



## **Integrating emotional and spiritual quotient into the P5 program for bullying prevention in elementary schools**

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### **Abstract**

Bullying continues to be a serious problem in education, eroding children's emotional health, pulling down their academic motivation, and distorting the positive atmosphere in their classrooms. Deepening character education by weaving together the Pancasila Student Profile (P5) values and the Emotional-Spiritual Quotient (ESQ) framework helps students master self-control and cultivates a culture of respect to prevent bullying. This study aimed to examine the implementation of the Pancasila Student Profile Strengthening (P5) theme 'Building Soul and Body' by integrating the Emotional and Spiritual Quotient (ESQ) approach as a strategy for bullying prevention in elementary schools. Conducted at SDN 224 Cijambe, Bandung, the research adopted a Classroom Action Research (CAR) design involving 84 fourth-grade students over two weeks. The study integrated lectures, group discussions, simulations, and reflective activities to foster empathy, emotional regulation, and social skills. The findings reveal that bullying behaviors, such as verbal teasing, significantly decreased from 40% to 10%, while active participation in group activities increased from 20% to 75%. Students demonstrate a deeper awareness of respecting their peers, fostering a more positive classroom environment. Activities such as collaborative games and discussions allowed students to reflect on their actions and develop emotional intelligence. This research highlights the success of integrating P5 and ESQ in character education, emphasizing the importance of empathy, responsibility, and social harmony in combating bullying. Teachers played a pivotal role as facilitators and role models in program success, though challenges such as time constraints in implementation were noted. This approach offers a scalable model for broader application in other educational settings.

**Keywords:** Bullying prevention, character development, elementary education, ESQ

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## **INTRODUCTION**

In 2021, the Ministry of Education and Culture introduced a prototype curriculum that was later approved as the Merdeka Curriculum, promoting the theme of freedom to learn for students (Putra, 2024). The Merdeka Curriculum offers a rich learning process with diverse content, allowing students sufficient time to deeply understand concepts while also strengthening their competencies. This curriculum emphasizes a student-centered approach, encourages independence, and leads to meaningful and enjoyable learning experiences through Project-Based Learning methods (Maharani et al., 2023).

One of the distinctive features of the Merdeka Curriculum is the Project Strengthening the Profile of Pancasila Students (P5) program, which is implemented through a Project-Based Learning approach across disciplines. Its goal is for students to recognize and provide solutions to problems in their environment (Suzetasari et al., 2023). The relationship between the Merdeka Curriculum and P5 lies in the fact that P5 is an implementation of the Merdeka Curriculum aimed at building character and Pancasila values among students (Pujiono et al., 2024).

The Merdeka Curriculum focuses on five pillars of education: creativity, critical thinking, communication, collaboration, and character. The character pillar is particularly significant, encompassing the development of moral values, ethics, and positive behaviors in students' lives. In this context, the Pancasila Student Profile Strengthening Program (P5) is a government initiative aimed at shaping resilient, integrity-driven students with a sense of nationalism (Nurislamiah et al., 2024).

However, bullying in elementary schools is a significant issue that affects the psychological development and character of students. The Commissioner of the Indonesian Child Protection Commission, who oversees children's civil rights and participation, revealed that incidents such as students being kicked to death and others losing fingers due to bullying reflect the serious and dangerous nature of the physical and psychological intimidation experienced by students (Jayanti, 2019). Over nine years, from 2011 to 2019, there were 37,381 reports of violence against children due to bullying, both in educational settings and on social media, with 2,473 reports showing a continual increase (Hasan et al., 2023). If there is no serious attention from the surrounding environment, particularly from teachers and parents who are the primary foundation for children, the number of victims will continue to rise. This explanation illustrates the vast number of victims of bullying, which poses a significant challenge for parents and teachers to guide and protect children from engaging in bullying behavior, while also instilling character and moral education from an early age as preparation for their future.

