

THE ROLE OF CITIZENSHIP EDUCATION IN PREVENTING ETHNIC CHINESE BULLYING POST COVID-19 PANDEMIC IN SCHOOLS

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Article Info

Article history:

Received Apr 19, 2024

Revised May 24, 2024

Accepted June 22, 2024

Keywords:

Citizenship Education,
Bullying, Chinese Ethnicity

ABSTRACT

The purpose of this research is to find out and analyze further regarding 1) How bullying behavior towards ethnic Chinese occurs after the Covid-19 pandemic in schools, 2) What is the role of Framing Media regarding the Covid 19 pandemic which encourages bullying behavior towards ethnic Chinese in schools, 3) How does citizenship education prevent bullying of ethnic Chinese after the Covid-19 pandemic in schools. This research uses qualitative methods to obtain theories and argumentative bases based on the results of literature research from various sources such as magazines, articles and books and related to the problems to be solved. As we know, currently many teenage attitudes are emerging that are contrary to multiculturalism. Among them, bullying behavior often occurs, especially among school children. Bullying is said to be a form of child violence (*child abuse*) which is done by friends of the same age to someone (child) who is "lower" or weaker in order to obtain their own benefits or satisfaction. Bullying behavior that often occurs in school children is verbal, for example mocking the ethnicity of other students. Therefore, Citizenship Education in schools is expected to improve good character in students and can encourage students to understand and be able to carry out their rights and obligations in becoming good, intelligent, skilled and responsible citizens, especially through the values of Pancasila which contain many human values. Based on the research results, it was found that: 1) Bullying behavior towards ethnic Chinese after the Covid-19 pandemic in schools occurred because the character of mutual respect for multiculturalism had not yet developed and lack of wisdom in consuming communication media, especially online media. 2) Media has an important role in building anti-stigma. China during the Covid-19 pandemic with the Wuhan virus narrative, 3) Citizenship Education is an important subject in preventing bullying behavior in schools with competency achievements in Phase E which teaches building harmony in diversity.

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1. INTRODUCTION

Education plays an important role in shaping a person's personality. Education is also recognized as a factor that has a major impact on the development of the nation and state. Therefore, education is the nation's top priority. According to Article 1 Paragraph 1 of Law Number 20 of 2003 concerning the National Education System, education is defined as learning that enables students to actively develop their potential and become spiritually complete human beings who are described as conscious and structured human beings in efforts to create environments and activities. Study. Religious skills can develop strength, intelligence, self-control, character, good morals and skills needed for

oneself, society, the state and even the state. One of the meanings that can be taken from this word is that education is essentially a process helping the younger generation develop intelligence, good character, good morals, gain knowledge and loyalty, and realize their potential.

One of the ways to cultivate character in learning is in the Citizenship Education subject. Citizenship education (PKn) has a specific aim to develop good citizens from the perspective of nation and character development (Giwangsa, 2018). Citizenship education contains moral values based on the nation's core values and Pancasila values which can shape good character in students. Citizenship education also has the task of increasing the potential of students, preparing them for life in society, and creating a culture of citizenship as a determining factor in democratic life. With Citizenship Education, it is hoped that students can avoid attitudes that are contrary to the spirit of nationality and unity, one of which is bullying against ethnic Chinese.

Bullying, which can occur face-to-face or online, is recognized as a public health, education, and mental health problem that can have long-term negative impacts (Wolke et al., 2013). Although many aspects of bullying are well studied in the literature, racist bullying has only recently received attention in the literature as a specific subtype of bullying (Xu et al., 2020). However, a growing body of research studies shows that racial, ethnic, and/or religious minority youth experience racial bullying in schools (Gönültaş & Mulvey, 2021; Huang & Cornell, 2019). Considering this evidence, it is important to gain insight into the factors and outcomes associated with racist bullying victimization to achieve a greater understanding of negative pathways and help guide future interventions in ethnically and culturally diverse school contexts.

