



## The effect of the Pancasila student profile strengthening project on bullying behavior of students (MA Nurul Iman Bandung City)

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### ABSTRACT

This research is driven by the rising prevalence of bullying behaviour among students, encompassing verbal, physical, mental, and sexual forms, which constitutes a significant issue within the educational system. This study aims to evaluate the impact of the project focused on enhancing the Pancasila student profile theme of awakening the soul and body as a solution to address student bullying behaviour. This study employs a quantitative methodology utilising a descriptive analytical technique. The data gathering method was a survey strategy utilising a questionnaire instrument given randomly to tenth-grade pupils. Data analysis was conducted via simple linear regression and product moment correlation, facilitated by SPSS version 25 software. The findings indicated a substantial impact of the Pancasila student profile enhancement initiative, centred on the topic of awakening the soul and body, on the bullying behaviour of tenth-grade students, with a significance value of 0.000 ( $0.000 < 0.05$ ). The project's impact on enhancing the profile of Pancasila students regarding the theme of developing their character and physical well-being in relation to student bullying behaviour is 62.6%. The study's results indicate that the project aimed at enhancing the Pancasila-themed student profile significantly impacts the bullying behaviour of tenth-grade students.



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## INTRODUCTION

Education is one of the efforts to shape individual morals. Morals are traits that are embedded in the human soul, giving rise to spontaneous behavior, that is, behavior that arises naturally without being deliberate or forced. Therefore, the existence of good morals must be an integral part of education and become an aspect that every individual owns. This is so that these values are not contaminated by behavior contrary to the prevailing norms.

The phenomenon of morals in social and cultural situations in education is still worrying. Education gradually reduces human dignity and degrees so that students do not show good morals, one of which is evidenced by the many forms of violence, such as bullying behavior, of students at school (Nurazizah et al., 2022). This shows that the facts on the ground are not in accordance with the social norms and rules that exist in society.

Education that aims to create a generation with morals and character seems to be far from successful because it tends to be more cognitive. The conditions today are the opposite, our nation has been unable to filter positive things and those that damage the country. The degree to which educational goals have not been optimally met is shown by the degree to which they differ from actual experiences. Bullying is a serious problem in today's schools and other educational institutions. An annual report (Catahu) on education in Indonesia for 2023 was published by the Federation of Indonesian Teachers' Unions (FSGI), and according to the data, bullying incidents in Indonesia have been on the rise. Thirty incidences of bullying were recorded in education institutions by FSGI in 2023. The majority of incidents (80%) took place in educational institutions overseen by the Ministry of Research and

Technology, while a smaller percentage (20%) occurred in educational institutions governed by the Ministry of Religious Affairs. The 30 cases are cases that have been reported and processed by the authorities. Of the 30 cases, the distribution of cases occurred at the junior high school/equivalent level 50%, at the elementary school/equivalent level 30%, at the high school/equivalent level 10%, and the vocational high school/equivalent level 10% (Rosa, 2023).

In addition, data on bullying cases in Bandung City was also recorded, and it ranked first in West Java Province. As reported by detikjabar.com, written by Alhamidi (2023), in 2022, 423 cases of bullying occurred in Bandung City. This causes Bandung City to occupy the top position in bullying cases compared to Bekasi Regency's 176 cases, Bandung Regency's 169 cases, Depok City's 150 cases and Sukabumi Regency's 139 cases. Based on the data presented above, bullying cases have become an alarming phenomenon and a big challenge for educational institutions, especially schools, indicating that bullying cases in the world of education have not yet been resolved.

The results of initial observations on 01 August-16 October 2023, researchers found a form of violence in the school environment, namely bullying behavior. This bullying behavior is so dangerous that it cannot be considered normal behavior. The act of bullying has several impacts that can hinder children's behavior in self-actualising, including making victims feel unsafe and uncomfortable, intimidated, inferior, worthless, difficult to concentrate when learning, and having difficulty socialising with their environment (Amnda et al., 2020). As a result, school is not a fun place for students but a scary and traumatic place (Mudjjanti, 2012). This suggests that bullying behavior has a profound impact on the mental well-being of victimised individuals, which has a long-term impact on their psychological well-being and academic achievement.

