

CHARACTER EDUCATION IMPLEMENTATION STRATEGY IN REALIZING PANCASILA STUDENT PROFILE TO PREVENT BULLYING IN ELEMENTARY SCHOOL

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Abstract

Character education is an important aspect in shaping the personality of students, including in realizing the profile of Pancasila students. However, the challenge faced at the elementary school level now is bullying. The number of bullying cases in Indonesia shows that elementary schools have not been able to provide the best protection for their students. With that, it is necessary to have a strategy for implementing character education in the elementary school environment. This study aims to determine the strategy of implementing character education in realizing the profile of Pancasila students to prevent bullying in elementary schools. This research was conducted at SDN Simoketawang. The subjects in this study were the principal, grade 4 teacher and grade 4 students. This research uses descriptive qualitative research with data collection techniques through observation, questionnaires, and interviews. The data analysis process uses the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusion drawing. To check the validity of the data taken, triangulation techniques were used. The results obtained in this study were 34% of students experienced verbal bullying such as calling parents and mocking, 33.4% physical bullying such as kicking and hitting and 32.6% experienced relational bullying such as being cynical and ostracizing. Factors that make students become bullies can come from the friendship environment, family, and what children watch. The character education strategy applied in realizing the profile of Pancasila students by integrating into several activities including habituation activities, learning activities, and extracurricular activities. Based on the results of this study, it can be concluded that the strategy of implementing character education in realizing the profile of Pancasila students has been implemented well so that bullying can be prevented.

Keywords: Character education; Pancasila student profile; Bullying

Abstrak

Pendidikan karakter merupakan aspek penting dalam pembentukan kepribadian peserta didik, termasuk dalam mewujudkan profil pelajar pancasila. Namun, tantangan yang dihadapi di tingkat sekolah dasar sekarang adalah adanya tindakan bullying. Banyaknya kasus bullying di Indonesia, menunjukkan bahwa sekolah dasar belum mampu memberikan perlindungan terbaik terhadap peserta didiknya. Dengan hal itu, perlu adanya strategi penerapan pendidikan karakter di lingkungan sekolah dasar. Penelitian ini bertujuan untuk mengetahui strategi penerapan pendidikan karakter dalam mewujudkan profil pelajar pancasila untuk mencegah bullying di sekolah dasar. Penelitian ini dilakukan di SDN Simoketawang. Subjek dalam penelitian ini adalah kepala sekolah, guru kelas 4 dan peserta didik kelas 4. Pada penelitian ini menggunakan jenis penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, angket, dan wawancara. Proses analisis data menggunakan model Miles dan Huberman yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Untuk mengecek keabsahan data yang diambil, digunakanlah teknik triangulasi. Hasil yang diperoleh pada penelitian ini adalah 34% peserta didik mengalami tindakan bullying verbal misalnya memanggil orang tua dan mengejek, 33,4% bullying fisik seperti menendang dan memukul serta 32,6% mengalami bullying relasional contohnya bersikap sinis dan pengucilan. Faktor yang menjadikan peserta didik menjadi pembully dapat berasal dari lingkungan pertemanan, keluarga, dan apa yang ditonton anak. Strategi pendidikan karakter yang diterapkan dalam mewujudkan profil pelajar pancasila dengan mengintegrasikan kedalam beberapa kegiatan antara lain kegiatan pembiasaan, kegiatan pembelajaran, dan kegiatan ekstrakurikuler. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa strategi penerapan pendidikan karakter dalam mewujudkan profil pelajar pancasila sudah diterapkan dengan baik sehingga tindakan bullying dapat dicegah.

Kata Kunci: Pendidikan karakter; Profil pelajar Pancasila; Bullying

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Introduction

Character education is a conscious and planned effort to internalize moral and noble values (dewantari). Character education is also about values, morals and ethics education. It aims to assist all students in improving their ability to make good and bad choices, set a good example, enforce, and do what is right in everyday life. The character education taught is a basic form in order to realize the vision of national development, namely the realization of a civilized society that is cultured, moral, ethical, cultured and philosophical (Minas & Charles, 2020). According to Lickona, character education includes three main components: knowing the good, desiring the good, and doing the good (Belinda & Halimah, 2023). In this case, these components can be used as a foundation to form positive character in students. When positive character is instilled in students, it will be reflected in their behavior every day. So that it will prevent despicable learner behavior such as quarreling, mocking, bullying, and so on. Character education aims to foster attitudes as citizens who have the values and character of the nation and instill good habits and behavior by adjusting the values of the nation. (Dewantari et al., 2023).

