Preservation Of Peaceful Culture Through The Panther Scout Program At Giritirto 2 State Primary School To Reduce Bullying

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Abstract: Bullying is a social phenomenon that still occurs frequently at elementary school level. Bullying behavior can be carried out individually or in groups. The negative impact of bullying in the school environment for victims is decreased learning achievement and self-isolation. The absence of special interventions from schools to reduce bullying behavior among students is the background for this research. The aim of this research is to determine the effectiveness of the Panther Scout program by preserving a culture of peace-loving to reduce cases of bullying. The research method is quantitative with an experimental design. Before data analysis was carried out, a one-way validity and reliability test was carried out on 28 respondents with an rtable of 0.374 on the research instrument. Data collection techniques use observation, interviews, documentation, and filling out questionnaires by respondents. The findings in this research are that there are students who combine verbal and relational bullying behavior simultaneously. The implication of the Panther Scout program is a reduction in cases of bullying at elementary school level, both verbal, physical and relational bullying.

INTRODUCTION

One evidence of character decline is the rise of bullying. The results of the 2018 Program for International Students Assessment (PISA) research stated that 41.1% of students in Indonesia experienced bullying; this figure for the number of victims of bullying is far above the average for member countries of the Organization for Economic Cooperation and Development (OECD), which at only 22.7%, Indonesia ranks fifth out of 78 countries that experience the most bullying (Arum & Siti, 2020). Bullying cases were also found in Denmark, with 27% of children...
experiencing bullying; this was reported by parents and teachers as victims of bullying (Tine et al., 2013). Based on data from the National Center for Education Statistics, 13% of students in the United States aged 12–18 were victims of verbal bullying by being teased and called bad names; 5% experienced physical bullying by being pushed and hit; and 5% experienced psychological bullying, namely being ostracized, in all activities (Musu et al., 2018).

Some forms of violence that occur are not only in the form of aggressive violence but also mocking, pinching, isolating, or guarding friends, which are also forms of character or moral deviation in students (Y. A. D. Putu, 2020). The average amount of bullying that occurs in Europe is one to two children in one class; 57–69% occurs to students of the same gender (Rozemarijn et al., 2019); 14.3% of children are identified as perpetrators of bullying.; 18.2% were victims; and 19.0% were bullies (Mathilde et al., 2020). Cases of bullying in Indonesia continue to increase from year to year; this has been recorded by the Indonesian Child Protection Commission (KPAI) from 2011 to 2019, with as many as 37,381 reports of cases of violence against children. KPAI Commissioner Jasra Putra revealed that 218 cases of sexual violence against children were found in 2015, 120 cases of sexual violence against children in 2016, and 116 cases of sexual violence against children in 2017. From this data, there was a decrease in cases of sexual violence against children, but there is concern from this report. Perpetrators of child sexual violence are people closest to them or family members (Murfiah et al., 2019). Meanwhile, UNESCO reports that 246 million teenagers in the world each year experience violence or bullying at school. These data indicate the need for urgent intervention measures in order to help students escape from a culture of violence.

As one of the efforts to minimize disturbances in elementary schools, namely by instilling the character of loving peace in students, loving peace includes attitudes, words, and actions that create feelings of joy, comfort, and security for other people. It is believed that instilling the character of peace or peace-loving in elementary school students can prevent children in adolescence from anarchic or other evil
acts (Ardityas & Henry, 2022). The development of peace-loving character in elementary schools can be carried out in several ways, such as through weekly activities, integration in learning, school habits, spontaneous activities, or through rules and regulations at school (Sabbihisma et al., 2023).

Character education aims to prevent someone from having bad morals; apart from that, character education is able to shape someone into a strong and wise person when solving problems (Juwita, 2021). The cultivation of peace with child protection can work well if there is a relevant plan between the regions and the center that is adapted to national education. The main aim and target is the cultivation of habitual character, which results in changes in behavior (Agustinus, 2017). Conflict is the antithesis of peace, which can occur anywhere and be carried out by anyone and under any circumstances, so there is a need for peace education as an effort to handle conflict as well as a conscious effort to reduce acts of violence (Mardi, 2017).