In bullying literature in general, Bronfenbrenner's (1977) ecological systems theory has been applied to frame bullying as a socio-cultural phenomenon that is not only influenced by individual characteristics of children, but also school, family and community factors. This theoretical perspective views child development as a complex system of interactions influenced by various levels of context from those closest to the child (family, school) to those furthest away (society). However, it is still unclear which factors have the most consistent relationship with victimization of racist bullying.

The tendency of racism began to occur in a number of countries among ethnic Chinese or Chinese citizens after the corona virus infection outbreak broke out in Indonesia in 2020. At that time, Chinese or Asian people were identified as carriers of the virus and had the potential to transmit it to other nations. Quoted from CGTN, a netizen from China uploaded a photo showing his father in the middle posing in front of the car given by the child as a surprise. In the comments column there is an inappropriate sentence, basically he asks them to remain in China until the spread of the virus can be completely contained. Apart from that, many Vietnamese restaurants also write announcements "Do not accept Chinese people" in front of their establishments. This is no exception in schools

Seeing that there are still many incidents of bullying in Indonesia, we as educators must play an active role in overcoming this problem. Teachers and education staff have an important role in overcoming deviations that occur among students. Therefore, this research was created with the aim of providing a reference for teachers can overcome bullying by providing citizenship education through the transmission of the values contained in Pancasila. It is hoped that by instilling the moral values included in citizenship education, good character will grow in teachers who are able to overcome bullying behavior. Because, when bullying behavior occurs, it can have a negative impact on a student's development, especially for the victim. In essence, teachers are educators who optimally develop the basic potential of students, create a classroom atmosphere for safe and comfortable teaching and learning activities, and help students develop good interpersonal relationships. They should be guided so that internal conflicts can be avoided by society. Education (Dewi, 2020)

Initial interviews were conducted at SMA X with the Citizenship Education teacher and a number of students who were perpetrators and victims of bullying. It has been found that bullying behavior still occurs in schools, with one focus of the problem being bullying of students who are ethnic Chinese. This behavior is due to a lack of understanding of the concepts of multiculturalism and anti-racism which are the material content in Citizenship Education. Based on the background above, researchers are interested in further research on the role of citizenship education in preventing ethnic Chinese bullying after the Covid 19 pandemic in schools. With the following problem formulation: What is the role of Citizenship Education in preventing bullying of ethnic Chinese in schools?

2. METHOD

In this research, the type of research used is a qualitative method with a phenomenological approach, which is research based on subjective or phenomenological experiences experienced by individuals. (Moleong, 2017) Phenomenology is a type of qualitative research that is applied to find out phenomena that are actually conscious individual experiences in his life. The aim of phenomenological research is to find out an individual's experience of a

phenomenon which becomes an explanation or description in clearer words (Suyanto, 2019). This research was conducted using an approach qualitative. Qualitative research methods are research used to study the condition of natural objects or researchers' places (Harahap, 2020). Phenomenology in its implementation seeks to reveal, study and understand a phenomenon according to its unique and unique context experienced by individuals and the order of the individual's "beliefs" in question. Therefore, understanding and studying must be based on the point of view, paradigm and direct beliefs of the individual concerned as a subject who experiences the phenomenon directly (first hand experience). It can also be said that phenomenological research seeks to reveal and explain the psychological meaning of an individual's life experience of a phenomenon through in-depth research by means of interviews and observations regarding the daily life experiences of the subjects studied (Herdiansyah, 2012).

Research subjects are data sourced from information related to the research problem being studied (Adhimah, 2020). The subjects of this research were ethnic Chinese students who were victims of bullying, students who were perpetrators of bullying, and Citizenship Education teachers. The object of this research is the role of Citizenship Education in preventing bullying of ethnic Chinese after the Covid 19 pandemic at school. Data collection techniques are interviews and documentation. Data collection techniques are interviews and documentation. The data analysis techniques are data collection, data reduction, data display and data verification.

