

The Influence of Academic Self-Efficacy and Learning Models with Pancasila Values on Bullying Behavior



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ABSTRACT: The purpose of this study was to find the effect of academic self-efficacy and learning model with Pancasila values on bullying behavior. The type of research is quantitative. The population is grade VI elementary schools in the Mejayan district of Madiun. The sampling technique used is proportionate stratified random sampling. The research sample was 87 students. The data source is civic education learning (PKn). Data collection through questionnaires, observations, and interviews. Data analysis using Paired t-tests and multiple linear regression analysis. Paired t-test results for academic self-efficacy affect bullying behavior with statistical calculation t count (9.283) > t table (1.663). Paired t-test for learning model with Pancasila values influences on bullying behavior with statistical calculation of t count (6.616) > t table (1.663). Multiple aggression linear test explains that academic self-efficacy and learning models together have an effect on bullying behavior with statistical calculation of F value (13.477) > F table value (3.105). The conclusion of this study is that it was found that academic self-efficacy and learning models with Pancasila values have an influence of 24.3% on bullying behavior.

KEYWORDS: Academic self-efficacy, Pancasila values learning, Bullying Behavior

INTRODUCTION

The growth and development of each individual cannot be separated from interactions with the environment, both the physical, psychological, and social environments in which association and interaction occur. Ahyani, et al, (2018) stated that the environment can be interpreted as various events, situations and conditions outside the individual that directly or indirectly affect individual development. This environment consists of the physical environment and the social environment. The physical environment is everything that is physical around the individual such as the state of the house or school. Meanwhile, the social environment includes all humans with various interactions that create a unique social environment. The social environment is the community environment, where in this community environment there is individual interaction with other individuals. The state of society will have a certain influence on individual development.

The results of interaction with the environment make individuals have complex growth and development. In this regard, Anggraini, et al, (2020) provide a view that the influence of the environment is not coercive, but it cannot be denied that the role of the environment is quite large in individual development. The environment for individual growth and development can be in the form of a family environment, school environment, and peer group environment. For example, the family environment has a very important role in efforts to develop individual personalities.

The growth and development of learners is characterized by their level of confidence in their abilities. This is often referred to as self-efficacy. Self-efficacy is defined as a person's belief about the ability to produce a level of performance that affects activities or events that affect life (Basith, et. al., 2020: 98). In an academic context, it can also be called academic self-efficacy. According to Jimerson, et. al. (2010: 145) academic self-efficacy is a student's belief in the ability to carry out academic tasks such as doing daily assignments and preparing for exams. The more confident in their abilities, the greater the effort made and the more active because they feel confident in their abilities can help in doing tasks and facing obstacles or obstacles to achieve academic achievement.

Siswati, et al, (2023) explain that a person's belief in his or her self-efficacy consists of four sources, namely experiences that have been passed, experiences of others, verbal persuasion, and physiological and emotional states. This can be explained as follows: Sulyani, et al, (2022) explain that the experience that has been passed (enactive mastery experience), is information that has a major influence on individual self-efficacy because it is based on real individual personal experiences in the form of success and failure. The experience of success will increase individual self-efficacy, while the experience of failure will reduce it; Nurlia, et al, (2020) explain that the experience of others (vicarious experience). Self-efficacy is also influenced by the experiences of others by seeing what others have achieved. In this context, a modeling process occurs which can also be effective for increasing one's efficacy; Sari,

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et al, (2022) explain that verbal persuasion is reinforcement obtained from others that a person has the ability to achieve what he wants to do. A person's self-efficacy will increase when he is facing difficulties, there are people who convince him that he is able to face the demands of the task at hand; Octavia, et al, (2020) explain that unsupportive physiological and affective states such as lack of stamina, fatigue, and illness are unsupportive factors when someone is about to do something.

According to Repo, Juuso. et al, (2023) indicators of self-efficacy refer to the dimensions of self-efficacy, namely level, strength, and generality. By looking at these three dimensions, there are several indicators of self-efficacy, namely related to belief in the task, self-motivation, ability to try, ability to survive, and ability to solve problems. These indicators can be explained as follows: confident that they can complete certain tasks, learners have confidence that they are able to complete certain tasks where the individual himself sets what tasks (targets) must be completed; confident that they can motivate themselves to take the actions needed to complete the task, learners have confidence in being able to motivate themselves to take a series of actions needed in order to complete the task.