In response to this situation, in 2021, the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) launched a new independent curriculum to restore learning. The independent curriculum also provides a special focus on developing the Pancasila learner profile through the project of strengthening the Pancasila learner profile (P5) at every school level, which is an integral part of the vision of education in Indonesia (Lyana et al., 2023). As in its provisions, the independent curriculum applies phases in each level or class at each level of the education unit. The phase is divided into six stages, namely, phase A (grades 1 and 2 elementary school), phase B (grades 3 and 4 elementary school), phase C (grades 5 and 6 elementary school), phase D (grades 7, 8 and 9 junior high school), phase E (grade 10 high school) and phase F (grades 11 and 12 high school) (Nabila et al., 2023).

According to Yuliasuti et al. (2022) in the implementation of the project to strengthen the profile of Pancasila students (P5), students act as learning subjects who are actively involved in the entire series of project activities, then educators act as learning facilitators who can help students to maximise their learning process, while the education unit environment acts as a supporter of the implementation of the project to strengthen the profile of Pancasila students (P5) which is expected to provide facilities and a conducive learning environment. The purpose of the project to strengthen the profile of Pancasila students (P5) is to make students noble people and can benefit the surrounding environment (Rusnaini et al., 2021).

The Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) also determines the theme for each project to strengthen the profile of Pancasila students implemented in educational units. In the 2021/2022 academic year, the Ministry of Education, Culture, Research and Technology made seven themes for each project implemented in schools. These themes may change because they are adjusted to updates on issues in the surrounding environment. The seven main themes of the project to strengthen the Pancasila student profile (P5) that educational institutions can use are: 1) sustainable lifestyle, 2) local wisdom, 3) Bhineka Tunggal Ika, 4) build the soul and body, 5) democratic voice, 6) engineering and technology to build NKRI, and 7) entrepreneurship (Kemendikbudristek, 2022).

The project of strengthening the Pancasila learner profile (P5) with the theme Wake up the Soul and Body aims to solve the problem of bullying behavior. Meanwhile, this project has also been implemented to increase learners' awareness and ability to maintain physical and mental health for themselves and others. Learners examine the problems of well-being bullying and try to solve these

problems by increasing students' awareness and skills in maintaining physical and mental health and resolving problems that arise, thus creating a safer and more supportive school environment for students (Kemendikbudristek, 2022).

Studies related to bullying behavior in schools have been widely studied, including a study conducted by Yaldi & Wirdati (2023) with the study title "Analysis of PAI teachers' perceptions of the theme of Wake up the Soul and Body in the Stop Bullying project in the implementation of P5". The results of this study indicate that the project with the type of stop bullying can provide a scope of knowledge and direction related to the prohibitions and dangers of bullying behavior that can have a negative impact on victims as well as perpetrators and is very important to instil in students. A study conducted by Badu et al. (2023) titled "Project strengthening the profile of Pancasila students with the theme of the phenomenon of bullying class X at SMA Veteran 1 Sukoharjo". The results showed that in the project of strengthening the profile of Pancasila students with the theme "Wake up the Soul and Body", students not only learn about knowledge but also involve skills and physical realisation through poster exhibition activities with the theme of bullying, then also Pancasila student gymnastics and playing games to train the cohesiveness of students.

The difference between the study and the researcher's study lies in the area of focus on the theme of Wake up the Soul and Body in Phase E, namely class X. So that it becomes novelty and novelty strengthening this study is seen from the fundamental differences from previous study. This study will focus more on the variables of the Pancasila student profile strengthening project on the theme of Wake up the Soul and Body and bullying behavior. This study aims to determine the effect of the Pancasila student profile strengthening project on the theme of Wake up the Soul and Body on the bullying behavior of class X students at MA Nurul Iman Bandung City. It is hoped that the application of the project can solve bullying behavior at the X-grade level.

Based on the above background, it is necessary to conduct in-depth research related to the effect of the Pancasila student profile strengthening project on the theme of Wake up the Soul and Body on bullying behavior of class X students at MA Nurul Iman Bandung City.