3. RESULTS AND DISCUSSION

1. Bullying behavior towards ethnic Chinese after the Covid pandemic in Islamic schools

The diversity of social life and culture of Indonesian society is a wealth which is extraordinary as a gift from the Almighty God. We are grateful for this award preserving, maintaining and properly managing the positive culture of our country so that it becomes social capital which is strong for the development of the Indonesian nation amidst the unstoppable flow of globalization. For this reason, it is not permissible to treat people who have differences in ethnicity, race or religion badly. As experienced by students of Chinese ethnicity can experience the various pressures and bullying caused by COVID-19, including fear of exposure, rumors widespread, and reduced employment opportunities (Altena et al., 2020; Qiu et al., 2020). According to McCauley et al. (2013), people have relieved their stress of disease outbreaks by stigmatizing certain social groups throughout history. Since the end of February 2020, when the pandemic has been spreading for more than two months and reached its peak in China, throughout the country locked down tightly and the resulting inconvenience and loss started to get to people. Crazy. Fear of viruses and suspicious people, and the social atmosphere is triggered and distorted by many rumors about Hubei society and the wrongdoings of the Hubei government within dealing with the pandemic (Yang & Huang, 2021). The result is hatred and stigmatization of everyone or anything related to China.

The coronavirus disease (COVID-19) pandemic has been linked to mental health problems as an effect of death and disease prevention (Figueiredo, 2021). In early March 2020, The Indonesian government mandated the closure of all elementary schools, junior high schools, and high schools to avoid further spread of COVID-19. As a result, method teaching and learning is gradually starting to move from classrooms to online platforms, and students become more connected to the virtual environment (Limbana, 2020). After the pandemic ends, schools carry out face-to-face learning at school in stages, however It's a shame that there are students who are victims of bullying, as experienced by AN:

"When in class there were fellow students who teased me that I was carrying the Covid 19 virus from China, and I kept quiet, When I told the teacher I was more and more ridiculed narrow words. It made me feel down and stressed after receiving that treatment I told my parents. Finally my parents reported it to the school to be followed."

Bullying is violent behavior that is intentional and carried out repeatedly based on a power imbalance between the perpetrator and the victim (Gladden, 2014). By Traditionally, there are many forms of bullying, including physical, verbal, and relational bullying - an indirect form of victimization that includes ostracism and the spreading of rumors [Smith, 1999]. A meta-analysis reported that the prevalence of traditional bullying ranged from 16% up to 36% during childhood or adolescence (Koyanagi 2019). However, during the COVID pandemic

19, bullying may have occurred under different circumstances; for example, bullying from siblings or other family members or verbal bullying often occurs through chat social media. A study in China reported that this pandemic increased casualties of bullying (crude odds ratio [OR] = 2.290; 95% confidence interval [CI] = 2.011-2.609) and perpetrators (crude OR = 2.876; 95% CI = 2.400-3.446) compared to before the pandemic. A study in Spain reported that 22.8% of students reported having been victims and 26.5% perpetrators of cyberbullying for the first time during the COVID-19 pandemic (Xie, 2023). Another study in Korea found that in 2020 the rate of bullying (perpetrator or victim) was 22.8%, down 4.1% from 2019. They reported that cyberbullying fell 8.5% in 2019. 2020, but

victimization rose 0.7% (Morales, 2022).

2. The role of Framing Media regarding the Covid 19 pandemic which encourages bullying behavior towards ethnic Chinese at school

At the end of December 2019, the international world was shocked by the outbreak this virus in China. Indonesian mass media, especially online media Kompas.com, are enthusiastic reporting on the corona virus or the new corona virus outbreak which is officially called COVID-19 by World Health Organization (WHO). Previously, WHO had discovered it as part of a new pneumonia called novel coronavirus (2019-nCoV). Literature used as a reference source

in this research is research from Crusita entitled: "Construction of Anti-Stigma Reporting – China on Covid – 19 cases at Kompas.Com". based on the analysis of the findings that have been carried out pResearchers found frames constructed by Kompas.com in its four reports emphasizes the widespread anti-Chinese stigma which leads to acts of racism in cases Covid-19. This can be seen from the meaning in every Kompas.com report that shows there is a tendency to fight the anti-Chinese stigma that has emerged since the outbreak of Covid-19.

