

REALIZING ANTI-BULLYING THROUGH HABITUATION ACTIVITIES “SAYBER PANCANGAN DOA” AS AN EFFORT TO IMPROVE CHARACTER EDUCATION

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Authors:

Edy Prayoga ¹

Sri Harini ²

Suci Hidayati ^{3*}

* Author's Email Correspondence:

alreziisuci@gmail.com

Affiliation:

¹ SMK Negeri 1 Turen Malang

²⁻³ UIN Maulana Malik Ibrahim
Malang

Abstract

Post-pandemic online learning raises problems of declining character values such as decreased self-confidence, concern for the environment, egoism, and empathy for others. This makes educational institutions have the tough task to restore the identity of their students. One of the efforts made by the Head of SMK Negeri 1 Turen Malang Regency to minimize the above problems is to carry out a character education habituation activity called “Sayber Pampang Do'a”. The number of respondents in this study were 1,988 students with 58 parallel classes who were observed as many as 116. The results showed that there was a change in anti-bullying behavior with a percentage of 6.53% to 100% and the formation of character values in students with good categories for each indicator of Dear, Clean, Clever, Beautiful, Handsome and Pray, which means that habituation activities “Sayber Pampang Do'a” has a positive effect on changing students' anti-bullying behavior and increasing character values. The next hope is that from the “Sayber Pampang Do'a” habituation activities, anti-bullying behavior can be realized in all students so that the learning process at SMK Negeri 1 Turen runs smoothly, safe, comfortable, and protected from bullying practices.

Keywords: Anti-bullying, Sayber Pancangan Do'a, Character Education



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INTRODUCTION

The passing of covid 19 has left many impacts on our education world. Changes in student behavior in learning are suspected because online learning can be considered out of control by the attention of teachers and parents. Not only that, but parents also often commit violence in shaping their children to remain disciplined in learning. Dari the results of a survey conducted by the Indonesian Child Protection Commission (KPAI) cases of physical violence in children as much as 44% while psychic violence as much as 56% (Kompas.com - 14/10/2020). Research on the effect of (Sari, 2023: 81) parental assistance on MI students during the pandemic shows that a percentage of 40% of parents are ready and 29% are quite ready to accompany their children to study at home, which means that it is still around 50% only parents who care about the learning

process and education of their children. But it is not uncommon for older people to worry about the quality of schools for their children to learn. Parents will always consider the right school or education for their child. The appeal of a school cannot be separated from the vision and mission and programs launched and also its teachers who are creative in teaching. This is by Government Regulation Number 78 of 2008 Article 1, explaining that Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, basic education, and secondary education. The above competencies must be mastered by a teacher as a form of professionalism.

As soon as a school advances, it is certain that the school has an unusual vision and mission. The vision and mission formed are certainly inseparable from the role of a school principal. One of the competency standards that must be possessed by the principal is managerial competence. This competence makes the principal have to think hard to compile programs, manage the community well and implement together optimally so that the goals of the institution will be achieved. Breakthroughs or innovations from a school principal will be seen in the program and the resulting achievements. SMKN 1 Turen, which is one of the public schools in Malang district, has the vision to become a superior school based on imtaq and environmentally friendly. This school has programs that are a reflection of the mission to be realized together. The commitment of the principal and all teachers is to continue to try to maintain their achievements in forming students who excel, have excellence, succeed, and output to a higher level so that it is easy to get a job, successful business entrepreneurship, and character.

According to Megawangi in (Suradi, 2017: 522-533), children who grow up with good character are inseparable from the influence of their environmental character. Children are born holy with their fitrah that can develop optimally depending on the environment that forms them where they live. Considering that the child's environment is not only a micro family environment, all parties, but both the family environment, schools, mass media, business community and so on also contribute to the development of children's character. In other words, developing the next generation of a nation with good character is a shared responsibility. Therefore, awareness from all parties, especially schools, is needed to improve the character education of their students. Msees the phenomenon of the character f the nation today which tends to be worrying, especially among its youth. Aristotle in Abuddin Nata (2016: 58) said that human beings will not naturally (spontaneously) grow into human beings who have good character, because the character in humans is the result of individual and societal efforts throughout life.

From the paper above, it is felt necessary for the Head of SMKN 1 Turen to innovate to improve character education that has been adjusted to the vision and mission of eco lah to make it happen. One of the innovations developed by the Head of SMKN 1 Turen in the formation and improvement of student character is a habituation program for students named **“Sayber Pancangan Do'a.”** The program **“Sayber Pancangan Do'a”** is a chronim of the words Sayang, Bersih, Pandai, Cantik, Ganteng, and Do'a bersama. This program is a habituation activity carried out as an effort by the entire community to foster a sense of security, comfort, and mutual respect. The Covid 19 pandemic period still leaves the influence of character shifts on most students (Minhaji, Nawafil, & Muqit, 2022: 2107-2118). The empathy, attention, and affection of parents have an impact on the lack of students in maintaining the learning environment to the occurrence of bullying behavior in schools. From the motto “Excellent, Achieve, and Succeed” the principal strives by making innovations in the development of

character-building programs, namely Realizing Anti-Bullying. This program aims to motivate and increase self-confidence and foster a clean environment and togetherness sustainably for students.