## RESEARCH METHODS

This study employs a quantitative methodology via a survey technique. This research was carried out in Class X MA Nurul Iman, Bandung City. The independent variable in this study is the initiative to enhance the profile of Pancasila students under the topic "Wake the Soul and Body." The dependent variable in this research is student bullying behaviour. The population in this study were all grade X students of MA Nurul Iman Bandung City, totalling 171 students consisting of 5 classes (X A - X E) with each class numbering 32-36 students. The sample technique utilised was basic random sampling, applying the Slovin formula, which yielded a selection of 63 students. The research instrument was a questionnaire, evaluated using a four-point Likert scale with the options: strongly agree, agree, disagree, and strongly disagree, which underwent initial validity and reliability assessments. The data analysis method employs descriptive and inferential statistics. According to (Sugiyono, 2003), descriptive statistics are statistics used to analyse data by describing the collected data as it is, without making general conclusions, while inferential statistics are statistical techniques used to analyse sample data. The results are applied to the population. In addition, this study also uses score categorisation, which is divided into 4, namely very low, low, high, and very high, based on the average and theoretical standard deviation (Azwar, 2015). The score categorisation is as follows:

**Table 1. Score Categorisation**

| Category  | Terms           |
|-----------|-----------------|
| Very Low  | $X < M - 1SD$   |
| Low       | $(M - 1SD - M$  |
| High      | $M - (M + 1SD)$ |
| Very High | $X > M + 1SD$   |

Source: (Azwar, 2015)

Inferential statistical analysis used is a normality test, linearity test, simple linear regression test, and product moment correlation test with the help of SPSS version 25. Simple linear regression analysis and product-moment correlation tests are used for hypothesis testing. Before testing the hypothesis, you must first test the basic assumptions, namely the fulfilment of the normality test. After the prerequisite test is fulfilled, hypothesis testing with a simple linear regression test and product moment correlation test can be done.

The study steps were carried out in a way. First, researchers conducted a field study to see the implementation of the project to strengthen the profile of Pancasila students on the theme of building their souls and bodies and the description of student bullying behavior in the school. Furthermore, researchers developed a survey instrument to measure the implementation of the project to strengthen the profile of Pancasila students on the theme of building their souls and bodies with indicators of respect for differences, empathy for others, emotional regulation, and caring. Researchers also measure student bullying behavior regarding verbal, physical, mental, and sexual bullying, which are suitable for collecting data from respondents. Upon preparation of the instrument, the researcher executed data collection via a survey to gather information regarding the execution of the project aimed at enhancing the profile of Pancasila students under the topic "Awakening the Soul and Body," as well as student bullying behaviour from specified respondents. The gathered data were subsequently examined utilising descriptive statistical analysis methods to elucidate and characterise the information clearly. Furthermore, researchers apply inferential statistical analysis using hypothesis testing to draw broader conclusions about the population based on the collected sample data.

## RESULTS AND DISCUSSION

Results should include the rationale or design of the experiment as well as the results of the experiment. Results can be presented as images, tables, and text. Adequate data must support study findings. This section must address the study hypothesis. An analysis was performed to ascertain the influence of variable X (Pancasila Student Profile Strengthening Project with the subject Wake up the Soul and Body) on variable Y (Student Bullying Behaviour). The following is a summary of the data acquired from the survey results of the questionnaire. Descriptive statistical measurements must be carried out to see the general picture, such as each variable's mean average value, highest, lowest and standard deviation. The results of the descriptive statistical test can be seen in the table below:

**Table 2. Descriptive Statistical Test Results of the Project on Strengthening the Profile of Pancasila Students with the Theme of Wake up the Soul and Body**

|                         | N<br>Statistic | Range<br>Statistic | Minimum<br>Statistic | Maximum<br>Statistic | Mean<br>Statistic | Std. Error<br>Std. Error | Std. Deviation<br>Statistic | Variance<br>Statistic |
|-------------------------|----------------|--------------------|----------------------|----------------------|-------------------|--------------------------|-----------------------------|-----------------------|
| Build the Body and Soul | 63             | 25                 | 19                   | 44                   | 33.98             | .596                     | 4.733                       | 22.403                |
| Valid N (listwise)      | 63             |                    |                      |                      |                   |                          |                             |                       |

Descriptive statistical analysis reveals a minimum value of 19, a maximum value of 44, a mean of 33.98, and a standard deviation of 4.733. The mean and standard deviation of the project aimed at enhancing the profile of Pancasila students, focussing on the development of their minds and bodies, indicate that the implementation of this project in class X at MA Nurul Iman Bandung City yields favourable outcomes. This is evidenced by the mean exceeding the standard deviation, resulting in a low standard deviation and a uniform distribution of values.