Ma'rufah, et al, (2021) explain that believing that the self is able to try hard, persevere and persevere, students have confidence in perseverance in order to complete the task by using all their strengths; confident that the self is able to withstand obstacles and difficulties, students have the confidence to be able to survive when facing difficulties and obstacles that arise and are able to rise from failure; confident that they can solve problems in various situations, students have the confidence to be able to solve problems not limited to certain conditions or situations.

According to Rahman and Hardianto, et al, (2023) self-efficacy beliefs impact behavior in several important ways, namely: influences the choices made and actions taken by individuals in carrying out tasks where the individual feels competent and confident. Self-confidence that affects these choices will determine the experience and put forward opportunities for individuals to control life; determine how much effort is made by the individual, how long the individual will last when facing obstacles and how steadfast in dealing with unfavorable situations; affect the level of stress and anxiety experienced by individuals when carrying out tasks and affect the level of individual achievement.

Learning cannot be separated from the notion of learning. Salam (2017) explains that learning is a continuous process in an effort to gain knowledge for the development of cognitive, affective, and psychomotor domains. Thus, learning can be defined as the process of student interaction with teachers and learning resources in a supportive learning environment. Because there is interaction, learning certainly has a model. The learning model is an important component in classroom learning, Abas Asyafah (2019) explains that the importance of learning models in the classroom, namely: the use of the right learning model can help learning so that educational goals can be achieved; useful information can be obtained through the use of learning models; learning requires a variety of learning models in order to foster learning motivation so that it is not boring; there are differences in learning methods, characteristics, and personalities, so a variety of learning models are needed.

The learning models in this study are: Synergetic Teaching, Information search, and jigsaw. Arifin (2017) explains that the synergetic teaching model has stages: involving students by dividing into groups, giving different learning methods to each group, and asking the results of each different learning method to be a record. Asyafah (2019) explains that the Information Search model or information seeking with its learning stages, namely: students are given the opportunity to seek information through various means or any media to students to obtain information or knowledge. Arifin (2017) explains that the Jigsaw model emphasizes students to be cooperative and given the freedom to know the material. Krisna, et al, (2018) explained the stages of learning the Jigsaw model, namely: students are formed into several study teams, each team has unique material and is different from other teams, each student learns and understands the subject matter given, one of the students goes around to teach each other team members, so that they exchange information, dialogue, communicate and work together.

The definition of value in this study relates to character. Value is something that is experienced as an invitation to the call of life. According to Susanti (2019, 71) explains that values have the ability to encourage, act, direct considerations, attract to the path of ourselves according to beliefs and experiences, and have a quality that radiates in order to be able to make a movement that calls. Meanwhile, Rukiyati (2019, 51) explains that values are important, acceptable and beneficial for everyone. Based on the description above, the definition of value is a trait that appreciates something with adab, interesting to use, useful for all groups, useful for society, and can be maintained. The value in question is the value of Pancasila.

Learning the values of Pancasila in this study is a subject of Civic Education (PKn) which examines citizenship, ethics, norms, law, character and others. Civics learning rests on the values of Pancasila contained in the precepts of Pancasila. The values of the precepts in Pancasila are a vehicle for creating and protecting honor and virtue rooted in the life of the country and a source for character education (Siswati, 2023: 112).

The origin of the word bullying from the word bull, in English, means bull. In Indonesian, etymologically the word bully means a bully to hurt weak people. Bullying behavior is shown by several characteristics and is easy to observe. Astuti (Zakiyah, et al, 2017) explains that bullying behavior is: 1) aggressive both verbally and physically, 2) want to be popular in their school, 3) often make trouble in class or at school, 4) find fault with schoolmates, 5) vindictive if they feel hurt or disappointed, 6) jealous if there are competitors in socializing, 7) live in groups and master social life at school.

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Based on the description above, the researcher can formulate the problem as follows: how does academic self-efficacy and learning Pancasila values affect bullying behavior in elementary school students? The purpose of this study is to prove the effect of academic self-efficacy and learning Pancasila values on bullying behavior.

RESEARCH METHODS

Type of Research

This type of research is quantitative research. Sugiyono (2019: 17) explains that quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. This study is to measure the independent variable and the dependent variable using numbers processed through statistical analysis.

Location and Time of Research

The research location is in elementary schools (SD) within the Mejayan subdistrict, Madiun district, East Java. The focus of the research was on class VI in the 2023/2024 academic year. Selection and determination of schools in the Mejayan subdistrict environment because bullying behavior is thought to occur frequently. The implementation of the research was carried out from September 2023 to January 2024.

