

# Art That Transforms: Bullying Prevention Through Student Poster Works in Elementary School

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## ABSTRACT

**Objective:** Educational programs are planned to maximize the means to reach educational goals, but recently, bullying among elementary school students has become a pressing issue in education. Bullying is an unethical act that is carried out continuously. The causes vary, ranging from family environment, community, school, and social media viewing. **Method:** This study used the literature review method to investigate the impact of bullying prevention through art in the form of student poster works. Data was collected using the PRISMA method, with data analysis using qualitative research. This study aims to determine the effectiveness of posters in preventing bullying in elementary schools from various literatures. **Results:** The results show that using art as a poster in elementary schools can effectively strengthen students' awareness of bullying issues. The poster works created by students allow them to express their feelings and responsibilities regarding this issue and provide a platform for them to understand the negative impact of bullying on individuals and the school environment. **Novelty:** This research underscores the importance of arts integration in the primary education curriculum to combat bullying effectively.

## INTRODUCTION

Education is a crucial part of building a great and advanced nation (Junindra et al., 2022). Countries can only compete if they have education. In Indonesia, there are two types of education: formal and non-formal. Formal education has a clear structure and levels, such as primary, secondary, and higher education. Non-formal education is provided outside formal education, such as at home or in the neighbourhood. According to Law No. 20 Year 2003, education must be implemented democratically and equitably, and there must be no discrimination of any kind (Gunawan, 2020; Munadlir, 2016; Triningsih, 2017).

For educational goals to be achieved optimally, education must be programmed in a planned manner. Education programs are all well-planned and implemented in the world of education, such as in schools (Junindra et al., 2022). The principal acts as the school leader and is responsible for implementing this education program. Teachers play an essential role in running the education program as they are involved in learning and often interact with students. People who provide education, both formal and non-formal, are teachers. Teachers teach and help students achieve academic and non-academic goals and shape their character (Palunga & Marzuki, 2017; Wau, 2022).

Everyone, including teachers who teach and educate students' character, must work together to build students' character. Character is a person's inherent nature or personality (Achadah & Yasin, 2022). Character education aims to educate students to become good citizens, demonstrated by being responsible, honest, and proud to be a citizen (Çubukçu, 2012). Character education is an effort to strengthen and improve the ethical and moral values of the nation, especially students, who will be the next

generation and the center of the nation's success (Marsakha et al., 2021). Character education will make students not only intellectually intelligent but also emotionally intelligent. This will enable them to solve problems wisely without harming others or themselves.

Character education in intellectual education is always different from the focus of character education in Indonesia's national education system through the Strengthening Character Education (Muttaqin & Raharjo, 2018). Strengthening Character Education (PPK), stipulated by Presidential Regulation (Perpres) No. 87/2018, is an educational movement that aims to improve student character through harmonious cultivation of heart, taste, mind, and body. PPK is carried out in collaboration between educational institutions, families, and communities (Safitri et al., 2018). In the independent curriculum, strengthening character education is implemented in the Pancasila Student Profile Strengthening Project (P5). The character dimensions of the Pancasila Student Profile include faith and devotion to God, almighty and noble character, cooperation, independence, global diversity, and critical and creative reasoning (Ulandari & Dwi, 2023).

Although many programs and regulations focus on strengthening character, the values of character education have faded, especially among elementary school students (Safitri et al., 2018). This is partly due to the rapid development of technology, which allows students to access and imitate foreign cultures. As a result, their behavior is different from Indonesian cultural values and identity.

News about bullying in schools has been on the rise lately. According to data collected by KPAI in 2014, bullying cases topped the list of public complaints. KPAI recorded 369 complaints from 2011 to August 2014. Of the total number of complaints, 1,480 cases constituted 25% of the cases in the educational environment (Safitri et al., 2018). According to the Indonesian Child Protection Commission (KPAI), there were 2,355 cases of child bullying until August 2023. Of these cases, children most often reported sexual violence, with 487 cases, followed by 236 cases of physical or psychological violence, 87 cases of bullying, 27 cases of fulfillment of educational facilities, and 24 cases of educational policies. In addition, many other cases were not reported to KPAI (Masyrafina, 2023).