In the years 1974 to 2000, there were 37 school shootings in North America and Columbia. 71% of the attackers felt persecuted, intimidated, threatened, attacked, or hurt before the incident. Schools in America admit to experiencing bullying once a week. In Australia, one in six children experiences victimization at school; this has a significant negative impact on the victim. Research findings in Sweden say that 60% of male students were identified as bullies at the age of 13 to 16. Therefore, the United States has developed relevant plans in the regions and the national center to prevent violence. The P2TP2A (Integrated Service Center for the Empowerment of Women and Children) records cases of sexual violence against children in Wonogiri continuing to increase from 2010 with 20 cases to 2011 to 33 cases. On June 1, 2014, in Giritontro sub-district, there was sexual violence against children aged 14 years old, including a 17-year-old girl who was a victim of sexual violence at the springs of the Gajah Mungkur Wonogiri Reservoir project. Quoting data from the website of the Ministry of Women’s Empowerment and Child Protection (https://kekerasan.kemenpppa.go.id/ri ngkasan), it is recorded that in 2022, as many as 69% of the total 4,631 cases of violence were experienced by boys and 45% of the total 25,051 cases experienced.
by women in Indonesia. This shows that there are still cases of violence occurring in Indonesia and does not rule out the possibility that it will spread to bullying at the elementary school level.

Seeing the large number of cases of violence and bullying that occur with the average victim being a minor, follow-up action is needed as a solution to this problem. Several studies have attempted to handle bullying, such as at Santa Ursula Middle School, Jakarta, through scouting extracurriculars to foster prosocial attitudes, with the results of significant differences between the experimental group of 34 students who were given treatment and the control group of 34 students (Noorwindhi & Sahat, 2014). Furthermore, research carried out at Sawahlunto 2 State Junior High School using group guidance involved role-playing techniques to reduce bullying, with the result that there were no differences in bullying behavior before and after being given group guidance (Neci, 2018). In this research, the Panther Scout program is a modification of scouting activities with a peace concept that emphasizes the application of peace-loving characters to foster prosocial, anti-violent attitudes so as to reduce bullying at the elementary school level.

**METHODS**

This research was carried out at SDN Giritirto 2, Wonogiri Regency, in February 2024. This type of research is quantitative and uses an experimental design. Data was taken from 28 students as a sample, namely forth, fifth and sixth grade. Data collection techniques were in the form of observation, interviews, documentation, and filling out questionnaires to determine students' tendencies toward carrying out bullying behavior. Panther Scouts. After being given treatment, students were given the same questionnaire to find out whether the Panther Scout program was effective in reducing bullying behavior. This design can be described as follows:

<table>
<thead>
<tr>
<th>Table 1 Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
</tr>
<tr>
<td>O1</td>
</tr>
</tbody>
</table>

**Source:** Sugiyono, 2016

Description:

O1 : Pretest (before treatment)
X : Treatment (Panther Scout program)
O2 : Postest (after treatment)

The data analysis techniques used are validity tests and reliability tests to ensure whether the instruments used
are valid and reliable to be given to respondents.

RESULTS & DISCUSSION

Results
The pretest and posttest showed different results for the tendencies of bullying behavior in the 28 samples used in the research. This shows that preserving the culture of loving peace through the Panther Scout program is able to reduce bullying behavior among students at Giritirto 2 State Elementary School.

Pretest
The results of the pretest measurements on 28 respondents can be seen in Table 1 below:

<table>
<thead>
<tr>
<th>Type</th>
<th>TP</th>
<th>KK</th>
<th>P</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>22.86%</td>
<td>17.14%</td>
<td>23.57%</td>
<td>36.43%</td>
</tr>
<tr>
<td>Physique</td>
<td>15%</td>
<td>20%</td>
<td>20.71%</td>
<td>44.29%</td>
</tr>
<tr>
<td>Relational</td>
<td>22.14%</td>
<td>15.71%</td>
<td>20.71%</td>
<td>41.44%</td>
</tr>
</tbody>
</table>

Based on table 1 above, of the 28 respondents who stated that SP (Always) carried out bullying behavior, the highest was physical bullying at 44.29%, then relational bullying at 41.44%, and the lowest was verbal bullying at 36.43%.