After obtaining the study data, data categorisation was carried out on the project variable, strengthening the profile of Pancasila students with the theme Wake up the Soul and Body (X). Data categorisation uses descriptive statistics with range, mean, variance, minimum and maximum values, and standard deviation. The results of the categorisation on the project variable of strengthening the profile of students of Pancasila theme Wake up the Soul and Body of class X at MA Nurul Iman Bandung City are as follows:

**Table 3. Results of Categorisation of Student Profile Strengthening Project Variables Pancasila Theme Wake up the Soul and Body**

| Category     | Range           | Frequency | Percentage  |
|--------------|-----------------|-----------|-------------|
| Very Low     | X < 29.251      | 11        | 17%         |
| Low          | 29.251 - 33.984 | 19        | 30%         |
| High         | 33.984 - 38.717 | 20        | 32%         |
| Very High    | X > 38.717      | 13        | 21%         |
| <b>Total</b> |                 | <b>63</b> | <b>100%</b> |

Based on this table, students who take part in project activities to strengthen the profile of Pancasila students with the theme of building their souls and bodies with a very low category are 11 people (17%), students who take part in project activities to strengthen the profile of Pancasila students with the theme of building their souls and bodies with a low category are 19 people (30%) which is reflected in indicators of lack of respect for differences, lack of empathy for others, and lack of concern for others, students who take part in project activities to strengthen the profile of Pancasila students with the theme of building their souls and bodies with a high category of 20 people (32%) which is reflected in indicators of emotional regulation, and students who take part in project activities to strengthen the profile of Pancasila students with the theme of building their souls and bodies with a very high category of 13 people (21%). Thus, the average grade X student at MA Nurul Iman Bandung City who participates in project activities to strengthen the profile of Pancasila students on the theme of building their souls and bodies is in the high category.

**Table 4. Results of Descriptive Statistical Test of Verbal Bullying Behavior**

|                          | N  | Descriptive Statistics |         |         |            | Mean | Std. Deviation | Variance |
|--------------------------|----|------------------------|---------|---------|------------|------|----------------|----------|
|                          |    | Range                  | Minimum | Maximum | Std. Error |      |                |          |
| Verbal Bullying Behavior | 63 | 36                     | 30      | 66      | 53.30      | .795 | 6.311          | 39.827   |
| Valid N (listwise)       | 63 |                        |         |         |            |      |                |          |

Descriptive statistical analysis reveals a minimum value of 30, a maximum value of 66, a mean of 53.30, and a standard deviation of 6.311. The mean and standard deviation of students' verbal bullying behaviour indicate that the verbal bullying behaviour of class X students at MA Nurul Iman Bandung City exhibits favourable results, characterised by a uniform distribution of values, as the mean exceeds the standard deviation.

After obtaining the study data, data categorisation was carried out on the verbal bullying behavior variable (Y). Data categorisation uses descriptive statistics with mean, variance, minimum and maximum values, and standard deviation. The results of the categorisation on the variable of verbal bullying behavior of class X students at MA Nurul Iman Bandung City are as follows:

**Table 5. Verbal Bullying Behavior Variable Categorisation Results**

| Category     | Range           | Frequency | Percentage  |
|--------------|-----------------|-----------|-------------|
| Very Low     | X < 46.991      | 7         | 11%         |
| Low          | 46.991 - 53.302 | 25        | 40%         |
| High         | 53.302 - 59.612 | 19        | 30%         |
| Very High    | X > 59.612      | 12        | 19%         |
| <b>Total</b> |                 | <b>63</b> | <b>100%</b> |

The table indicates that seven students (11%) exhibit a very low level of verbal bullying behaviour, while 25 students (40%) demonstrate a low level. This is evidenced by behaviours such as name-calling, taunting, cruel criticism, personal defamation, racist slurs, and sexual abuse. Additionally, 19 students (30%) display a high level of verbal bullying behaviour, and 12 students (19%) exhibit a very high level. Thus, on average, class X students at MA Nurul Iman Bandung City who have verbal bullying behavior are in the low category.

**Table 6. Descriptive Statistical Test Results of Physical Bullying Behavior**

|                            | N<br>Statistic | Range<br>Statistic | Minimum<br>Statistic | Maximum<br>Statistic | Mean<br>Statistic | Std. Deviation<br>Std. Error | Variance<br>Statistic |
|----------------------------|----------------|--------------------|----------------------|----------------------|-------------------|------------------------------|-----------------------|
| Physical Bullying Behavior | 63             | 38                 | 34                   | 72                   | 59.71             | 1.171                        | 9.292                 |
| Valid N (listwise)         | 63             |                    |                      |                      |                   |                              | 86.336                |

Descriptive statistical analysis reveals a minimum value of 34, a maximum value of 72, a mean of 59.71, and a standard deviation of 9.292. The mean and standard deviation of students' physical bullying behaviour indicate that the physical bullying behaviour of class X students at MA Nurul Iman Bandung City exhibits favourable results, characterised by a uniform distribution of values, as the mean exceeds the standard deviation.