The US government's decision to name the term "Wuhan virus" or "Wuhan coronavirus" violates the recommendations of the Chinese government and the World Health Organization (WHO). Similar things jKompas.com also revealed in the report that the day before the Minister's statement Pompeo, Chinese Foreign Ministry Spokesman Zhao Lijian disagreed on whether there was linking the corona virus to Wuhan or China. Zhao's statement follows the use of the term in mass media throughout the world. Considering the increasing spread of novel diseases coronavirus (COVID-19), WHO officially declared the virus a pandemic on Wednesday (November 3, 2020). According to WHO, this is because a pandemic refers to the extent of spread a worldwide disease. A pandemic is also bigger than an epidemic, which is a situation where a pThe disease spreads quickly to many people.

Global media is not only focusing on the coronavirus pandemic, but also on the country where this virus was discovered: Wuhan, China. This can be seen from several Western media publish news about this virus in a tone that seems to corner and criticize Chinese society. For example, the front page of the local French newspaper Le Courier Piccard showing the face of a Chinese woman wearing a mask, with the words "Yellow Alert" is written next to the photo. "Yellow Alert" means a warning that requires caution or vigilance.

During the unprecedented COVID-19 pandemic digital connectedness and Intense media coverage reinforced the psychological fears related to the pandemic, students had to stay in at home and moved their classes online for an extended period of time (Chiolero, 2020), which can significantly affect their social networks and make them more vulnerable mental (Altena et al., 2020). During this period, they can use electronic devices excessively more easily influenced by online rumors and biased news, and venting their negative emotions online (Wong et al., 2020). It is very clear that COVID-19 is becoming a hotbed for stigmatizing attitudes and cyberbullying behavior, raising concerns from ethnic students Chinese. As experienced by AN:

"There is no need to read news about Covid-19 from online media because that's all adding to the panic and worry, the increasing insults and bullying from other students who also read the news. Although there are also media that reported positive things about the corona virus having no connection with ethnicity Chinese in Indonesia, but still paranoid about various news"

The mass media has two points of view apart from building a negative anti-Chinese stigma, the media jalso has a role in straightening out hoax rumors circulating in the community regarding the COVID 19 case and changing public perception and educating them on how to view this health crisis and how to treat affected patients, so that discrimination does not occur paffected patients as well as Chinese people or people of Chinese descent. So citizens Chinese descendants no longer feel worried about receiving unpleasant treatment from non-ethnic groups Chinese.

3. The role of Citizenship Education in preventing bullying against ethnic Chinese at school

It cannot be avoided that bullying among students is rampant in schools without realized by teachers or students. However, the number of bullying incidents has decreased due to the virus pandemic corona which forces students to study online from home. However, it cannot be denied that bBullying still occurs in the home environment where students play. Of course, you have to be careful about this by teachers and parents so that bullying incidents do not happen again. Of course to overcome this or minimizing bullying behavior that occurs among students, the role of teachers in educating children To avoid behavior that is considered bullying behavior is very important. This is because teachers are responsible for improving not only academic achievement but also character and pgood behavior in students. If bullying occurs against students in the environment schools, teachers have the right to take immediate action to address bullying behavior in order to reduce it and protect children from various types of violence that harm children. Likewise with the mandate of Law of the Republic of Indonesia Number 23 of 2002 which contains Article 4 concerning Child Protection, reads: Human dignity. "Protected from various forms of violence and discrimination" (Mandiri, 2017).