Seniority, verbal, mental, and physical abuse are the most common cases of bullying in educational settings. Bullying is the systematic abuse of power and is categorized as aggressive behavior perpetrated by peers regularly and characterized by unequal or equal power (the victim is less able to defend themselves) (Wolke & Lereya, 2015). Therefore, school bullying is a type of aggressive behavior perpetrated repeatedly by abusing power by schoolmates (Munandar et al., 2023). To better prevent bullying early on, educators, parents, and all other interested parties must increasingly realize that bullying must be dealt with immediately.

Because of the decline in the character of students today, they are resulting in rampant bullying in elementary schools. Many things are the source of bullying, starting from the narrowest environment of students, namely the family environment, community

environment, and school environment. Especially in the school environment, many teachers still have not fully understood the prevention or how to overcome bullying in schools. In fact, according to the Organization for Economic Cooperation and Development (OECD), Indonesia is one of the 78 countries with the most bullying cases. OECD gets data that as much as 41.1% of bullying occurs in Indonesia (Sari, 2023; Suryani, 2022). Not only that, as many as 22% of students in Indonesia claimed to have been insulted and had their belongings stolen, as many as 18% of students claimed to have been pushed by their peers, as many as 15% of students had been intimidated, as many as 19% of students had been ostracized, as many as 14% of students had received threats, and as many as 20% of students whose bad news was spread by the bully (Ramadhanti & Hidayat, 2022). Even in 2021, the Indonesian Child Protection Commission (KPAI) obtained data on 17 cases of bullying involving students and teachers, from the many cases that occur all citizens and governments need to pay serious special attention to this bullying problem. Of course, it needs to be implemented immediately to overcome and prevent bullying-related actions.

Several studies have been conducted to minimize bullying in elementary schools. Such research conducted by Munandar, Junita, and Jabit (2023) that Strengthening character education can prevent bullying. This can be achieved through cultural school activities such as flag ceremonies, religious activities, gotong royong, and artwork, especially in the form of student posters. Character values can be incorporated into learning tools designed by teachers and implemented into the learning process in the classroom. Researchers agree with the research conducted by Sarasati, Kusumastuti, & Wdiastuti (2019) to turn students into H.E.R.O (Helping Everyone Respect Other) by making posters with anti-bullying tag lines. So as to make their sense of responsibility to prevent bullying from happening. Other research also shows that the implementation of character education through a class-based approach and school culture can reduce bullying behavior in students (Larozza et al., 2023). Some other relevant research on the effectiveness of poster media in preventing cases of bullying include research from Adnan, Jetun, Kartini & Putra (2022) and Qiyami & Nilamsari (2021) and Hamdi, Muhammad, & Husnul (2023) explained that the role of anti-bullying poster media can prevent bullying in schools by making posters made by students about the importance of preventing bullying.

From several previous studies, the action of school bullying in elementary schools can be overcome and prevented with a cultural approach, especially poster artwork. Poster artwork not only presents an opportunity for students to express themselves creatively, but also has great potential to raise their awareness of issues such as bullying. This research will explore how students' participation in the creation of poster artwork can influence their perception of bullying issues and its impact in reducing or preventing bullying incidents. In this modern era where bullying issues are increasingly complex and technology plays a significant role in student interactions, art may be one of the most powerful tools to convey important messages that promote positive change in school culture.

Thus, this literature review research aims to determine the effectiveness of using posters in preventing bullying from various literatures and add insight and reference for teachers in bullying prevention efforts in elementary schools. It is hoped that the results of this study can minimize bullying in primary schools and provide valuable insights for educators, policy makers, and educational practitioners who are committed to preventing, addressing, and reducing bullying issues in the context of primary education.

## RESEARCH METHOD

The method in this study uses the literature review method with data analysis using qualitative research. Literature review is a word used to refer to research methodology or to specific research, which has been developed in a way to collect and evaluate research related to the emphasis of a particular topic (Wahyudin & Rahayu, 2020). This research will discuss the concept of art in the prevention of bullying at the elementary school level, especially through poster artwork created by students. This research method will integrate previous relevant literature used as a source of this research with discussions of related variables in this study. Data collection was carried out using the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-analyses). There are 5 stages in the PRISMA method, namely defining eligibility criteria, defining information sources, selecting literature, collecting data, and selecting data items (Novitasari et al., 2020). PRISMA flow diagram can be seen in Figure 1.