Character education is particularly important in primary schools as this is the child's primary formal education level (Veronika & Dafit, 2022). At this level, it is very important to make character education efforts so that children have a strong foundation to build their character in the future (Handoko et al., 2023). The goal of implementing character education in schools is threefold: a personality with good character, a school with character, and a society with character (Minas & Charles, 2020). In the application of character education, the attitudes obtained by students are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, tolerance, respect for achievement, friendly, peace-loving, friendly, environmental care, social care, and responsibility (Khasanah et al., 2022; Minas & Charles, 2020; Veronika & Dafit, 2022). When a positive attitude is instilled in students, it will be reflected in their behavior every day. So that it will prevent despicable student behavior such as quarreling, mocking, bullying, and so on. It is important to have harmonious cooperation from various parties such as family, school and community to implement maximum character education (Birhan et al., 2021; Nurhikmah et al., 2023).

Character education is also closely related to the profile of Pancasila students. To produce the profile of Pancasila students, it is necessary to strengthen the implementation of character education in schools (Aqiila & Tirtoni, 2023). The pancasila student profile is used by the Ministry of Education and Culture (Kemendikbud, 2020) as a program that can produce generations in strengthening character education through the institution of the Character Strengthening Center (Puspeka). Nadiem Anwar Makarim determined that there are six indicators of the Pancasila student profile, namely faith, devotion to God Almighty, and noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. In addition to serving as a compass in character education, its dimensions translate the goals and vision of education into a flow that is more easily understood by teachers and students (Kamalin et al., 2024). The existence of this is the realization of the vision of nation building from the value of character education as the foundation of the state

(Sukirno et al., 2023). It is very important to improve character education through the Pancasila learner profile in elementary schools. This is because children live in the digital era and as seen in the field, the character value of students is decreasing (Sulastri et al., 2022).

The problem in today's educational environment is the increase in violence. One form of violence that often occurs is bullying behavior. Bullying is defined as repeated aggression or harmful actions directed at the aggrieved or defenseless person in interaction with the perpetrator (Thornberg & Delby, 2019). Bullying is divided into several forms, including physical, verbal, and relational bullying (Mayasari et al., 2019; Rambaran et al., 2020). Physical bullying includes hitting, pushing, kicking and others. Verbal bullying such as students calling friends by using their parents' names, making fun of their physical differences such as skin color, height, weight, and so on. Relational bullying is characterized by giving snide looks, ostracizing, ignoring and so on (Dewantari et al., 2023). Bullying is now a problem in education. Continued attention to the increase in hostility and violence among children is needed (Novocký et al., 2021). This happens in all educational institutions, including primary schools (Saptono, 2022). Bullying in schools is generally distinguished by three main components: it involves intent to harm, is repetitive, and is characterized by an imbalance of power between the perpetrator and the victim (Novocký et al., 2021; Strindberg, 2023). Factors such as parenting, environment, friendships, and associations also have an effect on a child's character, which can determine whether or not a child will become a bully (Dewantari et al., 2023; Subroto, 2021). Bronfenbrenner's ecological theory states that individual development is influenced by various environmental systems (Strindberg, 2023). The theory is in line with the factors of bullying in schools.

In a study conducted by Dewantari et al. (2023) in the even semester of the 2022/2023 academic year, the majority of elementary school students at SDN 1 Sukomulyo and SDN 2 Tambakrigadung in Lamongan experienced verbal bullying (39.43%), physical bullying (8.86%), and relational bullying (5.71%). While in volunteer school organizations, data collected by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) states that at the education level, primary school students are the most victims of bullying (26%) than other levels (Relawan, 2024). In addition, in 2018 based on the results of the Program for International Students Assessment (PISA) research, Indonesia was in the fifth highest position out of 78 member countries of the Organization for Economic Co-operation and Development (OECD) in terms of countries with the highest level of bullying, which amounted to 22.7% (Ramadhanti & Hidayat, 2022). According to Saptono (2022) research, there are many reasons why bullying in elementary schools can occur. This study found five main reasons. First, bullying is done by children who feel they have power in school. Second, bullying happens because the victim is very weak. Third, bullying occurs because the victim feels inferior. Fourth, bullying occurs because of physical differences, and finally, bullying occurs because the victim is financially disadvantaged.