As an educator, forming good morals and manners in children can be done through several interrelated subjects in the learning process. As a Citizenship Education Teacher, SAM stated that:

"Related to cases of bullying in schools, citizenship education can be a problem the solution. Citizenship education aims to shape the younger generation be a good citizen, love the country, and be ready to function and live responsibility in society and future life in accordance with Pancasila and Constitution"

Etymologically, the meaning of citizenship education is based on the meaning of the word *peducation* and citizenship, where education is an effort and development process conscious abilities and potential, and citizenship means citizenship, everything

something related to law and politics. Citizenship Education or also known with citizenship education being a subject specifically aimed at humanize and civilize society and students (themselves and their lives) as well as produce good citizens who live in accordance with the provisions of the state constitution. (Putri, 2021)

Dasim Budimansyah (Akbar, 2016) believes that philosophically, the vision of education citizenship is holistic and he describes it as having an eclectic vision. There is a vision for citizenship education, both socio-political and cultural. Etymologically, *p*Citizenship education means aiming to educate the life of the nation and develop national intelligence. This civil intelligence is a prerequisite for development democracy in the broadest sense and the realization of a culture of citizenship which is wrong one of the determining factors for the growth and development of a democratic country. Citizenship education too face the challenge of increasing children's potential, preparing them for life in society, and creating a culture of citizenship as an important element in life democratic (Retnasari & Hidayah, 2019).

In an operational context, citizenship education has the task of forming young generation who have a foundation of national insight. In the Merdeka Achievement Curriculum Competencies in Phase E very clearly include one of the Citizenship Education materials What students must achieve is to build harmony in diversity. With the sound of Achievement Complete competency as follows:

"In this phase, students analyze the perspective of the founders of the country, their position Pancasila as the basis of the state, way of life and state ideology; formulate solution ideas to overcome behavior that is contrary to Pancasila values; implement law-abiding behavior based on applicable regulations; analyzing system sequence of laws and regulations in Indonesia; presents origins and meaning semboyan Bhinneka Tunggal Ika sebagai modal sosial, **build inner harmony diversity**; and recognize mutual cooperation as the embodiment of an economic system Pancasila which is inclusive and just; apply behavior, roles and positions in accordance with rights and obligations; understand the national defense and security system as well as Indonesia's role in international and state relations; outline the values Pancasila which must be realized in national development." (Kemdikbud, 2022)

Citizenship education in overcoming the problem of bullying among students at school can be implemented through the values of Pancasila. Because, as you know, Pancasila is guidelines and philosophy of life that can be used in Indonesian society. Pancasila can be said to be the basic ideology of the Indonesian state. Pancasila comes from the Sanskrit word "panka". meaning lima and "sila" which means foundation or basis. In addition, the word Shila comes from the word Sushila which means good attitude. Therefore, depending on the language, Pancasila can be said to be five foundation or can also be interpreted as five good attitudes and behavior (Gultom, 2019). Role The main purpose of Pancasila is to be a source of life guidance for Indonesian society, the source of all laws, noble consensus, and the philosophy of life of the Indonesian nation (Gesmi & Hendri, 2018).

4. CONCLUSION

Based on the research results, it was concluded that Therefore, Citizenship Education in schools is expected to improve good character in students and can encourage students to understand and be able to carry out their rights and obligations in becoming good, intelligent, skilled and responsible citizens, especially through the values of Pancasila which contain many human values. Based on the research results, it was found that: 1) Bullying behavior towards ethnic Chinese after the Covid-19 pandemic in schools occurred because the character of mutual respect for multiculturalism had not yet developed and lack of wisdom in consuming communication media, especially online media. 2) Media has an important role in building anti-stigma. China during the Covid-19 pandemic with the Wuhan virus narrative, 3) Citizenship Education is an important subject in preventing bullying behavior in schools with competency achievements in Phase E which teaches building harmony in diversity.

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