Based on an initial survey and informal interviews with teachers at SDN 224 Cijambe, several forms of bullying were identified among fourth-grade students. These included verbal teasing such as mocking a classmate's name, physical appearance, or family background, along with social exclusion, where certain students were deliberately left out of group activities or games. Mild intimidation also occurred in the form of threatening gestures, sarcastic remarks, and ridicule during classroom discussions. While these behaviors were often dismissed by students as mere jokes or "just playing," teachers observed that the targeted students became increasingly withdrawn, avoided participation, and showed signs of emotional distress. These patterns indicate the presence of relational and verbal bullying, which, although subtle, align with established definitions of bullying as repeated aggressive behavior involving a power imbalance and causing psychological harm. Bullying can occur in the form of harmful physical actions, words, and power relations (Barnett et al., 2019).

This highlights the importance of implementing programs that can foster positive character development in students from an early age. The Project Strengthening the Profile of Pancasila Students (P5), themed 'Building the Soul and Body,' offers a holistic approach to enhance students' awareness of the importance of empathy, cooperation, and respect for others.

The Emotional and Spiritual Quotient (ESQ) program is integrated as a strategy for implementing P5 to prevent bullying behavior through emotional and spiritual approaches.

Research on the role of teachers in addressing bullying has been conducted by several researchers. First, Siron et al. (2021) examined the role of early childhood education teachers in addressing bullying against stuttering children by peers. Second, Indawati (2016) studied the efforts of classroom teachers in dealing with bullying in fourth-grade students at the Islamic Elementary School of Pakisaji Malang. Third, Nurlaili et al (2022) showed that classroom teachers play a role in guidance and counseling related to personal, social, and learning aspects, but not in career guidance since the students are still in first grade. Fourth, Apri (2017) investigated the role of teachers in handling bullying among upper-grade students as mentors who provide advice and direction. Fifth, Pradipta (2018) found that an individual approach is an effective technique for addressing bullying, involving calling students to recount incidents, providing advice, and imposing sanctions if necessary. Sixth, Ismail (2019) indicated that addressing bullying behavior in schools can be achieved by coordinating with parents, forming study groups in classrooms, fostering a sense of togetherness and familiarity, and providing guidance either in a group or individually.

From these studies, it appears that an emotional and spiritual development approach has not yet been systematically applied in elementary school settings. Field data from SDN 224 Cijambe reveal that bullying behaviors are present among fourth-grade students, predominantly in the form of verbal aggression such as mocking physical traits, ridiculing speech patterns, and using hurtful nicknames. Social exclusion and intimidation, such as refusing to allow peers to join group games or threatening to tell on them, were also observed. Based on pre-intervention observations, approximately 34 out of 84 students (40%) were identified as either perpetrators or victims of repeated bullying behaviors. However, interviews and informal conversations showed that many students did not perceive these actions as bullying; instead, they saw them as harmless jokes or everyday teasing. This misinterpretation highlights a critical gap in students' emotional awareness and moral reasoning. Consequently, it underscores the need for a structured intervention that not only reduces harmful behavior but also fosters empathy, self-regulation, and spiritual reflection as outcomes targeted by the Emotional and Spiritual Quotient (ESQ) approach.

Additionally, even though the P5 program has been introduced as part of character strengthening for students, its implementation often remains general and less focused on specific issues such as bullying. This research aimed to address the identified gap by systematically integrating the Emotional and Spiritual Quotient (ESQ) approach into the implementation of the P5 program. Although previous studies have explored various strategies for character development, few have operationalized ESQ as a structured intervention within the elementary school context, particularly in relation to bullying prevention. Theoretically, ESQ is grounded in the integration of emotional intelligence, popularized by Daniel Goleman, with spiritual awareness (Nasutin et al., 2023), as conceptualized by Ary Ginanjar, which together foster self-awareness, empathy, and moral responsibility (Suranta, 2021). Practically, this approach is promising because it aligns with the developmental needs of elementary students who are in a critical stage of forming emotional and social competencies. By embedding ESQ values in a structured program like P5, the intervention not only addresses

behavioral issues such as bullying but also cultivates long-term character growth through experiential, reflective learning.