This research helps to solve a problem that often occurs at SDN Simoketawang, namely bullying behavior. In this study, bullying behavior is a common behavior among students. This includes physical bullying, such as kicking, hitting, and so on; verbal bullying, such as calling parents or taunting; and relational bullying, where students are cynical and ostracize each other. Victims of bullying in schools often experience poor academic performance, and increased anxiety and depression. Given these problems, it is hoped that the strategy of implementing character education in realizing the profile of Pancasila students can prevent bullying. So that victims of bullying in schools will be reduced.

The strategy for implementing character education in realizing the profile of Pancasila students can be integrated into learning and extracurricular activities and can also be through the culture that exists in schools (Khasanah et al., 2022; Nurhikmah et al., 2023; Sukirno et al., 2023). In teaching and learning activities is to incorporate good values by applying approaches, models, and methods that are tailored to the characteristics of students and materials. In extracurricular activities is by incorporating character values into various extracurricular activities such as scouting, dance, and so on. Whereas in school culture is by exemplary behavior and habituation. Exemplary behavior is like coming on time, throwing garbage in its place, speaking politely and others (Dewantari et al., 2023; Handoko et al., 2023). By doing this behavior continuously, it will become a habit for students. Through these implementation strategies, it can create a safe school environment and positive behavior.

In some previous studies, the implementation of character education through the Pancasila student profile can use strategies by integrating noble values through extracurricular activities, the learning process, and school culture (Luh De & Suastra, 2024; Mahruzah et al., 2023; Sukirno et al., 2023). In addition, there is research showing that the implementation of the Pancasila student profile in elementary schools as an effort to minimize bullying in elementary schools (Kamalin et al., 2024; Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024). The application of character education can play an important role in preventing bullying behavior by forming mutual respect, empathy, and tolerance among students (Ariyanti et al., 2024; Manar & Hikmah, 2024). Bullying in elementary schools occurs because there are several factors, including because the victim is weak, because of low self-esteem, because the victim is physically different, because the victim is economically different and also from environmental factors family, mass media, peers, socio-culture (Saptono, 2022; Subroto, 2021). Dewantari et al. (2023) suggests that character education has an influence or relationship with bullying in elementary schools.

However, in some studies, there are limitations related to the implementation of character education where there are teachers who are still confused about how to implement and integrate character education (Amelia & Ramadan, 2021; Belinda & Halimah, 2023; Veronika & Dafit, 2022). In addition, there are teachers who often only focus on improving students' cognitive competencies, and ignore the importance of affective and psychomotor competencies (Lathifah et al., 2022). In fact, teachers are the main determinants in the successful implementation of character education in schools (Rusdi & Marwah, 2022). If the implementation of character education has not been implemented properly, it will be detrimental to the character of students. In addition, research conducted by Santika & Dafit (2023) on the profile of Pancasila students as character education is less than optimal in its implementation due to several things such as, teacher limitations in designing good teaching modules and learning strategies that are less varied. Therefore, researchers formulated the problem of how the strategy of implementing character education in realizing the profile of Pancasila students in elementary schools and how the positive impact of implementing character education in realizing the profile of Pancasila students on bullying in elementary schools. With the character education strategy in realizing the Pancasila learner profile, it is hoped that student behavior problems such as bullying will be reduced and resolved properly, and school activities can run safely, comfortably, and peacefully. Therefore, this study aims to determine the strategy of implementing character education in realizing the Pancasila learner profile to prevent bullying in elementary schools.

Research Methods

This research uses a qualitative approach, which is an approach based on the philosophy of postpositivism, used to research on natural object conditions (Sugiyono, 2022). This research is a case study research with descriptive research methods. Qualitative research with the type of case study is used to describe the strategy of implementing character education in realizing the Pancasila student profile to prevent bullying in elementary schools systematically according to the needs of the conditions in the research object. The object of this research is SDN Simoketawang. The subjects in this study were the principal, grade 4 teacher and grade 4 students. The selection of research subjects to be sampled was selected using purposive sampling technique. Purposive sampling is a data collection technique through certain considerations, these considerations are students who can already provide information. The reason the researcher took grade 4 as the research subject was because the class had implemented the independent curriculum.