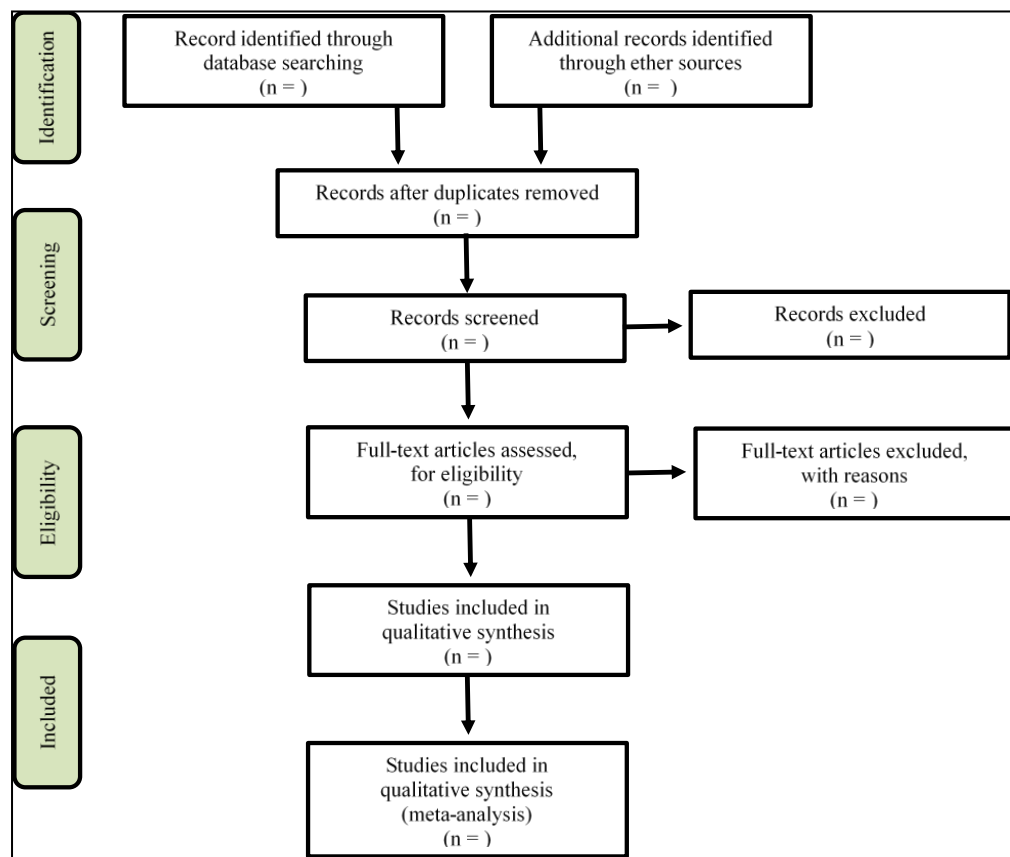


Figure 1. PRISMA flow diagram

1) Defining the eligibility criteria, the article must be original research to be reviewed (IC1), the study must be published within the last ten years (2013-2023) (IC2), the article aims to investigate bullying behavior in primary schools and how to prevent it through posters (IC3).

2) Defining sources of information, the literature search was conducted on online databases that have large repositories for academic studies, such as Google Scholar, Scindirect. In addition, a search of the reference lists of the articles included in the inclusion criteria was also carried out to find whether other related studies were relevant to this research.

3) Literature selection, namely by determining keywords, selecting titles and abstracts, reading part or all of the articles that meet the previous criteria to determine whether they meet the criteria for inclusion in the review, and selecting references from related articles to be reviewed to find other related studies.

4) Data collection conducted manually by listing articles based on article type, journal name, year, topic, title, keywords, and research method. Data item selection, data selected based on studies related to bullying prevention, the benefits of art in bullying prevention, and the research methods used.

## RESULTS AND DISCUSSION

### Results

Based on the screening results that have been carried out by researchers, 26 articles were selected from 2013 to 2023. researchers selected from 2013 to 2023. Researchers conducted research with the PRISMA method. All literature reviews analyzed have been included in the inclusion criteria, namely by year, based on the purpose of writing the article. Related data can be seen in Figure 2.

