



Elaboration of Anti-Bullying Programs in Child-Friendly Schools within the Civics Education Curriculum

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ABSTRACT

The issue of bullying, especially within the school context, has garnered widespread attention, primarily due to the serious consequences that can impact the psychosocial development of children and adolescents. Efforts and appropriate strategies are needed to address this issue effectively. The aim of this research is to delve deeply into the development and implementation process of a Bullying Prevention Program within a child-friendly school integrated into the Civic Education curriculum, thus providing innovation in addressing bullying within the Civic Education curriculum. This research adopts a qualitative research approach using a case study method. Data collection processes involve interviews, observations, and documentation. The research findings indicate that the Bullying Prevention Program within the Civic Education curriculum is supported by active involvement from Civic Education teachers, school staff, and adequate school environment facilities. The implementation of the Bullying Prevention Program within a child-friendly school integrated into the Civic Education curriculum involves efforts and innovative teaching strategies by Civic Education teachers to foster positive bullying prevention behaviors.

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1. Introduction

One of the crucial responsibilities in the Merdeka Curriculum through Pancasila Education is to shape individuals who are academically intelligent, responsible, and ethical (Ramadhan et al., 2023). However, technological advancements have brought both positive and negative impacts. According to Nursanti et al., (2023), moral issues such as lack of integrity, alcohol consumption, and violence contribute to the rise of juvenile delinquency, including cyberbullying. This phenomenon not only reflects social disharmony but also threatens the psychological well-being of the victims. As stated by Damayanti, Khairunisa, et al., (2024), bullying patterns have shifted from face-to-face interactions to the online world, adding complexity to the challenge of character building for students.

Youth delinquency today is often associated with various factors, one of which is the influence of family and social environments (Ramadhan, 2023; Ramadhan & Alfiandra, 2023). The issue of bullying has received serious attention due to its significant impact on the psychosocial development of children and adolescents. A study by Amelia et al., (2022) highlights that bullying can lead to severe physical and mental disturbances. Furthermore, research in developed countries like South Korea and Japan shows that high levels of bullying can lead to student absenteeism due to feelings of insecurity. Even Bannink et al., (2014) in the Netherlands revealed that bullying can lead to fatal mental health disorders, including the risk of suicide.

In Indonesia, data from the 2018 National Survey of Children and Adolescents (SNPHAR) shows that two out of three adolescents aged 13-17 have experienced violence. A total of 45% of 2,777 surveyed adolescents also reported being victims of cyberbullying. Data from the Ministry of Women Empowerment and Child Protection (KPPPA) in 2023 recorded that children and adolescents are the most affected group, with a total of 18,000 cases of violence. These figures emphasize the importance of systematic educational efforts to prevent bullying among students.

In addressing this challenge, Pancasila Education offers a relevant approach by integrating anti-bullying values into the learning process. The goal of Pancasila Education is to shape citizens who have civic intelligence, social responsibility, and active participation in social life. As explained by Nanggala & Damayanti (2023), Pancasila Education serves as a medium for the transformation of national moral values and civilization, instilling ethics and social awareness among students.

A specific and integrated educational strategy is necessary to address the complex impacts of bullying. The integration of anti-bullying programs into the Pancasila Education curriculum is a strategic step that must be designed in depth. Elaboration on the design, implementation, and impact of this program is a focus that needs attention to ensure its effectiveness in creating a safe and inclusive learning environment.

Previous research has highlighted various aspects of bullying prevention through Pancasila Education. Usmaedi et al., (2021) mentioned that the optimization of bullying prevention involves collaboration between Pancasila Education teachers and Counseling Guidance (BK) teachers, supported by a conducive school climate. Untari & Setiawati, (2020) also emphasized the importance of strengthening Pancasila values through positive communication approaches and strict rules. However, research on the integration of anti-bullying programs within the framework of a Child-Friendly School is still limited.

In this context, this study aims to explore the potential elaboration of an anti-bullying program implemented within the concept of a Child-Friendly School in the Pancasila Education curriculum. This study uses a case study approach at SMP Negeri 12 Bandung, a

school that has comprehensively implemented the Child-Friendly School concept. By examining the implementation strategies and their impact on student behavior, this research is expected to provide substantial new insights for educators, policymakers, and researchers.

The findings of this study are expected to contribute to the development of a holistic educational strategy to prevent bullying. With an integrated approach in the Pancasila Education curriculum, this research offers practical solutions to create a safe, inclusive learning environment that supports the development of student character based on Pancasila values.