The data collection methods used in this study were interviews, questionnaires, and observations. Interviews were used to interview principals and teachers in a structured manner about the strategy of implementing character education in realizing the Pancasila student profile to prevent bullying in elementary schools. Questionnaires are used to find out how many forms of bullying occur in students in elementary schools. Observation used to observe the strategy of implementing character education in realizing the character profile of Pancasila students in learning in the classroom and outside the classroom. Furthermore, the data analysis method used in this research uses descriptive analysis methods with the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusion drawing. In this study, researchers used the credibility test to test the validity of the data. In qualitative research, information can be considered credible if it is in accordance with what actually happened to the object under study (Sugiyono, 2022). The credibility test used by researchers is technical triangulation.

Results and Discussion

Based on the results of observations and interviews, SDN Simoketawang has a school vision, namely "Realizing quality education, noble character based on faith and devotion to God Almighty, along with the development of knowledge and technology". Through this school vision, which prioritizes quality education, noble character, and is based on faith and piety to God Almighty, this is in line with the aim of creating a Pancasila student profile that reflects the nation's character. In this case, the implementation of character education in schools is very important to shape the attitudes and behavior of students who prioritize strong moral, ethical and spiritual values, and are able to adapt to the development of knowledge and technology. This character education not only instills good morals, but also builds the ability to think critically, be responsible and tolerant, so that students can grow into individuals who are not only intellectually intelligent, but also mature in attitudes and Pancasila values. Thus, the school's vision supports the formation of students who not only excel in academics, but are also able to practice noble values in their daily lives.

To realize the profile of Pancasila students, character education can be implemented through several strategies. At Simoketawang primary school, it is implemented through several activities. First, through habituation activities where students are trained to get used to behaving in accordance with certain moral values through various daily activities at school. Among other activities, every Monday all students participate in the flag-raising ceremony. However, the ceremony at SDN Simoketawang is different from other ceremonies in that

there is a reading of the anti-bullying declaration made by SDN Simoketawang. This will prevent bullying in the school. Through this ceremony, students are taught to be disciplined, respect state symbols, and understand national values (Handoko et al., 2023). Every morning, students gather in an orderly manner, following a series of ceremonies with respect, starting from the raising of the flag to listening to speeches containing moral messages. This activity also trains students to work together in line, show a sense of responsibility, and foster a sense of nationalism and love for the country (Amelia & Ramadan, 2021).

On every Thursday, all students participate in the recitation of Asmaul Husna and short letters of the Qur'an. This activity is carried out in the school hallway. Through the recitation of Asmaul Husna, students are taught to recognize the attributes of Allah, the Most Noble, which can foster a sense of piety, faith, and peace in their hearts (Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024). In addition, reading short letters of the Qur'an helps students to memorize the holy verses from an early age. Furthermore, every Friday, all students participate in morning gymnastics activities carried out in the school yard. This gymnastics is called Senam Anak Indonesia Hebat which is a program launched by the Ministry of Primary and Secondary Education (Kemendikdasmen). Through morning exercises, students are encouraged to follow instructions precisely and respect time. This activity also provides an opportunity for them to develop self-confidence and fitness, which can improve their enthusiasm for learning in class. By regularly doing morning exercises, students can form healthy and disciplined habits.

On every Monday and Thursday, there are joint infaq activities. Through this activity, students are taught to share with others and have a sense of empathy for people in need. With this, students learn to appreciate the value of empathy, caring, helping, and encourage them to be more sensitive to social conditions around them (Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024). In addition, before entering the classroom, students march in front of the class. This will train students' discipline (Manar & Hikmah, 2024). Habituation activities in this school play an important role in the implementation of character education as an effort to realize the profile of Pancasila students. These activities not only shape positive attitudes, but also teach the importance of social responsibility, justice and a sense of community. With consistent habituation, students are expected to internalize the values of Pancasila in their daily lives and grow into individuals with character, integrity, and ready to contribute to society as good and responsible citizens. Through this habituation activity, it will reduce the occurrence of bullying behavior between students. This is in line with research Wahyu Adi Setiawan & Arief Cahyo Utomo (2024) where habituation is important to create a school culture that supports good social relationships between students.

Second, through learning activities, which involve interactions between teachers and learners and the surrounding environment that not only aim to transfer knowledge and skills, but also to shape positive values, attitudes, and behavior in students. Before the learning begins, students recite short letters of the Qur'an and recite the Pancasila precepts together. In addition, students also sing national and regional songs which will form a sense of love for the country, unity, and pride as part of the Indonesian nation. The pancasila student profile song is also sung with the hope that students will better understand the values in Pancasila.