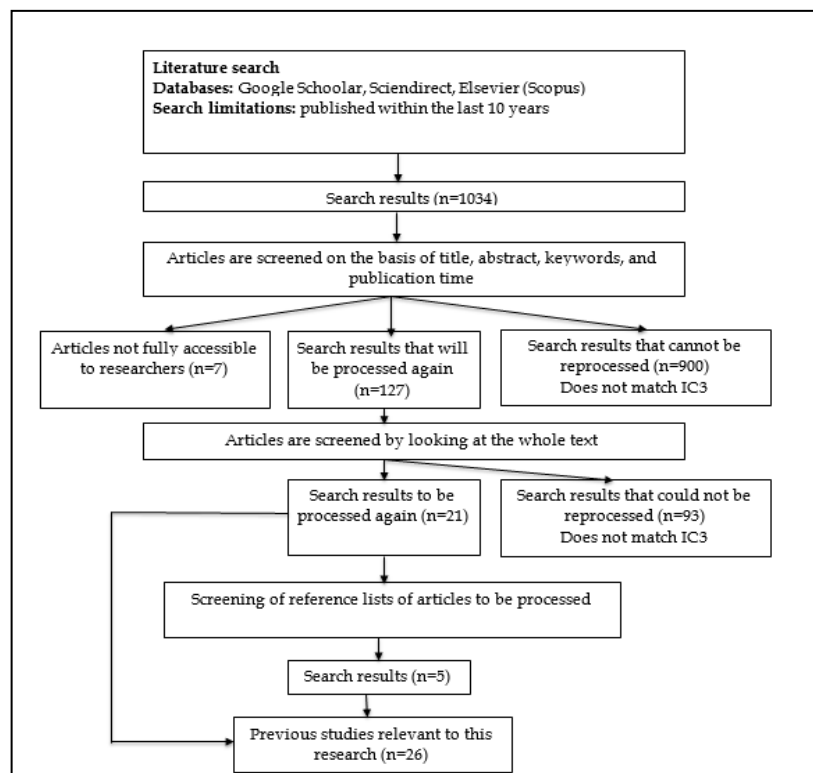


Figure 2. Data collection results using the PRISMA method

Bullying is an aggressive action or repeated behavior based on power. In this context, students who have a higher power or position of authority than their friends abuse that power repeatedly to their friends. Bullied victims are students who have no power and are, therefore unable to defend themselves. Generally, the factors possessed by victims of bullying are those who have lower physical and psychological parts when compared to the bully. Ghani et al. (2020) defines bullying as a kind of aggressive action which is intentionally and persistently carried out by someone to cause harm or discomfort to others around them.

Bullying continues to occur because of the threats made by the bully and the fear of the victim to report it to the concerned parties. Most of the time, the result is that the victim becomes depressed. Because victims have a greater chance of being bullied again, other people have an obligation to protect or help victims in the event of bullying. Bullying occurs in various environments, starting from their narrowest environment, namely the family, community environment, and school environment. Children have children's rights, which are part of the human rights contained in the 1945 Constitution of the Republic of Indonesia and contained in the United Nations Convention on the Rights of the Child. Article 28B paragraph (2) of the 1945 Constitution of the Republic of Indonesia stipulates that every child has the right to survival, growth, and development, and children have the right to protection from various kinds of violence and discrimination. (Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak, 2002).

The most common type of child abuse and discrimination and a cause for concern is bullying in schools. Bullying can affect the development of children at school. It has many effects ranging from short-term effects to long-term effects on all parties, including the perpetrator, the victim, and also other people involved in witnessing the event (Nurhayaty & Mulyani, 2020; Samsudi & Muhid, 2020; Setiwati & Dwiningrum, 2020; Tirmidziani et al., 2018). Bullying can be direct and indirect depending on the situation and conditions, so various forms of bullying affect children, especially in schools. Victims of bullying or bullied children will feel very uncomfortable and unsafe because bullying often happens to them. They will realize that bullying can attack them anytime and anywhere they are. This will have an impact on the mental health of bullying victims. They will always think of ways to escape from the bully, and this will cause the victim to constantly feel tense in their activities (Mohan & Bakar, 2021; Santosa & Sugiarti, 2022). The factors that influence bullying behavior according to Magfirah in Ahmad, et al. (2022) two factors influence the occurrence of bullying, namely: 1) Internal factors originate from the individual, including self-concept, values, personality, perceptions, self-control, self-esteem, and emotional intelligence. The character of the individual/group, for example, grudge or envy, the spirit of wanting to control the victim using physical power and sexual attractiveness, to increase the popularity of the perpetrator among the peer group (peers), wrong or inappropriate value perceptions of the victim's attitude, difficulty in forming friendships and controlling emotions, victims often feel that they deserve to be treated this way (bullied). As a result, the victim just silences it so that it happens repeatedly to him; 2) External factors are factors that originate outside the individual, which include his family, socioeconomic status, gender, beliefs,

