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

Andrefi Salsabilla Putri Hadinata[1], Wahdan Najib Habiby[2]

[1,2]Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta
Jl. A. Yani Tromol Post 1, Pabelan, Kartasura, Surakarta

Abstrack: 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 Co-operation 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

Statistical data from 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/ringkasan), 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 1 Research Design

Pretest	Treatment	Postest
O1	X	O2

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 & DISSCUSION

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 2 Pretest Measurement of Bullying Behavior

Type	TP	KK	P	SP
Verbal	22,86%	17,14%	23,57%	36,43%
Physique	15%	20%	20,71%	44,29%
Relational	22,14%	15,71%	20,71%	41,44%

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 3 Posttest Measurement of Bullying Behavior

Type	TP	KK	P	SP
Verbal	36,43%	22,86%	15%	25,71%
Physique	42,86%	18,57%	13,57%	25%
Relational	47,86%	21,43%	17,14%	13,57%

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 4 Comparison of Pretest and Posttest

Before	Percentage	After	Percentage
Bullying Verbal	36,43%	Bullying Verbal	25,71%
Bullying Physical	44,29%	Bullying Fisik	25%
Bullying Relational	41,44%	Bullying Relasional	13,57%

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 environmen (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 it self 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.

ACKNOWLEDGEMENT

REFERENCES

Adri, H. T., Suwarjono, S., Sapari, Y., & Maryani, N. (2023). Merdeka Belajar Kampus Merdeka: Policy Direction and Implementation for Progress of Study Program. Continuous Education: *Journal of Science and Research*, 4(2), 13–22. https://doi.org/10.51178/ce.v4i2.1446

Adri, H. T., & Suwarjono. (2023). Developing Science E-Modules based on Scientific reasoning Skills for Primary Education Course . Jurnal Penelitian Pendidikan IPA, 9(8), 6480–6486. https://doi.org/10.29303/jppipa.v9i8.4727

Agustinus, H. (2017). Peace Education and Child Protection in Educational Settings for Elementary School in the West Papua of Indonesia. 13. https://pdfs.semanticscholar.org/cd0d/2f48978e3476f5521bdc54021a8319722fe7.pdf

Anshori, M., Fitri Walriani, W., Ramdani, Z., Motik, I. K., Ramadhani, Z. A., & Oktaviani, D. (2023). Pengaruh fanatisme, self-control, dan religiusitas terhadap perilaku agresi verbal pada mahasiswa penggemar k-Pop di kota Bandung. *Jurnal Ilmu Psikologi*, *14*(02), 145–158.

Apriliani, I., Muharsih, L., & Rohayati, N. (2021). Fanatisme dan perilaku konsumtif pada komunitas penggemar K-Pop di Karawang. *Empowerment Jurnal Mahasiswa Psikologi Universitas Buara Perjuangan Karawang*, *1*(1), 75–82.

Baiti, N. (2021). *Perkembangan anak melejitkan potensi anak sejak dini* (Guepedia, Ed.). Guepedia.

Eliani, J., Yuniardi, M. salis, & Masturah, A. nabilah. (2018). Fanatisme dan perilaku agresif verbal di media sosial pada penggemar idola K-Pop. *Jurnal Penelitian Psikologi*, *3*(1), 59–72.

Fauziah, R., & Rusli, dan R. (2013). Pertumbuhan dan perkembangan peserta didik secara sosial Students development on social aspect. *Jurnal Sosial Humaniora*, *4*(2), 101–107.

Febiola, A., Halida, & Wicaksono, L. (2023). Studi kasus untuk mengatasi perilaku fanatik akibat kecanduan menonton idol kpop pada peserta didik melalui konseling kelompok dengan teknik self-control. *Jurnal Dunia Pendidikan*, *4*(1), 544–566. https://jurnal.stokbinaguna.ac.id/index.php/JURDIP

Febriany, S. F., Santi, D. E., & Ananta, A. (2022). Agresi verbal di media sosial pada remaja penggemar K-Pop: Bagaimana peranan fanatisme? *Jurnal of Psychological Research*, *1*(4), 194–200.