In the learning process in the classroom, the implementation of character education can be done by integrating Pancasila values into each subject. Teachers not only teach the subject matter, but also guide students to internalize values such as mutual cooperation, sense of responsibility, and tolerance (Ariyanti et al., 2024). For example, in Pancasila education subjects, teachers can explore the values contained in every Indonesian historical event that

contains the spirit of togetherness and nationalism. In addition, project-based, cooperative and scientific learning can be a means of shaping student character (Handoko et al., 2023; Veronika & Dafit, 2022). With these methods, students are invited to reason critically, interact actively, respect each other's opinions, and solve problems together. In this process, students learn about the importance of working together, respecting differences, and building empathy for others. The evaluation process is also an important part of the implementation of this character education. Assessment does not only focus on cognitive or academic aspects, but also on students' attitudes and behavior inside and outside the classroom (Rusdi & Marwah, 2022). By providing constructive feedback on students' attitudes and behavior, teachers can encourage them to continue to improve themselves and develop positive character traits. In the research conducted Veronika & Dafit (2022) teachers must develop lesson plans and implement learning and assessment that integrates character education values. So that deviant behavior such as bullying between students can be reduced.

The role of teachers as role models in the implementation of character education is also important. Students often imitate the behavior of teachers, so teachers must demonstrate attitudes that reflect the character values to be instilled (Rusdi & Marwah, 2022). For example, teachers who show disciplined, honest, and responsible behavior in completing their tasks, which will foster the same habit in students. In addition, by praising students who show positive behavior or providing guidance when students face conflicts, teachers can directly direct them to learn to solve problems in a good and ethical way. With this approach, character education becomes an integral part of efforts to realize the profile of Pancasila students, so that students not only have high intellectual abilities, but also positive dispositions and moral values (Rusdi & Marwah, 2022).

The third is through extracurricular activities, which are implemented by incorporating moral principles into various extracurricular activities organized by schools. Futsal extracurricular is one of the extracurricular activities available in elementary schools where extracurricular futsal at school is not only a place to hone soccer playing skills, but also has an important role in shaping student character. Through futsal, students learn about teamwork, effective communication, and mutual respect among group mates. They are taught to not only focus on individual achievement, but rather on winning together as a team. This certainly strengthens social and cooperation skills that are very useful in everyday life. Last but not least, futsal also teaches students to manage emotions and deal with failure wisely (Nurliyah et al., 2020). In every match, victory and defeat are inevitable. Students learn to accept any result with sportsmanship and strive to always improve themselves. This experience not only strengthens them mentally, but also fosters self-confidence and resilience in the face of challenges, both on and off the field. Through futsal, elementary school students not only grow into good players, but also individuals who are strong in character.

There is banjari extracurricular which is an activity of reading sholawat with the accompaniment of flying musical instruments (tambourines). Banjari extracurricular aims to introduce, study, and preserve the art of Banjari music as one of Indonesia's cultural heritages. This activity teaches students to love and practice religious values, especially in terms of praying and praising the Nabi Muhammad SAW. By learning and chanting sholawat together, students not only learn about spiritual aspects, but also build a sense of togetherness and mutual cooperation (Lestari et al., 2021). Extracurricular banjari activities usually include regular practice, both individually and in groups, to improve skills in playing instruments and singing religious songs. In addition, students will also be given the opportunity to perform at various school events, such as commemorations of Islamic holidays, art performances and

other religious activities. These activities provide opportunities for students to strengthen their faith and increase their love for Islamic teachings. This activity can also build students' self-confidence as they are given the opportunity to perform in public, both in school events and outside of school.

In addition, there is also a scout extracurricular activity which is carried out every Saturday. This activity is followed by all students who are divided into two levels, namely the alert level for low grades and the penggalang level for high grades. Through various scout activities, such as camps, social activities, and skills training, students are taught to become independent, responsible, and disciplined individuals. They learn to respect rules and develop leadership and teamwork. Scout activities also emphasize the values of togetherness and mutual cooperation (Handoko et al., 2023). In various group activities, students are taught to help each other, share, and work together to achieve a common goal. These activities not only teach physical skills such as setting up tents or making ropes, but also social and emotional skills that are very useful in everyday life. By doing so, students learn to appreciate differences and establish harmonious relationships with their friends. Through scouting activities, students are also invited to care more about the surrounding environment and others. Programs that involve social activities such as social service or reforestation provide opportunities for students to develop a sense of empathy and social care (Amelia & Ramadan, 2021).