Postest
The results of posttest measurements on 28 respondents can be seen in table 2 below:

<table>
<thead>
<tr>
<th>Type</th>
<th>TP</th>
<th>KK</th>
<th>P</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>36.43%</td>
<td>22.86%</td>
<td>15%</td>
<td>25.71%</td>
</tr>
<tr>
<td>Physique</td>
<td>42.86%</td>
<td>18.57%</td>
<td>13.57%</td>
<td>25%</td>
</tr>
<tr>
<td>Relational</td>
<td>47.86%</td>
<td>21.43%</td>
<td>17.14%</td>
<td>13.57%</td>
</tr>
</tbody>
</table>

Based on table 2 above, the 28 respondents who stated that SP (Very Ever) carried out bullying behavior experienced a decrease, starting from verbal bullying to 25.71%, then physical bullying to 25%, and relational bullying to 13.57%.

Comparison of Pretest and Posttest
The comparison results of the SP (Very Ever) category from the pretest and posttest given to 28 respondents are presented in Table 3 below:

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Before</th>
<th>Percentage</th>
<th>After</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>36.43%</td>
<td>Bullying</td>
<td>Verbal</td>
<td>25.71%</td>
</tr>
<tr>
<td>Physical</td>
<td>44.29%</td>
<td>Bullying</td>
<td>Fisik</td>
<td>25%</td>
</tr>
<tr>
<td>Relational</td>
<td>41.44%</td>
<td>Bullying</td>
<td>Relasional</td>
<td>13.57%</td>
</tr>
</tbody>
</table>

Looking at the results of the table above, there is a significant decrease in bullying behavior, namely verbal bullying by 10.72%, physical bullying by 19.29%, and relational bullying by 27.87%.
Discussion

This research was carried out at SDN Giritirto 2 in February 2024. By taking a sample of 28 students in forth, fifth, and sixth grades. The Panther Scout program not only trains students to live in harmony by implementing a culture of peace-loving but also fosters a sense of unity, oneness, and responsibility. Apart from that, students also receive a lot of material related to scouting that will one day be useful, such as rigging, semaphore codes, and first aid in case of accidents.

The pretest is the initial stage to collect research results before receiving treatment, which resulted in the presentation of verbal bullying behavior as much as 36.43%, physical bullying as much as 44.29%, and relational bullying as much as 41.44%. To then carry out a treatment or treatments by implementing the Panther Scout program. The Panther Scout program is a program that was adapted and modified by researchers with the aim of reducing bullying at SDN Giritirto 2. The Panther Scout program is carried out during five meetings every Friday, starting at 14.00 to 15.00 WIB.

Activities are carried out both indoors and outdoors according to the activity schedule. The delivery of material is carried out indoors, while the chants and games are held outdoors in the school yard. The tools and materials needed during the research include a laptop, LCD projector, scout pocket book, notebook, stationery, first aid equipment, semaphore flags, rigging, stakes, scout sticks, and tents.

The posttest was carried out after treatment was given to 28 respondents, which resulted in a reduction in verbal bullying behavior of 25.71%, physical bullying of 25%, and relational bullying of 13.57%. Thus, the Panther Scout program was effective in reducing bullying behavior among the 28 students in the research sample.

The following is an explanation regarding the types of bullying acts that often occur (Elok et al., 2023):

1. Physical Bullying

Physical bullying is a blow or kiss that is most visible compared to other types. This type of physical kiss includes hitting, kissing, kicking, elbowing, biting, scratching, and even spitting at the victim. The more mature and
stronger the bully is, the more dangerous his attacks will be.

2. Verbal Bullying
   Verbal violence is the most common form of bullying carried out by both men and women. Verbal violence can be carried out by whispering or shouting loudly. Verbal violence can take the form of name calling, ridicule, slander, cruel criticism and insults to invitations that lead to sexual understanding.