## **RESEARCH METHOD**

This research employed a qualitative descriptive method using a Classroom Action Research (CAR) design, following the Kemmis and McTaggart model. The participants consisted of 84 fourth-grade students from SDN 224 Cijambe, Bandung. The study was conducted over two weeks, from December 2<sup>nd</sup> to 13<sup>th</sup>, 2024, and was carried out in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection.

The research instruments included behavioral observation checklists used to monitor changes in bullying-related behaviors; student self-assessment and peer evaluation forms to capture perceptions of empathy and cooperation; and teacher journals to record implementation reflections. The instruments were validated through expert judgment involving two education practitioners and one guidance counselor, followed by revision based on feedback.

Indicators of success were established for each cycle. In Cycle 1, the success criterion was a minimum 20% reduction in bullying-related verbal behavior and at least 50% of students participating actively in group work. In Cycle 2, the targets were a 75% rate of group participation and a bullying incidence to below 10%. These indicators were formulated based on initial baseline data collected before the intervention.

Data were analyzed through descriptive qualitative analysis, comparing field notes and observational scores across cycles. To ensure credibility and trustworthiness, the study employed data triangulation through three sources: researcher observation, peer teacher observation, and student feedback (McNiff et al., 2011). Additionally, peer debriefing sessions were held weekly with fellow teachers to reduce subjective bias. Teacher reflections were systematically recorded after each activity to assess emotional climate, student responses, and instructional challenges, and were used to revise the intervention for the subsequent cycle.

## **FINDINGS & DISCUSSION**

In lesson planning, planning is a step to detail, enrich, and develop the curriculum (Widiyanto & Wahyuni, 2020; Sufiati & Afifah, 2019). When developing lesson plans, teachers should not only refer to the curriculum but also consider the situations, conditions, and potentials present in their respective schools. This consideration impacts the model and content of the plans created by each teacher, aligning with the actual circumstances faced in the school (Arifin, 2022; Anggraeni & Nurazizah, 2024). Planning includes the management, organization, and formulation of learning elements, including objectives, materials, methods, and evaluations (Lase, 2022; Rachman, 2018).

The ESQ activities are led by the PAI teacher, who must collaborate with the class teacher of phase B, specifically for the fourth grade, in planning ESQ activities that align with the P5 theme 'Building the Soul and Body' to prevent bullying in schools by fostering empathy, responsibility, and care for others. The teacher prepared teaching materials as a guide for determining the models or methods used. The appropriate use of methods aimed to facilitate students' understanding and mastery of ESQ materials. Additionally, there were principles of learning that focused on students' interests, attention, and motivation, along with conducting

observations as triggering questions during the implementation of ESQ activities to identify instances of bullying occurring in the school.

The intervention was carried out in two cycles, with each cycle involving reflective learning, simulations, and group activities based on ESQ values. The results were measured through observation, student participation logs, and teacher reflections. The following table summarizes the key behavioral indicators across two cycles:

Table 1. Key Behavioral Indicators Across Two Cycles

Indicator	Pre-Intervention	After Cycle 1	After Cycle 2
Verbal bullying incidence	40%	20%	10%
Active participation in group activities	20%	55%	75%
Demonstrated empathetic behavior	30%	50%	80%

Table 1 above shows the indicators and behavioral changes across two cycles. Observation results indicate that 60% of students frequently engage in verbal teasing of their peers, while 40% tend to avoid social interactions due to discomfort. During the two cycles of implementation, the ESQ program created a more conducive classroom atmosphere. In the first cycle, simulation and reflection activities enhanced students' understanding of the negative impacts of bullying through digital platforms. However, some students still exhibited selfish behavior while working in groups, which was characterized by dominating conversations, disregarding peers' input, refusing to share materials, and insisting on their own solutions without accommodating others' ideas. In several group tasks, certain students completed assignments individually despite being in a team or ignored classmates who attempted to contribute. This behavior reflects underdeveloped empathy and poor collaborative skills, which the ESQ-based activities aimed to improve by fostering mutual respect, emotional awareness, and shared responsibility in group interactions.