The implementation of character education in realizing the profile of Pancasila students can be done through extracurricular activities in elementary schools by integrating Pancasila values in various activities carried out outside formal lesson hours. Activities such as futsal, banjari, and scouts can be a means to instill the values of togetherness, mutual cooperation, responsibility, and discipline. Through extracurricular activities, bullying behavior will be reduced where students are invited to develop positive characters, such as honesty, empathy, and mutual respect, which are in line with the noble values contained in Pancasila. Thus, extracurricular activities play an important role in forming a generation that is not only intellectually intelligent, but also has a strong character and can practice the values of Pancasila in everyday life (Nurliyah et al., 2020).

Based on the results of observations, researchers showed that some students committed acts of bullying, including using harsh or dirty words, making fun of physical and parental names, pushing and kicking classmates. In addition to observation techniques, researchers also used questionnaires to support the results of observations. The questionnaire was given directly to students.

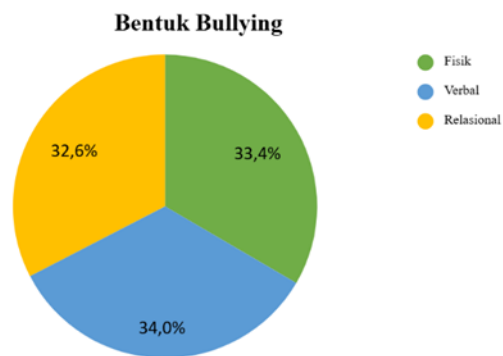


Figure 1. Percentage of bullying at SDN Simoketawang

Figure 1 shows that the majority of students experienced verbal bullying 34% for example calling parents or mocking, physical bullying 33% such as kicking and hitting, and relational bullying 32% where students are cynical and exclude each other. In addition to parenting, the environment, friendships and associations also affect students' characters, which can cause them to become bullies (Dewantari et al., 2023). As a principal at SDN Simoketawang said, the factors that can make a student become a bully can come from friendships, family, and what children watch. These factors are in line with research (Ariyanti et al., 2024; Ramadhanti & Hidayat, 2022).

By applying character education to various activities at Simoketawang primary school, it has a significant positive impact in preventing bullying, as well as in shaping the profile of Pancasila students with noble character. One of the main values in character education is the development of mutual respect and care for others. By instilling these values, students can respect each other's differences, be it physical, religious, cultural, or social background differences. This will reduce the emergence of bullying behaviors that often arise due to students' inability to appreciate differences. In addition, character education also emphasizes the importance of a sense of personal and social responsibility. In the context of bullying, students are taught to not only take responsibility for their own behavior, but also to care for their friends who are victims of bullying (Arni et al., 2023). They are taught to speak up and report if they see bullying, and to support their friends who need help. This is in line with the elemental dimension of the Pancasila student profile that emphasizes mutual cooperation and global diversity.

Through the strategy of implementing character education in realizing a successfully built Pancasila learner profile, students can grow as individuals who care, respect differences, and have strong social skills, so that they can contribute to creating a safe and supportive school environment for all students (Saputri et al., 2023). Students can understand that humans are creatures who need each other and that harmony and peace must always exist. This is of course very helpful in building a school environment that is safe, comfortable, and free from bullying. Realizing the profile of Pancasila students with noble character is possible if character values are applied consistently, both inside and outside the classroom. Bullying can also be minimized, because every individual in school learns to respect the rights and dignity of others.

Conclusion

Based on the results of research on the strategy of implementing character education in realizing the profile of Pancasila students, it has been integrated into various activities. SDN Simoketawang integrates into habituation activities, learning activities, and extracurricular activities. The activity strategy is carried out to foster character values in students contained in the Pancasila student profile. The character values contained in the profile of Pancasila students include faith, fear of God Almighty and noble character, mutual cooperation, global diversity, creativity, independence, and critical reasoning. With this, students have a sense of empathy, tolerance, and respect for differences, which is key in preventing bullying. Bullying is influenced by several factors including friendship environment, family, and what students watch. One way teachers overcome bullying behavior is by giving direction, understanding, and motivating students. Character education has an influence on bullying because character education plays an important role in shaping students' positive behavior. With character education, learners will become polite, fair, do not show favoritism, tolerance, and love peace, among others. This character education can be provided through extracurricular activities and

habituation in schools as well as through learning activities in the classroom. To build the character of children who are virtuous, respectful, tolerant, and peace-loving, schools and parents must work together. This will help prevent bullying.

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