Operational Definition of Variables

1. Independent variables

Independent variables are variables that influence bullying behavior consisting of:

a. Academic self-efficacy variable

Factors that influence academic self-efficacy in this study are indicated by: belief in tasks, self-motivation, ability to try, ability to survive, and ability to solve problems.

b. Learning variable of Pancasila values

The factors of this variable are related to the learning model used to teach Pancasila values. The learning models used are models: Synergetic Teaching, Information search, and jigsaw.

2. Dependent Variable

The dependent variable is the variable that is influenced by the independent variable, namely the academic self-efficacy variable and the learning model with the material of Pancasila values. Indicator of the dependent variable, namely: Not aggressive both verbally and physically, not wanting to be popular in school, not often making trouble in class or at school, not finding fault with schoolmates, not vindictive if they feel hurt or disappointed, not jealous if there are competitors in socializing, living in groups but not mastering social life at school.

3. Variable measurement scale

The variables to be analyzed in this study are the results of observations of the responses shown by respondents during learning and are a reflection of the agreement or disagreement of the respondents. Where the questions and measurement of each answer use the Likert tool. This scale is used to measure the attitudes, opinions and perceptions of a person or group of people about changes in bullying behavior that are specifically determined by researchers called research variables. The measurement of the answers is as follows:

Criteria Strongly agree score 4

Criteria Agree score 3

Criteria Disagree score 2

Criteria Strongly disagree score 1

Population, Sample and Sampling Method.

1. Population

Sugiyono (Amin, et al, 2023) explains that population is a generalization area that exists in research. This region includes objects or subjects from which conclusions can be drawn. The population in this study is a limited population because many respondents are 657 grade VI students from public elementary schools in Mejayan sub-district, Madiun district.

2. Sample

Arikunto (Amin, et al, 2023) explains that the sample is a small part contained in the population which is considered to represent the population regarding the research being conducted. The sample in this study was 87 students.

3. Sample collection method

The sampling technique that will be used in this study is the stratified random sampling method. Sugiyono (Amin, et al, 2023) explains that the proportionate stratified random sampling technique is used when the population has members / elements that are not homogeneous, proportionally stratified, and each member has the same opportunity to be selected as a sample member. The steps to make the sample homogeneous are to group the population into sub-populations based on certain characteristics, so that each sub-population has homogeneous sample members. Then from each sub-population is

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taken randomly for each sample member, such as gender, academic ability, activeness in learning. In this sampling using Sugiyono's sloving formula (Cahyadi, 2022) which is formulated as follows:

$$n = \frac{N}{1 + Nxe^2}$$

Where:

n = sample size N = population size e = Achievement level of tolerance of inaccuracy

This study will use a value of e = 10%, meaning that the tolerance level of inaccuracy is 10% Using the sloving formula, the following sample is obtained:

$$n = \frac{N}{1 + Nxe^2}$$
$$n = \frac{657}{1 + 657 (0,25)^2}$$
$$n = \frac{657}{7,57}$$
$$n = 86,79$$
$$n = 87$$

So the number of samples obtained based on the above calculations is 87 samples.

Data Collection Technique

Collecting data about the influence of academic self-efficacy and learning Pancasila values on bullying behavior in elementary school students in Mejayan subdistrict, Madiun district, the method used is through questionnaires and observation.

1. Questionnaire

The definition of a questionnaire is explained by Sugiyono (Prawiyogi, et al, 2021) questionnaire is a data collection method that is done by giving a set of questions or written statements to respondents to answer. Questionnaires are intended for the three variables in this study, namely academy self-efficacy, the Pancasila values learning model, and reducing bullying behavior.

2. Observation

Prawiyogi, et al, (2021) explain that observation includes paying attention to an object using all the senses. observation is a data collection method that uses the five senses accompanied by detailed recording of the object of research. Observation in this study is aimed at academy self-efficacy and Pancasila values learning.

Source of Research Data

The source of data in this study is learning during school. Data were collected through questionnaires and observation.

1. Primary Data

Umi Narimawati (Nuning Indah Pratiwi, 2017) explains that primary data is data from the original or first source. Primary data is not available in compiled form or in files. Primary data is sought from sources or respondents. Respondents are people who are used as objects of research or means of obtaining information. In this study, secondary data are the results of observations and questionnaires during learning.

