlation values above the set critical limit, so they were declared valid. Furthermore, the reliability test produced a high Cronbach's Alpha value, indicating that the instrument had a good level of reliability and was suitable for use in collecting primary research data. The following is the calculation:.

Table 1. Validation Test

No Question	Description	No Question	Description
1	Valid	11	Valid
2	Valid	12	Valid
3	Valid	13	Valid
4	Valid	14	Valid
5	Valid	15	Valid
6	Valid	16	Valid
7	Valid	17	Valid
8	Valid	18	Valid
9	Valid	19	Valid
10	Valid	20	Valid

In the process of testing the research instrument, the researcher set a significance level of 0.05 (5%) with a two-tailed approach. Based on the number of respondents of 15 people, the degrees of freedom (df) used were 13. Referring to the critical value table for Pearson correlation, the r table value was obtained as 0.4124. Therefore, if the correlation value between the statement items in the questionnaire and the total score (r count) is greater than 0.4124, then the item is declared valid and suitable for use. Conversely, if the r count value is below that number, then the item is considered invalid and needs to be improved, replaced, or deleted. Thus, the r table value of 0.4124 is the main benchmark in assessing the validity of each instrument item used in this study.

After the validity test stage was completed, the researcher proceeded to the next stage, namely the reliability test to determine the internal consistency of all items in the instrument. Reliability testing was carried out using the Cronbach's Alpha coefficient through the SPSS version 30 for Windows application. An instrument is said to be reliable if the Cronbach's Alpha value is ≥ 0.70 . This means that the instrument has a sufficient level of consistency to be used in data collection.

If the results of the reliability test show that the Cronbach's Alpha value is above the threshold, then it can be concluded that the instrument is quite reliable and the measurement results can be trusted. Conversely, if the reliability value is still low, then it is necessary to revise several items so that the instrument can provide stable and consistent results. Researchers use the results of this test as a basis for ensuring that the measuring instrument in the study has met statistical quality standards.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0.899	20

Based on the results of the instrument reliability test using the SPSS version 30 for Windows application, the Cronbach's Alpha value was obtained at 0.899 or equivalent to 89.9%. This value indicates that the level of internal consistency of the questionnaire used in this study is in the very good category. This figure far exceeds the minimum threshold of 0.70 which is generally used as a standard for instrument eligibility. Thus, it can be concluded that all statement items in the questionnaire have a high level of reliability and are suitable for use in data collection in this study. This high reliability indicates that the instrument is able to produce stable and consistent results when applied under similar conditions. Therefore, researchers can proceed to the next stage of analysis, namely the data normality test, to ensure that the data meets the requirements of normal distribution before regression analysis is carried out.

In the third stage, the normality test was carried out using the Shapiro-Wilk Test, which is a method recommended for samples of less than 30 respondents. This test is used to

determine whether the data obtained is normally distributed or not. The level of significance used is 0.05 (5%). If the significance value (Sig. 2-tailed) of the Shapiro-Wilk test results is above 0.05, then the data can be said to be normally distributed. Conversely, if the value is below 0.05, then the data is considered abnormal and requires special treatment, such as data transformation or the use of nonparametric statistical methods. If the data distribution meets the requirements for normality, then the analysis can be continued using simple linear regression to test the relationship between the independent variables and the dependent variables in this study. This test aims to determine the extent to which the independent variables have a significant effect on the dependent variable.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	2.13452787
Most Extreme Differences	Absolute	0.163
	Positive	0.082
	Negative	-0.163
Test Statistic		0.163
Asymp. Sig. (2-tailed) ^c		0.200 ^d

Data normality testing is carried out to ensure that the data obtained has a distribution that follows a normal distribution, because this is one of the main requirements in various parametric statistical analyses, especially linear regression analysis. One method commonly used to test normality is the Shapiro-Wilk Test, which is recommended for use when the sample size is less than 50 respondents.

In this study, the results of the Shapiro-Wilk test showed an Asymp. Sig. (2-tailed) value of 0.200. Because this value is greater than the specified significance level, which is 0.05, it can be concluded that the data obtained is normally distributed. Thus, no data transformation or application of nonparametric statistical methods is required as an alternative. The data is stated to meet the assumption of normality and can be used for further analysis, such as simple linear regression tests. The following are the results of the linearity test with the help of the SPSS 30 for Windows application:

Table 4. Results of the linearity test

ANOVA Table						
			Sum of Squares	df	Mean Square	F
Y * X	Between Groups	(Combined)	157.067	8	19.633	3.841
		Linearity	123.946	1	123.946	24.250
						Sig.
						0.059
						0.003

	Deviation from Linearity	33.120	7	4.731	0.926	0.546
	Within Groups	30.667	6	5.111		
	Total	187.733	14			