After obtaining the study data, data categorisation was carried out on the physical bullying behavior variable (Y). Data categorisation uses descriptive statistics with mean, variance, minimum and maximum values, and standard deviation. The results of categorisation on the variable of physical bullying behavior of class X students at MA Nurul Iman Bandung City are as follows:

**Table 7. Physical Bullying Behavior Variable Categorisation Results**

| Category     | Range           | Frequency | Percentage  |
|--------------|-----------------|-----------|-------------|
| Very Low     | X < 50.423      | 9         | 14%         |
| Low          | 50.423 - 59.714 | 23        | 37%         |
| High         | 59.714 - 69.006 | 18        | 29%         |
| Very High    | X > 69.006      | 13        | 21%         |
| <b>Total</b> |                 | <b>63</b> | <b>100%</b> |

Based on the table, students who have a very low level of physical bullying behavior nine people (14%), and students who have a low level of physical bullying behavior 23 people (37%), which is reflected in the indicators of being pushed, hit, squeezed, ganged up on, bullied, and students who have a high level of physical bullying behavior are 18 people (29%), and students who have a very high level of physical bullying behavior are 13 people (21%) which is reflected in the indicator slapped. Thus, on average, class X students at MA Nurul Iman Bandung City who have physical bullying behavior are in the low category.

**Table 8. Results of Descriptive Statistical Test of Mental Bullying Behavior**

|                          | N<br>Statistic | Range<br>Statistic | Minimum<br>Statistic | Maximum<br>Statistic | Mean<br>Statistic | Std. Deviation<br>Std. Error | Variance<br>Statistic |
|--------------------------|----------------|--------------------|----------------------|----------------------|-------------------|------------------------------|-----------------------|
| Mental Bullying Behavior | 63             | 26                 | 10                   | 36                   | 27.06             | .724                         | 5.744                 |
| Valid N (listwise)       | 63             |                    |                      |                      |                   |                              | 32.996                |

Descriptive statistical analysis reveals a minimum value of 10, a maximum value of 36, a mean of 27.06, and a standard deviation of 5.744. The mean and standard deviation of students' mental bullying behaviour indicate that the mental bullying behaviour of class X students at MA Nurul Iman Bandung City exhibits favourable results, characterised by a uniform distribution of values, as the mean exceeds the standard deviation.

After obtaining the study data, data categorisation was carried out on the mental bullying behavior variable (Y). Data categorisation is carried out using descriptive statistics with mean, variance, minimum and maximum values, and standard deviation. The results of categorisation on the mental bullying behavior variable of class X students at MA Nurul Iman Bandung City are as follows:

**Table 9. Results of Categorisation of Mental Bullying Behavior Variables**

| Category | Range           | Frequency | Percentage |
|----------|-----------------|-----------|------------|
| Very Low | X < 21.319      | 7         | 11%        |
| Low      | 21.319 - 27.063 | 25        | 40%        |
| High     | 27.063 - 32.808 | 20        | 32%        |

| Category     | Range      | Frequency | Percentage  |
|--------------|------------|-----------|-------------|
| Very High    | X > 32.808 | 11        | 17%         |
| <b>Total</b> |            | <b>63</b> | <b>100%</b> |

Based on the table, students who have a very low level of mental bullying behavior are seven people (11%), and students who have a low level of mental bullying behavior are 25 people (40%), which is reflected in the indicators of being excluded and humiliated. Students who have a high level of mental bullying behavior are 20 people (32%), and students who have a very high level of mental bullying behavior are 11 people (17%). Thus, on average, class X students at MA Nurul Iman Bandung City who have mental bullying behavior are in the low category.