2. Secondary Data

Sugiyono (Nuning Indah Pratiwi, 2017) explains that secondary data is a data source that cannot directly provide data to data collectors (researchers). Secondary data in this study are lesson plans (RPP) for learning the values of Pancasila class VI.

Data Analysis Technique

To solve the main problem as well as answer the proposed hypothesis using the following analysis methods:

1. Data Quality Test

a. Validity Test

Validity is a measure that shows the levels of validity or validity of an instrument. An instrument that is valid or valid has high validity. Conversely, an instrument that is less valid means it has low validity.

b. Reliability Test

Reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is good.

2. Hypothesis Test

a. Multiple Linear Regression Analysis

The data analysis technique used in this study is multiple regression analysis Used to determine the magnitude of the influence of each independent variable on the dependent variable in the study. The equation used is:

$$Y = a + b_1X_1 + b_2X_2 + e$$
 Description:

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- Y = Decrease in Bullying behavior
a = Constant
X1 = Academic self-efficacy
X2 = Pancasila values learning model
bn = regression coefficient
e = Tolerate sampling error

b. Partial test (t-test)

Partial test (t test) is to test how the influence of each independent variable, namely: academic self-efficacy and learning Pancasila values, individually on the dependent variable (Bullying behavior) which is considered constant.

c. Simultaneous test (f test)

Simultaneous test (f test) is a test to see how the influence of all independent variables academic self-efficacy and learning Pancasila values together on the dependent variable (Bullying behavior). The f test is to test whether the regression model made is good / significant or not good / non-significant.

d. Coefficient of Determination

The coefficient of determination in the linear regression formula is defined as a measure of the ability of all independent variables to explain the variance of the dependent variable. In simple terms, the coefficient of determination is calculated by squaring the correlation coefficient (R). The coefficient of determination (R Square) can be used to predict how much influence the independent variable (X) has on the dependent variable (Y) provided that the F test results in the regression analysis are significant. Conversely, if the F test results are not significant, the coefficient of determination (R square) cannot be used to predict the contribution of the influence of variable X on variable Y.

RESULTS AND DISCUSSION

Research Results

The data used in this study are primary data. Primary data in this study were obtained by processing questionnaires in elementary schools in Mejayan sub-district, Madiun district about academic self-efficacy and learning Pancasila values. The number of samples in this study were 87 respondents. The results of the research obtained by the researcher are described below.

Data Validity Test

The validity test is used to measure the accuracy and accuracy of a research instrument, in determining whether or not an item used is usually carried out a significant test, meaning that it is considered valid if it correlates significantly to the total, or if doing a direct assessment the minimum correlation limit is 0.30. In connection with the description above, it is necessary to test the validity for each variable used in hypothesis testing. Therefore, the validity test will be presented for the variables of academic self-efficacy and learning Pancasila values on bullying behavior which are described below.

Table 1. Results Of Validity Test Of Variables X1 And X2

Variable	R value Calculated	R table value	Decision
X1.1	0,435	0,211	Valid
X1.2	0,327	0,211	Valid
X1.3	0,301	0,211	Valid
X1.4	0,442	0,211	Valid
X1.5	0,521	0,211	Valid
X2.1	0,437	0,211	Valid
X2.2	0,520	0,211	Valid
X2.3	0,532	0,211	Valid

Source: Primary data processing instrument, 2023

Table 2. Variable Y Validity Test Results

Variable	R value Calculated	R table value	Decision
Y1	0,461	0,211	Valid
Y2	0,382	0,211	Valid
Y3	0,467	0,211	Valid

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Y4	0,441	0,211	Valid
Y5	0,378	0,211	Valid
Y6	0,341	0,211	Valid
Y7	0,437	0,211	Valid

Source: Primary data processing instrument, 2023

Based on the table above, it can be concluded that all instrument question items can be declared valid because the value of r count is greater than r table. So that the instrument can be used as a measuring tool in this study.

Reliability Test

Reliability shows an instrument that can be used as a data collection tool, because the instrument can be trusted and reliable which will produce reliable data. An instrument is said to be reliable if it has a Cronbach's alpha (α) value > 0.56 .

Table 3. Reliability Test Results

Reliability	Statistics
Cronbach's Alpha	N of Items
0.723	15

Data source: instrument processing, SPSS.26

The results of data processing show that the Cronbach's Alpha value is 0.723 which is greater than the benchmark of 0.56. It can be interpreted that the indicators in this study are reliable for the use of independent variables of academic self-efficacy and learning Pancasila values as well as the dependent variable of reducing bullying behavior.