Linearity testing is conducted to ensure that the relationship between the independent and dependent variables is linear, which is one of the prerequisites in linear regression analysis. Based on the results of the linearity test obtained through the SPSS version 30 application, the significance value in the Deviation from Linearity column is 0.546. This value is greater than the significance level of 0.05, so it can be concluded that there is no significant difference between the assumed linear relationship and the non-linear model. The following are the results of the Simple Linear Regression test:

Table 5. Simple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.150	8.055		0.515	0.615
	X	0.912	0.182	0.813	5.026	0.000

a. Dependent Variable: Y

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Based on the results in the Coefficients table, a significance value of 0.000 was obtained, which means it is smaller than the significance limit of 0.05. This indicates that variable X (Pancasila values) has a significant influence on variable Y (bullying prevention efforts for fifth grade students at SDN 1 Kemiri in the 2024/2025 Academic Year). In other words, the higher the understanding and implementation of Pancasila values by students, the more effective the bullying prevention measures that can be applied in the school environment.

Because the significance value is below the significance level of 0.05, the null hypothesis (H_0) which states that there is no influence between Pancasila values and bullying prevention is rejected. Conversely, the alternative hypothesis (H_a) which states that there is a significant influence is accepted. This finding strengthens that instilling Pancasila values plays an important role in creating a conducive learning environment and preventing bullying in elementary schools.

After the simple linear regression test process was carried out, the researcher continued to the sixth stage, namely the determination test, which aims to measure how much influence variable X has on variable Y. The following are the results of the determination test obtained with the help of SPSS software version 30 for Windows:

Table 6. Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.813 ^a	0.660	0.634	2.215

a. Predictors: (Constant), X

Based on the findings of the regression analysis, it was obtained that variable X (understanding of Pancasila values) contributed to variable Y (bullying prevention efforts in grade V students at SDN 1 Kemiri in the 2024/2025 Academic Year) by 0.660 or 66%. This means that 66% of the variation that occurs in efforts to prevent bullying can be explained by the level of understanding and application of Pancasila values by students. Meanwhile, the remaining 34% is influenced by other factors outside the scope of this study.

Some of these possible external factors include family environmental conditions, such as parenting style, harmonious relationships between family members, and social values that are practiced at home. In addition to the family, the role of schools is also very important, especially in establishing strict policies against bullying, organizing socialization or education related to the dangers of bullying, and activating the role of educators and education personnel in creating a safe, inclusive learning atmosphere that supports the psychological well-being of students.

4.2 Discussion

4.2.1 Bullying Phenomenon Among Fifth Grade Students of SDN 1 Kemiri

Based on interviews with fifth grade homeroom teachers and observation results at SDN 1 Kemiri, it can be concluded that bullying practices are still found in the school environment, especially in verbal and social forms. The types of bullying that often occur include teasing and exclusion of students who have differences, both in terms of physical appearance, family background, and personality. This shows that bullying does not only occur physically, but also in the form of psychological pressure that has the potential to affect the child's mental condition.

One of the main causes of bullying behavior is the influence of the family environment. Children who are raised in a harsh home atmosphere or experience verbal and physical violence at home tend to reflect these behavioral patterns at school. In addition, the influence of peer groups is very dominant, where students often follow the actions of friends in order to be accepted in social groups. Social media also influences students' perceptions of aggressive behavior, both directly and covertly.

Bullying has a negative impact, not only on the victim but also on the perpetrator and the entire school ecosystem. Victims usually experience a decrease in enthusiasm for learning, fear of attending school, and emotional disturbances that impact academic achievement. On the other hand, bullies can experience obstacles in social interaction, lack of empathy, and even face sanctions from the school. If not handled comprehensively, this behavioral pattern can be carried over into adulthood and lead to more complex social problems.

Prevention efforts have been carried out by the school through a character building program, which focuses on instilling values of mutual respect and appreciation. Socialization activities, group discussions, counseling services, and the selection of learning models that support collaborative attitudes are part of the strategy to build student awareness of the

negative impacts of bullying. Educators have a key role in monitoring student behavior, providing appropriate direction, and reprimanding wisely if indications of bullying are found.

Observations show that in learning activities, educators try to integrate Pancasila values to foster tolerance and a spirit of mutual cooperation. Agreed upon classroom rules are used to create a safe learning atmosphere. In daily interactions, students are seen starting to show an attitude of greeting each other and being friendly, although teasing in the form of jokes is still found. However, educators quickly provide direction for students to respect each other. At the end of the learning, educators also reflect on behavior and provide moral messages, to strengthen the values of mutual respect and cooperation.

In general, it can be concluded that the application of Pancasila values in learning activities has a real contribution in reducing bullying cases in schools. The synergy between character education, active involvement of educators, and support from parents is an effective strategy to create a safe and bullying-free learning environment. Therefore, the sustainability of these programs needs to be maintained and improved in order to realize a positive and inclusive school culture.