Several research results on discipline and habituation instilled in students have a positive correlation to the increase in character values in students. The results of the study obtained a correlation value (r) X to Y of (R^2) 0.532, with the conclusion that character education has a significant effect on the discipline of students (Dole, 2021: 3675-3688). In line with the research above, it shows that from the process carried out in strengthening the value of discipline through habituation activities carried out at SDN Anyar 2 there has been an increase in the value of disciplinary character in its students (Ayni, 2022: 267-277). The same is also obtained from research conducted by Suradi (2017: 522-533) Efforts to build good character for students to be able to behave well in the community environment with superior skills, religious attitudes, and behaviors, tolerant, honest, disciplined, hard work, creative, responsible, independent, democratic, respect the work of others and have a sense of peace-loving is through the application of school discipline.

From some of the studies above, it is considered necessary for the author who is also a leader at SMKN 1 Turen to implement habituation activities in schools to find out how big and to what extent the influence and relationship between habituation activities carried out in schools and improving student character.

The purpose of this study was to determine the relationship between the habituation program and improving student character and how much influence students' anti-bullying attitudes have after following the continuous habituation program implemented in schools. In general, the purpose of the research that has been carried out is expected to be an inspiration for other schools in innovating to develop character education which is the hallmark of each school.

RESEARCH METHODS

This research uses a qualitative approach with an observation method whose implementation is carried out in two stages, before and after the implementation of the "Sayber Pancangan Do'a" activity. This study was conducted on students of SMKN 1 Turen with a total of 58 students and a total of 1,988 students. The observation process at the initial stage can be seen from the violation book, both class journals and student teacher journals that have committed many violations during the learning process. This observation is carried out to measure what percentage of students do not understand and bully other students. Furthermore, the data obtained are compared with the observation data of the second stage. In this second stage, students participated in the "Sayber Pancangan Do'a" habituation activity program carried out for three months, namely from July to September 2022.

FINDINGS AND DISCUSSION

From the results of the observation of stage one and stage two, a comparison of each data obtained will be carried out. The comparison of the two data is a percentage value of the program that has not been and after being implemented. The data serves as a benchmark for the success of the "Sayber Pancangan Do'a" habituation program implemented.

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Table 1. Percentage Before Program Implementation

KELAS	JUMLAH ROMBEL	JUMLAH PANTAUAN	PANTAUAN LANGSUNG SEBELUM IMPLEMENTASI SAYBER PANCANGAN DOA							
			SAYANG	%	BERSIH	%	CANTIK GANTENG	%	DOA	%
I	20	40	40	100%	40	100%	40	100%	40	100%
II	19	38	38	100%	38	100%	38	100%	38	100%
III	19	38	38	100%	38	100%	38	100%	38	100%
TOTAL	58	116	116	300%	116	300%	116	300%	116	300%
PROSENTASE	58	116	116	100%	116	100%	116	100%	116	100%

From the table above, it can be seen that the percentage obtained to see anti-bullying students in 58 rumbles is still very low at 6.53%. This shows that most students are still aware of or do not practice bullying other students in their schools.

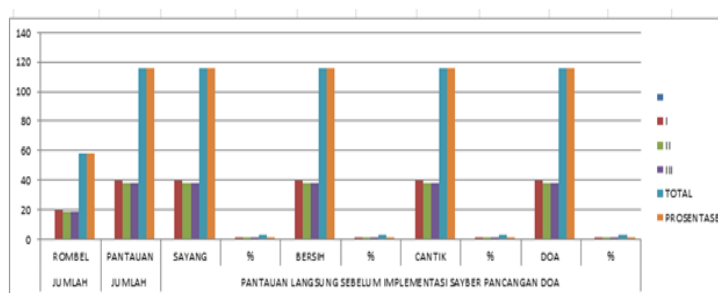


Figure 1. Percentage Before Program Implementation

The data obtained in Table 1 is accumulated in Graph 1 so that character values can be seen in students that are applied and monitored directly during the learning process at school. From the graph, it can be concluded that before the implementation of the “Sayber Pancangan Do’a” habituation program, students did not show character values and anti-bullying with their colleagues in the school environment. The average percentage obtained before implementation was 6.3% in the very low category.

The next d is the result of monitoring directly after the implementation which is presented in tables and graphs.