**Table 10. Results of Descriptive Statistical Test of Sexual Bullying Behavior**

|                          | N         | Range     | Minimum   | Maximum   | Mean      | Std. Deviation | Variance  |
|--------------------------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|
|                          | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error     | Statistic |
| Sexual Bullying Behavior | 63        | 8         | 0         | 8         | 3.86      | .227           | 1.804     |
| Valid N (listwise)       | 63        |           |           |           |           |                | 3.253     |

Descriptive statistical analysis reveals a minimum value of 0, a maximum value of 8, a mean of 3.86, and a standard deviation of 1.804. The mean and standard deviation of students' mental bullying behaviour indicate that the sexual bullying behaviour among class X students at MA Nurul Iman Bandung City exhibits favourable results, characterised by a uniform distribution of values, as the mean exceeds the standard deviation.

After obtaining the study data, data categorisation was carried out on the sexual bullying behavior variable (Y). Data categorisation uses descriptive statistics with mean, variance, minimum and maximum values, and standard deviation. The results of categorisation on the variable of sexual bullying behavior of class X students at MA Nurul Iman Bandung City are as follows:

**Table 11. Results of Categorisation of Sexual Bullying Behavior Variables**

| Category     | Range         | Frequency | Percentage  |
|--------------|---------------|-----------|-------------|
| Very Low     | X < 1.155     | 21        | 33%         |
| Low          | 1.155 - 2.167 | 22        | 35%         |
| High         | 2.167 - 3.178 | 12        | 19%         |
| Very High    | X > 3.178     | 8         | 13%         |
| <b>Total</b> |               | <b>63</b> | <b>100%</b> |

According to the table, 21 students (33%) exhibit a very low level of sexual bullying behaviour, while 22 students (35%) display a low level. This is evidenced by indicators of speech that discriminates against or harasses the victim's physical appearance, body condition, or gender identity, as well as the expression of sexualised advances, jokes, or whistles. Among the pupils, 12 individuals (19%) exhibit a high degree of sexual bullying behaviour, while 8 individuals (13%) demonstrate a very high level of such behaviour. Thus, on average, class X students at MA Nurul Iman Bandung City who have sexual bullying behavior are in the low category.

Presentation of data on variable X (Project Strengthening Profile of Pancasila Students Theme Wake up the Soul and Body) and variable Y (Student Bullying Behavior) researchers use to prove the hypothesis, accepted or not. There is an effect of the project strengthening the profile of Pancasila students theme Wake up the Soul and Body on student bullying behavior. Data analysis and hypothesis testing are as follows:

#### 1. Basic Assumption Test

This study uses the Kolmogorov-Smirnov normality and linearity tests in the ANOVA (Deviation from linearity) table section. To determine if the data's residual values follow a normal distribution, the normality test is necessary; to determine if the linear relationship between the variables is significant, the linearity test is also necessary. The residual values of a good regression model are

linear and distributed normally. If the significance value is greater than 0.05, then the residuals are normally distributed; on the other hand, if the significance value is less than 0.05, then the residuals are not normally distributed. This is the standard criterion for decisions based on data normality tests. Decisions are to be based on whether or not the data passes the linearity test. If the significance value of the deviation from linearity is greater than 0.05, then there is a significant linear relationship between the dependent and independent variables. If the significance value is less than 0.05, then there is no significant linear relationship.

The normality test generated a significance value of 0.677 for both variable X (student bullying behaviour) and variable Y (project to strengthen the profile of Pancasila students with the theme Wake up the soul and body). This indicates that the data values for both variables follow a normal distribution. The normalcy test yielded the following results:

**Table 12. Normality Test Results**

| One-Sample Kolmogorov-Smirnov Test |                |                         |
|------------------------------------|----------------|-------------------------|
|                                    |                | Unstandardised Residual |
| N                                  |                | 63                      |
| Normal Parameters <sup>a,b</sup>   | Mean           | .0000000                |
|                                    | Std. Deviation | 14.57527766             |
| Most Extreme Differences           | Absolute       | .091                    |
|                                    | Positive       | .071                    |
|                                    | Negative       | -.091                   |
| Test Statistic                     |                | .091                    |
| Asymp. Sig. (2-tailed)             |                | .677                    |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

On the other hand, the linearity test yielded a significance value of 0.333 for both variable X (the Pancasila students' profile strengthening project with the theme Wake up the Soul and Body) and variable Y (student bullying behaviour), suggesting a linear relationship between the two variables. The linearity test yielded the following results:

**Table 13. Linearity Test Results**

|  |                |  | Sum of Squares | Mean Square | F     | Sig. |
|--|----------------|--|----------------|-------------|-------|------|
| Student Bullying Behavior *<br>Project P5 Theme Build the Body and<br>Soul | Between Groups | (Combined)<br>Linearity<br>Deviation from<br>Linearity | 12573.954      | 18698.553   | 3.381 | .001 |
|  | Within Groups  |  | 9091.792       | 44206.632   |       |      |
|  | Total          |  | 21665.746      | 62          |       |      |

## 2. Hypothesis Test

### a. Simple Linear Regression

#### 1) Formulate $H_0$ and $H_1$

$H_0$  : There is no significant influence between the project of strengthening the profile of Pancasila students with the theme Wake up the Soul and Body on bullying behavior of class X students at MA Nurul Iman Bandung City.

$H_1$ : There is a significant influence between the project of strengthening the profile of Pancasila students on the theme of building their soul and body on bullying behavior of class X students at MA Nurul Iman Bandung City.



2) Formulating the Significance Level

If the significance value is  $>0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. If the significance value  $<0.05$  then  $H_0$  is rejected and  $H_1$  is accepted.

3) Simple Linear Regression Hypothesis Testing

Hypothesis evaluation The simple linear regression test is employed to ascertain whether the project aimed at enhancing the profile of Pancasila students, themed "Wake up the Soul and Body," significantly influences student bullying behaviour. In this study using a comparison of the significance value with a significant level of 0.05 which obtained the following results:

**Table 14. Significance Value Test Results**

| Model                                    | Unstandardised Coefficients |            | Standardised Coefficients | t     | Sig. |
|--|-----------------------------|------------|---------------------------|-------|------|
|  | B                           | Std. Error | Beta                      |       |      |
| I(Constant)                              | 59.894                      | 13.526     |                           | 4.428 | .000 |
| Project P5 Theme Build the Body and Soul | 2.473                       | .394       | .626                      | 6.272 | .000 |

a. Dependent Variable: Student Bullying Behavior

It is evident from the findings that a significance value (Sig.) of 0.000, which is less than  $< 0.05$ , was achieved while testing the hypothesis by comparing the significance value with the significance threshold of 0.05. Therefore, it is reasonable to conclude that  $H_1$  is accepted and  $H_0$  is rejected. This means that the bullying behaviour of class X students at MA Nurul Iman Bandung City is significantly impacted by the project of strengthening the profile of Pancasila students on the theme of building their soul and body.

b. Product Moment Correlation

Product moment correlation testing is used to determine how strong the effect of the Pancasila student profile strengthening project on student bullying behavior, which obtained the following results:

**Table 15. Correlation Test Results**

|  | Project P5 Theme Build the Body and Soul | Student Bullying Behavior |
|--|--|---------------------------|
| Project P5 Theme Build the Body and Soul | 1  | .626**                    |
|  | Pearson Correlation                      |                           |
|  | Sig. (2-tailed)                          | .000                      |
|  | N  | 63                        |
| Student Bullying Behavior                | .626**                                   | 1                         |
|  | Pearson Correlation                      |                           |
|  | Sig. (2-tailed)                          | .000                      |
|  | N  | 63                        |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the *product moment correlation* analysis can be seen in the *pearson correlation* output. Based on the output obtained, the *pearson correlation* number is 0.626, which shows that the effect of the project to strengthen the profile of Pancasila students with the theme Wake up the Soul and Body (X) on student bullying behavior (Y) is 62.6% and is included in the strong influence category.

**Table 16. Interpretation of Product Moment Value Coefficient**

| Coefficient Interval | Relationship Level |
|----------------------|--------------------|
| 0,80 - 1,000         | Very Strong        |
| 0,60 - 0,799         | Strong             |
| 0,40 - 0,599         | Strong enough      |
| 0,20 - 0,399         | Low                |
| 0,00 - 0,199         | Very Low           |

It can be concluded that the project of strengthening the profile of Pancasila students with the theme Wake up the Soul and Body has a significant influence on bullying behaviour of class X students at MA Nurul Iman Bandung City, based on the results of statistical calculations using the simple linear regression test, which shows a significance value of less than 0.05 ( $0.000 < 0.05$ ). The level of influence of this project is 0.626 or equivalent to 62.6%, which indicates that the project has a strong influence.