Firdaus. (2021). *Metodologi penelitian kuantitaif dilengkapi analisis regresi IBM SPSS statistics version 26.0* (F.

Ravida, Ed.; 1st ed.). Dotplus publisher.

Gulo, R. P., Zai, E., & Harefa, A. (2023). Pendidikan Agama Kristen dalam Masyarakat Majemuk: Mencerminkan hidup humanis di tengah-tengah pluralisme. *ELEOS: Jurnal Teologi Dan Pendidikan Agama Kristen*, 2(2), 81–90. https://doi.org/10.53814/eleos.v2i2.32

Gunadi, G., & Sumarni, D. (2023). Menilai Kompetensi Pedagogik dan Profesionalisme Guru: Studi Kasus di SD Cisarua. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 28–38. https://doi.org/10.56855/jpsd.v2i1.257

Gultom, I. Y., Adri, H. T., & Indra, S. (2021). Hubungan Kecerdasan Interpersonal Siswa Terhadap Kecenderungan Perilaku Verbal Bullying Di Sekolah Dasar. *SITTAH: Journal of Primary Education* 2(2), 121-130

Hasibuan, L., Anwar, K., & Nazirwan, U. (2021). Pendidikan dan perubahan kebudayaan transmisi budaya dan perkembangan institusi endidikan. *Jurnal Literasiologi*, 5(2), 69–82.

Holilah, I. (2020). Dampak media terhadap perilaku masyarakat. *Jurnal Studi Gender Dan Anak*, 7(1), 103–114.

Hurlock, E. B. (2018). *Perkembangan anak (jilid 1).* (A. Darma, Ed.; edisi 6). Erlangga.

H Helmi, H., Rustaman, N. Y., Tapilouw, F. S., & Hidayat, T. (2019). Perubahan Miskonsepsi Siswa pada Perkuliahan Evolusi Melalui Dual Situated Learning Model. BIOEDUKASI : *Jurnal Pendidikan Biologi*, 12(2), 176–181.

https://doi.org/10.20961/bioedukasi-uns.v12i2.32950

Khadijah, & Zahriani, N. (2021). *Perkembangan sosial Anak Usia Dini Teori dan Strateginya* (1st ed.). Merdeka Kreasi Group.

Khusnul lathifah, Z., Pupu Fauziah, R. S., Kholik, A., Aminulloh, M., Sri Utami, I. I., Efendi, I., & Gunadi, G. (2022). Pendampingan Penguatan Pendidikan Karakter di Sekolah Dasar Berorientasi Pelajar Pancasila. *Jurnal Warta LPM*, 25(2), 164–174.

Lesmana dwi, R. putra, & Syafiq, M. (2022). Fanatisme agama dan intoleransi pada pengguna media sosial. *Jurnal Penelitian Psikologi*, 9(3), 36–49.

Maliki. (2022). *Bimbingan konseling di sekolah dasae : Suatu pendekatan imajinatif* (2nd ed.). Pt Republik media kreatif.

Nugrani, E. D. (2016). *Fanatisme remaja terhadap musik populer korea dalam perspektid psikologi sufisfik (studi kasus terhadap EXO-L).* UIN Walisongo.

Nurfirdaus, N., & Sutisna, A. (2021). Naturalistic: Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran. *Jurnal Kajian Penelitian Dan Pendidikan Dan Pembelajaran*, 5(2b), 895–902.

Pujiono, A. (2021). Media sosial sebagai media pembelajaran bagi generasi Z. *Didache: Journal of Christian Education*, 2(1), 1. https://doi.org/10.46445/djce.v2i1.396

Putri, A. L. (2020). Dampak korea wave terhadap prilaku remaja di era globalisasi. *Jurnal Bimbingan Konseling Islam*, 3(1), 42–48.

Putri, A. P. (2018). *Pengaruh konformitas dan fanatisme terhadap perilaku solidaritas*. *6*(3), 305–309.

Rafiq, A. (2020). Dampak media sosial terhadap perubahan sosial suatu masyarakat. *Jurnal Ilmu Sosial Dan Politik*, *3*(1), 18–29.