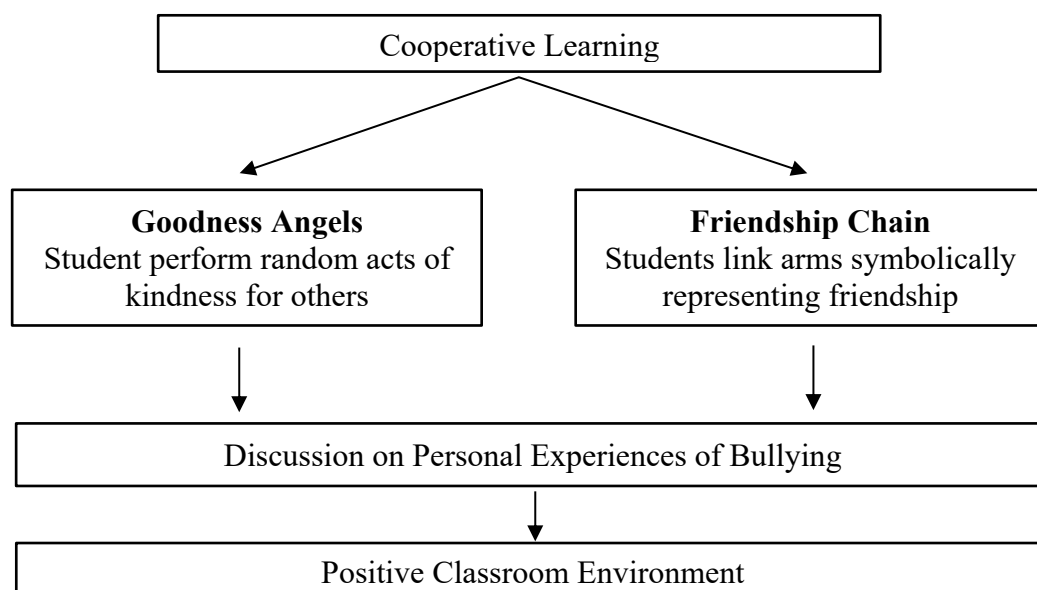


Figure 2. Graph of Creative Learning

Figure 2 above illustrates the implementation of collaborative activities in the classroom. In the second cycle, collaborative activities such as the games ‘Goodness Angels’ and ‘Friendship Chain’ enhanced students' teamwork skills. The teacher also engaged students in discussions about personal experiences related to bullying, which had a positive emotional impact. In one discussion session, a student, R, said: “Sometimes I tease my friends without realizing it hurts.” His friend, G, responded: “I feel the same way. But now I know how it feels for the person being teased, so I will try to stop.” The teacher supported this discussion by adding, “We all learn from experience. Remember, every word and action has an impact. How about we help each other become better friends?”. All the students nodded in agreement, and the classroom atmosphere became more positive. This aligns with the research conducted by Nurfitriyanti et al (2024), which emphasizes that teachers must engage in two-way communication among the school, students, and peers to identify the root causes of bullying.

Teamwork skill games that involve emotional discussion and empathy are expected to reduce the risks associated with bullying. Bullying can significantly impact the lives of victims, and anyone can be affected by it (Virginia et al., 2024). As noted in Rachma's (2022) research, perpetrators of bullying often feel superior to their victims, leading to repeated acts of violence. Therefore, teachers are also required to promptly reprimand and advise students who engage in negative speech or verbal bullying (Arraziq & Armansyah, 2022).