2. Methods

This study uses a qualitative approach with a case study method to deeply understand the development and implementation process of the anti-bullying program integrated into the Pancasila Education curriculum (Creswell, 2014). The research location was selected at SMP Negeri 12 Bandung, West Java, because the school has implemented the Child-Friendly School concept, making it relevant to explore the topic under investigation. Data were collected through in-depth interviews with the Vice Principal for Curriculum, who is also a Pancasila Education teacher, direct observation of learning activities and the school environment, as well as document analysis, such as school policies and reports on activities related to the anti-bullying program. The research instruments used include interview guidelines, an observation checklist, and a document analysis format, all of which have been validated by experts.

The collected data were analyzed using Miles et al., (2014) interactive technique, which involves data reduction to simplify information according to the focus of the study, data presentation in the form of narratives or tables, and drawing conclusions based on patterns found. Data validity is ensured through source triangulation by comparing data from interviews, observations, and documents, as well as method triangulation by using various data collection techniques. With this approach, the study is expected to provide a comprehensive description of the elaboration of the anti-bullying program within the Pancasila Education curriculum at a Child-Friendly School (Sugiyono, 2020). The instruments used include interview guidelines, an observation checklist, and a document analysis format. These instruments were designed based on relevant theories and have been validated by education experts. The complete details of these instruments can be seen in Table 1.

Table 1. Research Instruments

Problem Focus	Aspects Observed	Data Sources	Data Collection Techniques
Elaboration of anti-bullying programs	Understanding of bullying concepts	Vice Principal for Curriculum	Interviews
	Implementation of the anti-bullying program in a Child-Friendly School	Civics Education Teacher	Observation
	Behavioral changes in students after the implementation of the program	Documents and visuals of school activities	Documentation

3. Results and Discussion

3.1. Result

3.1.1. Analysis of Interview and Observation Results

The Pancasila Education teacher, who also serves as the Vice Principal for Curriculum, and is the primary informant in this study, provided deep insights regarding the elaboration of the anti-bullying program within the Child-Friendly School concept in the Pancasila Education curriculum. In-depth interviews were conducted using a structured instrument guide. Mrs. RM explained that bullying is an act of violence, which can be physical, verbal, or mental, directed at an individual who is weaker. She also highlighted that peer bullying often occurs outside the supervision of adults such as teachers and parents, requiring special attention. The anti-bullying program, integrated into the Child-Friendly School policy, has helped increase understanding and awareness about the dangers of bullying, including cyberbullying. Mrs. RM further explained that the impacts of bullying can be recognized through changes in the victim's behavior, such as a decline in academic performance and mood changes.

3.1.2. Implementation of the Anti-Bullying Program

Mrs. RM emphasized that the implementation of the anti-bullying program is a shared responsibility among all members of the school community. This program involves students, educators, staff, parents, as well as security officers, janitors, and canteen staff. The program not only focuses on learning but also includes aspects of cleanliness, environmental safety, and food health. Several concrete activities carried out include the establishment of anti-bullying ambassadors, socialization from the Ministry of Education, and collaboration with expert speakers through the "Guest Teacher" method. This strategy enriches students' understanding of bullying from various perspectives, such as psychology, counseling, and law.

3.1.3. Learning Strategies in Pancasila Education

In Pancasila Education, Mrs. RM applies the "Guest Teacher" strategy, which involves expert speakers, such as psychology lecturers, counselors, and legal experts, to bring variety to the learning process.



Figure 1. Guest Teacher Program, implementation of the anti-bullying program in the Pancasila Education curriculum

Additionally, in grades VIII and IX, the Project-Based Learning (PjBL) model is used to integrate anti-bullying values. Projects, such as creating posters on human rights (HAM) or group collaborations to develop a sense of tolerance, have successfully instilled these values effectively. For grade VII students, the Value Clarification Technique (VCT) is implemented, which involves playing videos analyzing cases and stories as learning media. VCT helps students clarify and articulate positive values, thus fostering better character development.

3.1.4. Support from Parenting and External Programs

In addition to the student programs, the school also runs a "parenting class" for parents of students. This program is conducted both online and offline, featuring trusted speakers who provide insights into anti-bullying values and proper parenting practices. Collaboration with

external parties such as the Ministry of Education, academics, and practitioners is an essential element that strengthens the implementation of the program. Activities such as webinars, socialization, and teacher training by the Ministry of Education also support the success of the anti-bullying program.

3.1.5. Changes in Student Behavior

The results of interviews and observations show significant changes in student behavior after the implementation of the program. Students have become more aware of the negative impacts of bullying, demonstrating inclusive attitudes, and showing greater concern for the school environment. Some students have even been brave enough to share their experiences related to bullying, allowing teachers to provide support and solutions. Students have also become more active in group activities, social events, and extracurriculars, which has significantly reduced bullying incidents.