Hypothesis Test

a) Multiple Linear Regression Analysis

The following are the results of multiple linear regression to answer the problem that the researcher studies, namely to find out how much influence academic self-efficacy and learning Pancasila values have on bullying behavior in elementary schools in Mejayan sub-district, Madiun district. The analysis used uses multiple linear regression with the help of SPSS 22 with the confidence level used in multiple regression calculations is 95% or with a significance level of 0.005 ($\alpha = 0.05$), while the formula is as follows: The equation used is:

$$Y = a + b_1X_1 + b_2X_2 + e \text{ Where:}$$

Y = bullying behavior a = constant

X1 = academic self-efficacy

X2 = learning model of Pancasila values b_n = regression coefficient e

= Tolerate sampling error

Table 4. Hypothesis Test Results

Independent Variable	Dependent Variable	B	Beta	T	Sig	Description
Academic selfefficacy	Bullying behavior	2.523	0.371	3.352	0.000	Signifikan
Learning model		13.000	0.490	5.162	0.000	Signifikan
n = 87; R = 0,493; R Square = 0,243; F = 13.477; Sig = 0,000, constanta = 326.620						

Source: data processing through SPSS 26

To determine the formulation of multiple linear regression equations of the influence of academic self-efficacy and learning Pancasila values on bullying behavior in elementary schools in Mejayan sub-district, Madiun district, regression coefficient analysis was carried out. The results are as follows:

Regression constant: 326.620

Coefficient of academic self-efficacy variable (X1) = 2.523

Coefficient of work environment variable (X2) = 13.000

Based on the results of the regression coefficient analysis above, the formula for multiple linear regression equations is:

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$$Y = 326.620 + 2.523 (x_1) + 13.00 (x_2)$$

This multiple linear regression equation can be interpreted as follows:

- If there is no academic self-efficacy and learning Pancasila values, the bullying behavior of elementary schools in Mejayan sub-district, Madiun district is 326.620 units.
- The regression coefficient value of academic self-efficacy 2.523 and learning Pancasila values 13.000 can be interpreted that academic self-efficacy and learning Pancasila values in elementary schools in Mejayan sub-district, Madiun district is 2.523 for variable X1 and 13.00 for variable X2.

Table 5. Effect of Academic self-efficacy and Bullying behavior

		Paired Differences					T	df	Sig. (2 tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	SKOR ACADEMY SELF EFFICACY - PENURUNAN BULLYING	25.448	25.571	2.741	19.998	30.898	9.283	86	.000

To test the significance of the effect of academic self-efficacy (variable X1) with bullying behavior (variable Y), t-test or partial test is used. The t test is used to test the level of significance of variable X1 on Y. The sample used was 87 people, through the t test with a significance level (α) = 5% or 0.05, the t count was 9,283 and the significance was 0.000, while the t table was 1.663 for a significance of 0.05. The test results can be described under $t_{count} > t_{table}$, it can be interpreted that academic self-efficacy is very influential on bullying behavior. This can be interpreted that the higher the academic self-efficacy, the lower the bullying behavior will be. Vice versa

Table 6. Effect of Learning Pancasila Values and Bullying Behavior

		Paired Differences					T	df	Sig. (2 tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MODEL PEMBELAJARAN - PENURUNAN BULLYING	24.391	34.388	3.687	17.062	31.720	6.616	86	.000

To test the significance of the effect of the learning model (variable X2) with bullying behavior (variable Y), the t-test or partial test was used. The t test was used to test the significance level of variable X2 on Y. The sample used was 87 people, through the t test with a significance level (α) = 5% or 0.05, the t count was 6.616 and the significance was 0.000, while the t table was 1.663 for a significance of 0.05. The test results can be described under $t_{count} > t_{table}$, it can be interpreted that the learning model is very

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influential on bullying behavior. This can be interpreted that the learning model used in this study has an influence on bullying behavior.

F test

The F test is used to determine whether the academic self-efficacy variable and learning Pancasila values simultaneously have a significant effect on the employee work productivity variable. The degree of confidence used is 0.05. If the calculated F value is greater than the F value according to the table, the alternative hypothesis which states that all independent variables simultaneously have a significant effect on the dependent variable.