Additionally, another phenomenon involved a dialogue between students, K and M, where K consistently teased M about their parents, causing M emotional pain and prompting M to retaliate with physical strikes against K. Ultimately, the teacher mediated them in a private, closed-door session, resolving the matter peacefully. Another incident involved comments about skin color, which could be seen as early forms of racism, highlighting the need for preventive measures through meaningful discussions that emphasize the equality and diversity of all humans, as well as recognizing differences as part of God’s creation. In many cases, bullying can also lead to a decline in academic performance, as victims often struggle to concentrate on their studies due to mental stress (Nadhira & Rofi'ah, 2023). The teacher often mediates among students by stating that everyone is equal in God's eyes, regardless of ethnicity, nationality, or skin color (Nasutin et al., 2023).

The teacher then screened a film that addressed the effects of bullying and the importance of empathy (Suranta, 2021). The film not only depicted instances of bullying but also illustrated the emotional impact experienced by both victims and perpetrators. After watching, students were invited to discuss their feelings about the situations presented and how they could contribute to creating a more positive environment. Through this activity, it was hoped that students would reflect on their own actions and learn to better understand others' perspectives. This activity provided an opportunity for students to share experiences, express feelings, and commit to being not just bystanders but also agents of change in combating bullying at school. This is consistent with previous research indicating that this approach not only fosters a deeper understanding of bullying but also encourages students to actively participate in creating a safe and inclusive school environment Melantika et al., (2025). Furthermore, it teaches values of peace, cooperation, and non-discrimination among peers (Wahidah, et al., 2024).

The activity concluded with a reflective session centered on the concept of Emotional and Spiritual Quotient (ESQ), where students were encouraged to introspect and articulate their thoughts about empathy, kindness, and the emotional consequences of bullying. Following this session, the researcher and classroom teacher conducted informal post-activity observations for one week to assess whether the positive behavioral changes were sustained beyond the structured implementation period. During this time, improvements were still evident. Students who had previously engaged in verbal teasing were observed initiating friendly interactions, and those who were often excluded began participating more actively in group tasks without teacher prompting. According to Puspitasari (2023), teachers can foster students' mental resilience by striving to clarify their hearts in accordance with their inherent nature. In this context, we begin to cultivate students' emotional intelligence (EQ) by helping them recognize that everything in nature holds its own significance for life.

A guest speaker was invited to discuss the importance of emotional and spiritual strengthening in facing various challenges, including bullying. The speaker explained how self-awareness, empathy, and spiritual values can help students manage their emotions and interact more effectively. Following the lecture, students were encouraged to reflect on the messages conveyed and to discuss practical ways to apply these values in their daily lives. Through this activity, it is hoped that students not only understand the impact of bullying but also discover the inner strength to support one another and create a more harmonious environment at school. However, continuous efforts are necessary to ensure that students understand the dangers associated with bullying (Rudy & Ginting, 2023).

## **CONCLUSION**

This study demonstrates that integrating Emotional and Spiritual Quotient (ESQ) values into the Pancasila Student Profile Strengthening (P5) program can significantly reduce bullying behaviors and enhance students' empathy, emotional regulation, and collaborative skills. The systematic implementation of ESQ-based activities over two action cycles led to measurable improvements in classroom dynamics, including a decline in verbal bullying and an increase in active group participation. Academically, this research contributes to the limited body of literature on spiritual-emotional approaches to character education, particularly at the elementary level. Unlike most studies that focus solely on teacher intervention, this study emphasizes internal character transformation among students as an outcome of value-based experiential learning. Practically, the findings suggest that ESQ integration within P5 is not only feasible but also effective in cultivating a respectful and empathetic classroom culture. The study did not incorporate a longitudinal follow-up, which limits the ability to claim sustained long-term impact. Therefore, future research is recommended to conduct extended post-intervention tracking and formal assessments to better evaluate the durability of ESQ-based character development programs in elementary settings. Several other concrete recommendations proposed include developing age-specific ESQ modules tailored to the cognitive and emotional development of students at each grade level, providing training programs for teachers to implement ESQ-based character education effectively across different school contexts, and institutionalizing ESQ-P5 integration as part of school-wide character-building programs. By applying ESQ systematically through P5, schools can foster not only

academic excellence but also a caring and inclusive learning environment that prepares students to become emotionally intelligent and socially responsible citizens.

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