The success of this project on the bullying behavior of class X students is influenced by the high indicator of emotional regulation of 32%. This is supported by a study conducted by Prasetio et al. (2021), which states that the higher the emotion regulation, the lower the tendency of bullying behavior in students. Vice versa, the lower the emotional regulation, the higher the tendency of bullying behavior in students. Thus, the project to strengthen the profile of Pancasila students with the theme Wake up the Soul and Body strongly influences bullying behavior in students, especially when balanced with a high level of emotional regulation. Therefore, the purpose of this project is to form a strong character that can be a solution to the occurrence of bullying behavior in the school environment. This is in line with the statement put forward by Sulistyosari et al. (2024), that the project with the theme Wake Up the Soul and Body aims to increase students' awareness and ability to maintain physical and mental health, both for themselves and others. In this project, learners examine problems regarding well-being bullying and try to solve these problems.

This is in line with the concept of emotion regulation proposed by Gross (1998), which refers to the processes that a person does to influence, experience and express their emotions. Emotion regulation processes can be automatic or controlled, conscious or unconscious, and can affect one or more cores in the overall emotional process. Low emotion regulation is closely related to various behavioral problems, including bullying behavior in the school environment. Students' inability to manage their emotions well often encourages them to use aggressive behavior as a way to express negative emotions, which can lead to bullying behavior towards their peers. Therefore, poor emotion regulation can be a risk factor for bullying in the school environment.

Bullying behavior also has a low category shown in verbal, physical, mental, and sexual bullying behavior. This proves the involvement of emotional regulation that can strengthen the influence between the project of strengthening the profile of Pancasila students on the theme of building their souls and bodies with the four bullying behaviors. Emotional regulation involved in the project of strengthening the profile of Pancasila students with the theme of building their souls and bodies includes the ability of students to control and adjust the emotions they feel appropriately when facing challenging and stressful situations (Rahmah et al., 2023). Thus, a learner with low emotional regulation will have a tendency to behave bullying, even the tendency of bullying behavior will increase.

The lowest variable of bullying behavior in this study was sexual bullying behavior (35%), followed by physical bullying behavior (37%) and verbal and mental behavior (40%). This shows that sexual bullying behavior tends to have a lower frequency of occurrence compared to physical, verbal and mental bullying behavior. Several factors may contribute to bullying behavior in the school environment, namely the lack of respect for differences between people, the low ability to empathise with others, and the lack of awareness of the importance of caring. This is in line with the statement of Arofa, Z. I., Hudaniah. (2018), which suggests that empathy has an important role in minimising bullying behavior; the higher the empathy ability, the lower the individual's bullying behavior. Vice versa, the lower the ability of empathy in individuals, the higher the bullying behavior found in individuals.

In addition, Albert Bandura's theory by Firmansyah & Saepuloh (2022) suggests that most human behavior is learned observatively through modelling so that by seeing how others behave, new concepts will emerge that are believed to be the right way to act. Bandura's fundamental principles of learning include social and moral learning. For example, a student can learn to change his or her behavior by watching how a person or group of people responds or responds to a certain stimulus to anticipate gender-based violence and social differences at school (Warini et al., 2023). Thus, in the context of this study, social learning theory can be used to observe others performing certain behaviors by providing positive behavioral examples through the project of strengthening the profile of Pancasila

students with the theme Wake up the Soul and Body so that it can be a solution to the occurrence of student bullying behavior at school.

The calculation results show that the four bullying behaviors have a low category, which is influenced by the project of strengthening the profile of Pancasila students with the theme of Wake up the Soul and Body on the emotional regulation indicator. This is because emotional regulation is important in bullying behavior among students. The ability to regulate emotions well can help students manage emotional responses to certain situations they face. Thus, good emotion regulation skills can help students deal with certain situations more effectively, which can solve bullying behavior among students.

## CONCLUSION

Based on the data analysis and discussion that has been described, the researcher concludes that the project of strengthening the profile of Pancasila students with the theme Wake up the Soul and Body has a significant effect on solutions in overcoming bullying behavior of class X students at MA Nurul Iman Bandung City. This is based on a simple linear regression test obtained from the Sig value.  $0.000 < 0.05$  so that it can be interpreted that there is a significant influence between the project of strengthening the Pancasila student profile on the theme of building the soul and body on the bullying behavior of class X students at MA Nurul Iman Bandung City. The contribution of variable X (student profile strengthening project Pancasila theme Wake up the Soul and Body) to variable Y (student bullying behavior) is 0.626 or equivalent to 62.6%, and the correlation level is included in the strong category.

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