Table 7. ANOVA Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Rearession	9913.635	2	4956.817	13.477	.000 ^b
	Residual	30895.354	84	367.802		
	Total	40808.989	86			

a. Dependent Variable: PENURUNAN BULLYING

b. Predictors: (Constant), MODEL PEMBELAJARAN, ACADEMY SELF EFFICACY Source: SPSS 26

Testing of simultaneous X1, X2 on Y:

From the table, the calculated F value is 13.477 with a probability value (sig) = 0.000. The value of F count (13.477) > F table (3.105) and the sig value is smaller than the probability value of 0.05 or the value of 0.000 < 0.05, then H1 is accepted and H0 is rejected, meaning that together (simultaneously) academic self-efficacy and learning models with Pancasila values material have a significant effect on bullying behavior.

Coefficient of Determination

The ability of the free variable in explaining the dependent variable is seen from the calculation of the coefficient of determination. The coefficient of determination (R Square) is used to predict how much influence the independent variable (X) has on the dependent variable (Y) provided that the results of the F test in regression analysis are significant. R Square = 0.243 which is interpreted that academic self-efficacy and the Pancasila values learning model affect bullying behavior by 24.3%.

Table 8. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.225	19.178

a. Predictors: (Constant), MODEL PEMBELAJARAN, ACADEMY SELF EFFICACY

DISCUSSION OF RESEARCH RESULTS

Well-managed academic self-efficacy has a positive impact on reducing bullying behavior. This is because high confidence in completing school assignments will have an impact on high self-confidence to deal with problems that befall students. Selfmotivation has an impact on high confidence in oneself, this has an impact on the courage of learners to appear independently at school or in class. The ability to strive affects the desire to succeed in achieving the desired goals, this has an impact on tenacity and the will to succeed. The ability to survive affects the improvement of selfexistence, this has an impact on the increase in confidence to keep trying to realize success. The ability to solve problems affects the development of cognitive, effective, and psychomotor domains in students, this has an impact on increasingly mature behavior in thinking and acting. The description above is proven by obtaining t count (9.283) > t table (1.663) or the magnitude of significance is smaller than the significant 0.05 table. While in theory, the description above is in line with the explanation of Rahman and Hardianto (2023) that academic self-efficacy has an impact on the behavior of formulating choices and actions to carry out tasks based on competence and confidence.

The synergetic teaching, information search, and jigsaw learning models are grouping learning models. This model provides space and time for learners to share in building knowledge, respect each other in formulating problems and determining solution ideas, and be responsible for each other according to their competence. The space and time of the three models are interpreted as a form of fostering dialogical communication, so that learner-centered learning will occur. While the subject matter is the values of Pancasila which is packaged by the teacher in the form of a case study. This is what can foster self-confidence, solidarity, and mutual understanding. This is proven by statistical calculations that t count (6.616) > t table (1.663) or significant t count is 0.000 < significant table 0.05. These calculations confirm that the learning model in the form of grouping students and the material is packaged in the form of case studies, is able to reduce bullying behavior in students. This is also confirmed by Sulyani, et al, (2022)

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explaining that group-shaped learning experiences and material packaged in the form of case studies have an effect on individual self-efficacy because they are based on real personal experiences. The experience of success will increase individual self-efficacy, while the experience of failure will decrease it.

Academic self-efficacy and group learning model with Pancasila values material packaged in case studies affect bullying behavior. This is because academic self-efficacy and learning models provide mutual reinforcement to reduce bullying behavior. This is evident from the results of statistical calculations that the value of F count (13.477) > the value of F table (3.105), or the significance value of F count 0.000 < the value of significance F table 0.05. This confirms that academic self-efficacy capital, selection of learning models, packaging material in the form of case studies, is able to build students to have confidence in increasing their existence in socializing with other students at school. This is proven by statistical calculations that academic self-efficacy and learning models with Pancasila values material affect bullying behavior by 24.3%. This is also in line with the theory from Basith (2020) that the growth and development of students is characterized by the level of confidence in their abilities which is assisted by appropriate learning models.

CONCLUSION

Based on the description above, academic self-efficacy affects bullying behavior with statistical calculations t count (9.283) > t table (1.663). This confirms that academic self-efficacy is a model in socializing at school. For the learning model, the form of grouping students and with the material of Pancasila values packaged in the form of case studies has an effect on cognitive enhancement and the opening of dialogic communication. This affects bullying behavior based on statistical calculations that t count (6.616) > t table (1.663). Meanwhile, academic self-efficacy, learning models in the form of grouping students, and Pancasila values packaged in the form of case studies are proven to have an effect on bullying behavior by 24.3%.

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