Reber, A. S., Allen, R., & Reber, E. S. (2010). *The penguin dictionary of psychology* (Y. Santoso, Ed.). Pustaka pelajar.

Risman, K. (2022). *Fanatisme mahasiswa islam* (I. Risman, Ed.; 1st ed.). Rena cipta mandiri.

Sakinah, R. N., Hasna, S., & Wayuningsih, Y. (2022). Pengaruh positif fenomena K-Pop terhadap karakter generasi muda di indonesia. *Journal on Education*, *05*(01), 735–745.

Sri Yenti, N., Syamsir, Mairiza, N., Anggraini, N., Febriani, E., & Fadilla, P. (2022). Dampak budaya korea pop (K-POP) terhadap tingkat motivasi belajar mahasiswa universitas negeri Padang. *Jurnal Pendidikan, Bahasa, Sastra, Seni Dan Budaya*, *2*(2), 2746–7708.

Sugiyono. (2022). *Metode penelitian kuantitatif* (Setiyawami, Ed.; 3rd ed.). Alfabeta.

Susanto, A. (2015). *Bimbingan & Konseling di Taman Kanak-kanak* (1st ed.). Prenamedia group.

Susanto, A. (2017). *Pendidikan Anak Usia Dini* (Suryani & U. Rahmawati, Eds.; 1st ed.). Pt Bumi Aksara.

Sutha, D. wijayanti. (2019). *Biostatitiska* (Amirullah, Ed.; 1st ed.). Media Nusa Creative.

Watiningsih, E. dwi. (2020). *Pengaruh fanatisme, anonimitas dan trait kepribadian big five terhadap agresi verbal penggemar k-pop di media sosial*. universitas islam negeri syarif hidayatullah.

Wijianto, puji. (2022). *Studi fenomenologi perilaku sosial siswa terhadap program pendidikan gratis* (1st ed.). Media Nusa Creative (MNC Publishing).

Andini, L., Marmawi, Desni, Y., & Dian, M. (2023). Implementasi Pendekatan Saintifik untuk Menginternalisasi Nilai Cinta Damai bagi Anak Usia Dini. 7. https://doi.org/https://doi.org/10.31004/obsesi.v7i2.3912

Ardityas, P., & Henry, A. R. (2022). Pentingnya Upaya Menerapkan Pendidikan Karakter Cinta Damai pada Siswa Sekolah Dasar. 6. https://garuda.kemdikbud.go.id/documents/detail/3115266

Arespi, J., Hasanatul, F., Desyandri, & Irda, M. (2022). Peran Guru terhadap Perilaku Bullying di Sekolah Dasar. 6. https://www.jptam.org/index.php/jptam/article/download/4204/3515

Arum, S., & Siti, I. A. D. (2020). Strategi Layanan Bimbingan Dan Konseling Di Sekolah Dasar Untuk Mengatasi Perilaku Bullying. 7. https://pdfs.semanticscholar.org/0d52/ae1a48f8c52f7c3097a3f7f54fe6a0d0650a.pdf

Cokorde, e I. A. L. D., & Tience, D. V. (2020). Posttraumatic growth among adolescents victims of bullying. 15. https://doi.org/https://doi.org/10.32734/psikologia.v15i1.4342

Dila, Y., Marisa, R., Ismiarti, N., & Muhamad, D. Z. (2022). Perbandingan Karakter Cinta Tanah Air dan Cinta Damai dalam Pembelajaran IPS. 3.

https://doi.org/DOI: 10.37251/jber.v3i3.270

Elok, R. H., Maulani, S., Ahmad, N. R., & Ani, Q. Z. F. (2023). Analisis Teoritis Kasus Bullying: Telaah Kontrol Emosi Mario Dandy Dengan Pendekatan Teori Pengendalian Diri Hurlock. 1. https://doi.org/https://doi.org/10.47233/jishs.v1i2.761

Juwita, S. (2021). Pembelajaran Tematik: Komparasi Karakter Peduli Lingkungan dan Karakter Cinta Damai. 2, pp 79-83. https://doi.org/DOI: 10.37251/jber.v2i3.200