3. Relational Bullying
   This oppression is most difficult to detect from the outside, rationally it is a systematic lowering of the victim's self-esteem through neglect, exclusion, conveying and avoidance. Rational bullying can be used to isolate or reject unwanted others. Bullying can also occur through technology or social media which is usually called cyberbullying, the number of social media users in 2022 will be 191 million or an increase of 12.35% from the previous year which was only 170 million, without realizing it, digital social media has spread to all groups. and age, including elementary school students, the opportunity for cyberbullying to occur here is very large because many people accidentally upload videos or content that are aimed at harming other people (Taqwa et al., 2023). The impact of bullying on children's cognitive and academic abilities is that the learning process is hampered and academic performance decreases, this is because students who are survivors of bullying tend to be passive and unfocused in learning and do not experience progress in their achievements, while emotionally, students who are victims of bullying are characterized by the presence of emotions of fear or feeling threatened. in their environment there is often a desire to end their life or commit suicide, then in social relations what students who survive bullying experience is being ostracized or often withdrawing from their environment (Cokorde & Tience, 2020; Adri Ht, at al, 2023).

According to Yohanes et al. (2023), the advantages of scouting activities for students are that they are able to instill social attitudes such as being
happy to share, helping each other, honesty, and respecting the rights of others. Meanwhile, according to researchers, the advantage of Panther Scout itself is the peace education given to students in the form of extracurricular activities. Peace education is used as a means of improving human quality in handling conflict using peaceful methods and other skills related to peace and conflict. It is important to instill a culture of peace-loving for elementary school students to prevent cases of violence that will result in victims both physically and psychologically. One of the most visible characteristics of a culture of peace-loving is being far from conflict or violence. An indication of the implementation of a culture of love of peace is the calmness of elementary school students so that they are able to control their emotions in resolving a problem they face, an attitude of love of peace will also prevent arguments which will end in conflict between elementary school students (Dila et al., 2022; IY Gultom, et al, 2021). The aim of implementing peace education is (Sriwahyuningsih & Chaterina, n.d.; Adri HT et al, 2019):

1) Understand the meaning of violence and the impact on victims and perpetrators of violence.
2) Creating a calm living framework in a social environment
3) Form awareness of the existence of other people around you.
4) Investigate cases of conflict and violence, which refer to a person's perceptions, values, and behavior in social life.
5) As an alternative to resolving conflict or violence
6) Introduce children and adults to conflict and conflict resolution.

There are twelve peace values that are the basis of peace education (A. D. I. Putu, 2019):

1) Build peace within yourself.
2) Accept yourself.
3) Prejudice
4) Minimize obstacles to peace.
5) Ethnic diversity
6) Religious differences
7) Gender differences
8) Rich and poor
9) Group differences
10) Build a path to peace.
11) Understand diversity.

Apart from that, PERSARI (One Day Camp) was also held at the 5th meeting, which included outbuilding between barangays as well as art performances. Panther Scouts also gave anti-bullying chants, and most of the activities were carried out together in one class by forming a circle.

Apart from the advantages that have been mentioned, scouting activities also have disadvantages. (Sarah et al., 2016; HT Adri& Suwarjono, 2023) stated that what causes scouting or scouting activities to be less effective is the lack of scout leaders or the ability to develop teachers in the elementary school, which may not be proportional to the number of students. In SD Negeri, there are 164 Pekan Baru 50 students. With one coach, it can be seen that the scoutmaster is not optimal in controlling all of his students during extracurricular activities.

This research provides innovative findings regarding interventions to reduce bullying behavior in elementary school students in the context of cultivating peace-loving characters through Panther Scout. This program is able to provide significant changes in student behavior at SDN Giritirto 2. What is unique about this program is the PERSARI (One Day Camp) event with the setting up of tents as well as several chants and material about preserving the culture of loving peace. As a result, the findings of this research show that Panther Scout is effective in reducing bullying behavior in elementary school students. The discussion of the research results contains interpretation and analysis of the research results. In the discussion, reference research results can be included in journals to strengthen research findings and compare the research results obtained.

CONCLUSION

The implementation of the Panther Scout program has been running in accordance with research objectives and has proven to be able to reduce acts of bullying both verbally, physically, and relationally in elementary school students. This was proven by the pretests and posttests carried out by researchers on 28 respondents. Even
though it requires several meetings, Panther Scout is able to be a special intervention in handling bullying at the elementary school level.

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