This condition is in line with the findings of Rahmawati (2022) which shows that without an explicit approach to Pancasila values in learning, the tendency of students to carry out aggressive actions tends to increase. In her research, the application of value-based learning such as discussions and collaborative projects was able to reduce bullying behavior by 45% and strengthen social relationships by 60%. This shows that without the habituation of values, such as empathy and tolerance, bullying will continue to appear among students. In addition, Yuliana (2023) also stated that bullying prevention strategies based on deliberation and mutual cooperation values have been proven to strengthen solidarity between students and reduce social conflict in schools. At SDN 1 Kemiri, practices such as joint discussions or active involvement of students in resolving conflicts are still not optimal, so the chances of conflict between individuals are higher.

4.2.2 The Influence of Pancasila Values Instillation on Bullying Prevention Efforts in Grade V Students of SDN 1 Kemiri

The initial step in this study was carried out by testing the validity and reliability of the instrument to ensure that the measuring instrument used met the criteria of accuracy and consistency. The validity test aims to see the extent to which the instrument is able to measure the variables studied, while the reliability test is used to determine the stability of the measurement results over time. The validity test was carried out on 15 grade V students at SDN 1 Kemiri using the SPSS version 30 for Windows application. The results showed that all items in the questionnaire were declared valid, because the *r*-count value of each exceeded the *r*-table value of 0.4124.

Furthermore, the reliability test was carried out using the Cronbach's Alpha approach to assess the internal consistency of the questionnaire used. The results showed that the alpha

value reached 0.899 or 89.9%, which indicated that the instrument had a very high level of reliability. Thus, the questionnaire can be relied on to obtain accurate and consistent data in this study.

The next stage is the normality test to determine whether the data distribution meets the requirements of parametric analysis. The normality test was carried out using the Shapiro-Wilk Test method, considering that the number of samples was less than 30 people. The test results showed that the Asymp. Sig. value was 0.200, which is greater than 0.05, so the data was declared normally distributed and met the requirements for further analysis using linear regression.

After normality was met, a linearity test was carried out to determine whether the relationship between the independent variables (Pancasila values) and the dependent variable (bullying prevention) was linear. The test results showed a significance value of Deviation from Linearity of 0.546, which means it is greater than the significance limit of 0.05. This indicates that the relationship between the two variables can be considered linear and simple linear regression analysis can be used appropriately.

Furthermore, a simple linear regression analysis was carried out to determine the effect of Pancasila values on bullying prevention efforts. Based on the results of the analysis, a significance value of 0.000 was obtained, which means it is less than 0.05. This shows that there is a significant influence between variable X and variable Y. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that the higher the understanding and practice of Pancasila values, the more effective the students' efforts in preventing bullying at school.

To see the magnitude of the influence given, a determination coefficient test (R^2) was also carried out. The results showed that Pancasila values contributed 66% to bullying prevention efforts. While the remaining 34% was influenced by other external factors not included in this study. These factors can include family environmental conditions, the role of school policies, the influence of peer groups, and exposure to social media that can shape students' behavior.

In line with these findings, Suwartini et al. (2024) emphasized that mistakes in instilling moral values in the early stages of education can affect the development of a person's moral character in the future. Therefore, character education based on Pancasila values from an early age is very important as a preventive strategy in building a safe and inclusive school culture. Santosa (2022) emphasized that without character education rooted in Pancasila values, students lack social awareness and the ability to manage differences. This is reflected in Kemiri 1 Public Elementary School, where students who are considered different physically, behaviorally, or from different backgrounds are often the targets of bullying. Without intervention from the school or family, this bullying can become a recurring social pattern.

5. Conclusion

The phenomenon of bullying that occurred in grade V of Elementary School 1 Kemiri, especially in verbal and social forms, reflects that this behavior is still a serious challenge in the elementary education environment. The impact of bullying behavior is not only felt by the victim, but also affects the perpetrator and the psychosocial conditions of the school as a whole. Some factors that trigger this behavior include authoritarian parenting patterns at home, peer pressure, and exposure to negative content through social media.

Efforts made by schools to prevent bullying through character strengthening programs, learning that prioritizes Pancasila values, and the active involvement of educators in supervising and guiding students, make a significant contribution to forming attitudes of tolerance and mutual respect. The role of educators is very crucial in forming the character of students through the application of moral values in the learning process, monitoring daily attitudes, and providing positive and consistent motivation.

Based on the findings and results of the analysis in this study, it can be concluded that the implementation of Pancasila values in the education process is a strategic step in suppressing bullying in schools. Continuous support from all elements, including educators, parents, and the school environment, is very important to create a conducive, inclusive, and harmonious learning atmosphere.

Statistically, it is known that 66% of bullying prevention efforts can be explained by the understanding and practice of Pancasila values by students. While the other 34% are influenced by external factors that are outside the scope of this research variable. These results emphasize the importance of integrating the noble values of Pancasila into learning and school life as an effective way to create a safe and violence-free environment. Therefore, cooperation between schools, educators, parents, and the wider community is the main key to instilling Pancasila values continuously to prevent bullying among students.

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