ethnicity/racism, school culture, traditions of seniority, as well as harmonious or discriminatory school situations (adjustment). Examples are families that do not get along well, the complexity of family problems such as the absence of the father, the mother suffering from depression, lack of communication between parents and children, divorce or parental disharmony, and socioeconomic disabilities are significant causes of attacks. Differences (especially if the differences are extreme) of individuals with a group where they join; if they have not been able to be adequately addressed by the group members, then it can be a factor that causes bullying. An example is the existence of class differences using senior-junior assumptions, which will indirectly have the potential to create a feeling that seniors are more powerful than their juniors. Seniors who misinterpret their rank in the group can use it as an excuse to bully juniors. Individuals who are not in the same economic class in a group can also be a factor in bullying. Potential victims mean people from the middle economic class. when the tradition of seniority is misinterpreted and used as an opportunity or excuse to bully juniors, it sometimes does not stop forever. often, it is an unwritten rule that is transmitted down the line. students themselves often describe seniority as a latent bullying attitude. Those who want to maintain seniority issues do so as a form of entertainment, to release grudges, out of jealousy or to seek popularity, to maintain tradition or to demonstrate power. In addition, schools with very rigid discipline, inadequate guidance, inconsistent rules, and educators who lack supervision and moral guidance can also lead to bullying (Ahmad et al., 2022; Bu'ulolo et al., 2022; Mujtahidah, 2018).

### ***Discussion***

Art has great potential to be an effective tool in bullying prevention. Art can help students express their feelings regarding bullying issues and raise their awareness about the negative impact of bullying behavior. In many cases, students' poster works provide a platform to communicate important anti-bullying messages. (Adnan et al., 2022).

The creation of the students' poster work was very simple. It started with the formation of groups and then the collection of used materials. Students collected various objects ranging from objects they usually use for learning activities to objects found in the kitchen. The objects they collected included: Folding table, chest board, tissue holder, milk can, tote bag, cardboard, drinking bottle, styrofoam, old book, used benner, patchwork, cutting board, and so on. After that they determine the materials they will use. Followed by discussing the design with group members and the teacher. After everything is determined, students then execute their work. Starting from giving basic colors to the work, drawing sketches, painting sketches, and ending with giving variations to the work to make it more interesting.

The findings show that student participation in the creation of the poster work is key to success in bullying prevention. The results of this study emphasize the importance of art as a bullying prevention tool. Art provides a creative way for students to deal with sensitive issues such as bullying. In this case, art is not only a medium for self-expression but also a means to form a positive outlook and a deeper awareness of social issues related to bullying (Juledi et al., 2023). Students' active participation in the process of creating the poster work has a positive impact. It not only gives students the opportunity to contribute to bullying prevention efforts, but also gives them a sense of ownership and responsibility for a safe school environment. The collaborative process of creating the posters also helped to strengthen relationships between students. This underscores the

need to actively involve students in anti-bullying initiatives. Student participation gives them responsibility in creating positive change in the school. The use of student poster work in bullying prevention has a positive impact on school culture. By promoting awareness and positive action, poster work can help create a more inclusive and supportive school environment. Students are involved in building a caring and responsible community.

## CONCLUSION

**Fundamental Finding:** This research highlights the important role of art, particularly in the form of student-created posters, in bullying prevention efforts in elementary schools. Art is not only a tool for students' self-expression, but also an effective tool in creating a safer, more inclusive and caring school environment. With the right support and integration, art can continue to play a key role in changing school culture and addressing bullying issues. **Implication:** The results found suggest that art can shift the paradigm in addressing bullying issues and creating a safer and more inclusive school environment. The concept of art as a bullying prevention tool proved to be effective in raising students' awareness of bullying issues. Art provides a powerful platform to deliver anti-bullying messages, helps students to understand the negative impact of such behavior, and provides creative ways to solve this problem. **Limitation:** This research only discusses literature studies and has not seen its application in the field. **Future Research:** It is expected to reveal the results of the application of the use of poster art in preventing bullying in elementary schools.

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