Mardi, L. (2017). Restrukturisasi Pendidikan Awal Perdamaian Di Sekolah. 1. https://core.ac.uk/download/pdf/267023621.pdf

Mathilde, M. H., Emma, D., Adina, B., Mauro, G. C., Dietmar, G., Ceren, K., Sigita, L., Zlatka, M., Roy, O., & Kovess-Masfety Viviane. (2020). Bullying involvement and self-reported mental health in elementary school children across Europe. 107. https://doi.org/https://doi.org/10.1016/j.chiabu.2020.104601

Murfiah, D. W., Andina, W., Achmad, F., Muhammad, A., & Muhamad, T. H. (2019). Identifikasi Pengetahuan dan Ketrampilan Perlindungan Diri Anak Dari Pelecehan Seksual di SD Muhammadiyah 1 Surakarta. 6. https://doi.org/http://dx.doi.org/10.23917/ppd.v1i1.8374

Musu, -Gillatte, Zhang, Wang, Zhang, Kemp, Diliberti, & Oudederk. (2018). Indicators of School Crime and Safety: 2017. https://www.bjs.gov/content/pub/pdf/iscs17.pdf?ed2f26df2d9c416

fbdddddd2330a778c6=cbobieglen-cbbigine

Neci, Y. (2018). Efektifitas Bimbingan Kelompok Dalam Mengurangi Perilaku Bullying dan Implikasinya Terhadap Bimbingan dan Konseling. 2. https://doi.org/https://doi.org/10.22202/jcc.2018.v2i2.2951

Noorwindhi, K. D., & Sahat, S. (2014). Pengaruh Kegiatan Ekstrakurikuler Kepramukaan Terhadap Perilaku Prososial Remaja Di SMP Santa Ursula Jakarta. 3. https://doi.org/http://dx.doi.org/10.30996/persona.v3i03.415

Putu, Y. A. D. (2020). Perilaku School Bullying Pada Siswa Sekolah Dasar. 1, pp, 39-48. https://doi.org/https://doi.org/10.55115/edukasi.v1i1.526

Rozemarijn, van der P., Christian, S., & Rene, V. (2019). The way bullying works: How new ties facilitate the mutual reinforcement of status and bullying in elementary schools. https://doi.org/https://doi.org/10.1016/j.socnet.2018.12.006

Sabbihisma, M. D., Humairah, & Ahmad, I. K. (2023). Analisis Penyebab Tindakan Bullying dengan Pendidikan Karakter Cinta Damai di Sekolah Dasar. 8. https://doi.org/https://doi.org/10.51169/ideguru.v8i3.700

Sarah, M. A., Aswandi, B., & Midiastuti. (2016). Pelaksanaan Kegiatan Pramuka di SD Negeri 164 Kelurahan Tuah Karya Kecamatan Tampan Kota Pekan Baru. https://www.neliti.com/publications/205203/pelaksanaan-kegiatan-pramuka-di-sd-negeri-164-kelurahan-tuah-karya-kecamatan-tam

Taqwa, H., Berliana, & Retno, W. (2023).

Sosialisasi Etika Penggunaan Media Sosial Untuk Mencegah Bullying Pada Siswa MTS Ushriyyah Purbalingga. 3. https://doi.org/doi.org/10.34306/adimas.v3i2.865

Tine, L. M. E., Helena, S. N., & Marianne, S. (2014). Bullying in Elementary School*. 49. https://doi.org/DOI: https://doi.org/10.3368/jhr.49.4.839

Yohanes, S., Fransiska, D., Syamsudin, & Maria, A. G. E. (2023). Penguatan Sikap Pro-Sosial Dalam Kegiatan Pramuka Untuk Mencegah Kekerasan di Sekolah Inklunsif. 4. https://doi.org/https://doi.org/10.53544/jpp.v4i1.415Aiken, L. R. (1985). Three coefficients for analyzing the reliability and validity of ratings. Educational and psychological measurement, 45(1), 131-142. doi:10.1177/0013164485451012.