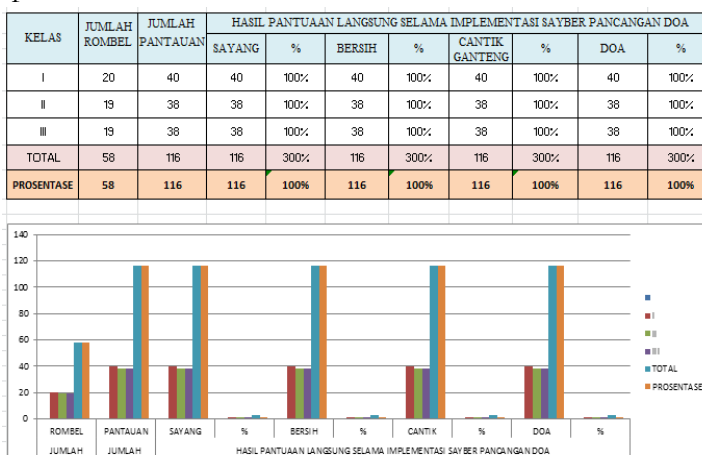


Chart 2. Percentage of Monitoring Results After Implementation

From the data obtained in the table and graph 2, it shows that there is a significant influence on the implementation of the habituation activity program “Sayber Pancangan Do’a” to

anticipate and resolve bullying. The data obtained by 1,988 students in 58 rumbles with 116 observations, can show an anti-bullying attitude of as much as 100%. This means that there is a significant increase in the percentage from the percentage before implementation (very low; 6.3%) to very high after implementation by 100%.

From these results, the school hopes to realize the achievement of the school's vision and mission which is the school's goal comprehensively, including: (1) Students who make mistakes do not feel that their self-esteem is dropped, but become an awareness that is manifested in-violent discipline. (2) Improve and maintain the cleanliness of the Adiwiyata se school so that learning activities can be carried out comfortably and safely. (3) Motivate students to be able to learn by giving and filling each other between their shortcomings and strengths to gain abilities and competencies and equip character according to the mandate of education. (4) Facilitating learners to learn well, and confidently through the creation of conditions formed early regarding differences in their physical and mental conditions. (5) Conducting spiritual guidance until a positive student spirit of togetherness is formed, touching the mind, full of empathy, and is done full of awareness that they are educated with the concept of togetherness.

Character Education in students is carried out by forming a committee team that moves to educate students in improving organizational culture and discipline its implementation has shown a significant correlation to the improvement of character education and anti-bullying in students (Maksum, 2015: 79). This is by the mandate of Child Protection Law no. 23 of 2002 in Article 1 paragraph 15a that bullying is said to be violence and Article 80 with the threat of imprisonment for a maximum of three years and six months and or a maximum fine of Rp. 72,000,000. The program created by the principal of SMKN 1 Turen is one of the efforts to keep school residents protected and away from the above legal problems. Not only that, programs that are created and implemented together can improve student character education. This is in line with the concept of character education based on Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education by referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening *Character Education in Formal Education Units* (Muhaimin, 2009: 78).

Information from Balitbang in , explains that the Suradi (2017: 98)scope of moral values or character education that must be developed in the family and school environment includes (1) Religious Attitudes: is anikap and obedient action in carrying out religious teachings, has tolerance in be worship with others and different religions, and live in harmony between followers of other religions; (2) Honest: Having a perilaku based on establishing himself as a trustworthy person in everything; (3) Tolerance: Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others that are not the same; (4) Discipline: An attitude that shows obedient behavior and complies with various provisions and regulations; (5) Hard Work: Behavior that demonstrates serious effort in overcoming various learning barriers and tasks, as well as completing tasks well; (6) Creative: Thinking and doing something to produce a new way or result of something already owned; (7) Independent: Attitudes and behaviors that are not easily dependent on others in completing their tasks; (8) Democratic: A way of thinking, behaving, and acting that equals the Rights and obligations of himself and others.

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From the above presentation, the habituation activity program "Sayber Pancangan Do'a" which is an innovation from the principal of SMKN 1 Turen has been appropriate and very good to continue to be developed. This can be a benchmark for the success of instilling character values in students who go to school at SMKN 1 Turen and become characteristic of the growth of character values that have been formed.

CONCLUSION

From the habituation activity program implemented at SMKN 1 Turen, positive things were obtained, namely, *First*, the Habituation Activity "Sayber Pancangan Do'a" has a positive effect in realizing the anti-bullying behavior of students with a significant value of *si* is quite high and affects improving student character education with a score of up to 100% from the initial percentage of 6.3%. *Second*, The success of teachers in instilling non-violent discipline through the use of words of affection in the pronunciation of reprimand sentences and the learning process in an atmosphere that loves each other without bullying among students so that students feel comfortable in the school environment. *Third*, there is success in improving school hygiene and facilitating students to learn well and be full of confidence, motivating them to always help each other and cooperate by respecting each other.

SUGGESTION

The need for continuous and periodic guidance by the Malang Regency Regional Education Office Branch, especially the Supervisory Father, so that this innovation can provide valuable value as well as good benefits for teachers, the formation of student character education, and the continuation of the activity program when there is a change of principal to maintain the character, achievements, and progress of SMKN 1 Turen in the future.

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