3.1.6. School Environment Observations

The results of the observations show that the implementation of the anti-bullying program at SMP Negeri 12 Bandung meets the standards of a Child-Friendly School. Facilities such as counseling rooms, CCTV surveillance, comfortable play areas, and educational banners about bullying support the creation of a safe and conducive learning environment. This positive school environment not only supports classroom learning but also fosters a holistic experience that helps students understand the values of Pancasila and creates an inclusive culture of diversity.

3.2. Discussion

Teachers play a crucial role in driving the curriculum in the classroom and must adapt their teaching to shape students' character according to their learning needs (Susanti et al., 2023). Pancasila Education is a strategic instrument for realizing the national goals through the development of ethics and social responsibility awareness in each individual (Khairunisa & Damayanti, 2023). In the context of citizenship education, students are expected to apply knowledge, moral values, and behaviors rationally and critically (Hasni et al., 2021). Value education, an inseparable part of Pancasila Education, includes the development of patriotism, love for the homeland, and respect for heroes, aiming to create intelligent and ethical citizens (Winataputra & Budimansyah, 2012).

Referring to Law No. 20 of 2003 on the National Education System, Article 37, paragraph (1) states that Citizenship Education aims to enhance national awareness and appreciation for the homeland. In the Merdeka Curriculum, Pancasila Education focuses on character education to create ethical and responsible citizens. However, in today's educational world, particularly in Pancasila Education, the subject is often considered less engaging for students (Adnin et al., 2023).

The implementation of the anti-bullying program in Child-Friendly Schools is a response to the high number of violence cases in the school environment. A positive learning environment becomes a key factor in supporting an effective learning process. As research by Damayanti et al., (2024); Klein et al., (2012); Wulandari, (2020) shows, a conducive school environment plays a significant role in preventing bullying. The concept of school climate involves "communities of character," communities that develop and uphold moral and ethical values, involving families, schools, and society (Ghifari & Rahmat, 2024). According to the US Department of Education, Bradshaw et al., (2014), three main aspects are identified in creating a positive school climate: (1) Engagement, (2) Safety, and (3) Environment.

In the context of 21st-century learning, the constructive relationship between teachers and students becomes a major factor in success. According to Noor & Wangid (2019), a collaborative and respectful learning environment creates an enjoyable learning experience. 21st-century learning emphasizes creativity, critical thinking skills, communication, collaboration, and lifelong education (Adnin & Sapriya, 2024; Hasibuan & Prastowo, 2019).

Innovative learning models such as Project Based Learning (PjBL) and Value Clarification Technique (VCT) have proven effective in preventing bullying. PjBL encourages students to work in groups and produce projects such as infographics that raise awareness about bullying (Damayanti, Nanggala, et al., 2023). Research by Julianti (2023) also shows that project-based approaches provide an in-depth understanding of citizenship issues while teaching collaboration and problem-solving skills.

Furthermore, regarding the Value Clarification Technique (VCT) used in the anti-bullying program, research by Damayanti et al., (2023); Komalasari & Saripudin, (2017) shows the relevance of this model in shaping positive character that can prevent bullying behavior. VCT helps students clarify and articulate important values, particularly in the context of preventing bullying. Through this approach, students can create a value hierarchy to emphasize the importance of anti-bullying values. This aligns with the research findings by Khairunisa & Damayanti, (2024), which reveal that integrating citizenship education can develop the ability of the younger generation to analyze, evaluate, and use information ethically. By understanding anti-bullying values through VCT, students are more likely to take an active role in preventing bullying in schools and communities. Fundamentally, VCT helps students develop a positive attitude toward themselves and others, which serves as the foundation for anti-bullying values.

Based on data collection, this study found that the Pancasila Education teacher, who is also the Vice Principal of Curriculum, has met the criteria for integrating anti-bullying values into a fun 21st-century Pancasila Education curriculum. The "Guest Teacher" strategy and learning methods such as Project Based Learning (PjBL) and VCT were applied innovatively to meet the students' needs. The teacher also paid attention to the school climate and the students. As a result, there was a positive change in students' behavior after the implementation of the anti-bullying program. Students became more aware of the negative impacts of bullying, showed inclusive attitudes, and cared about their environment.

Some students even dared to share their experiences, allowing teachers to provide solutions and emotional support. Many students were actively involved in positive activities, such as group projects, social activities, and extracurriculars, which fostered collaboration and friendship while reducing bullying incidents. This can contribute to juvenile delinquency, where a lack of social skills may lead them to engage in negative behavior (Dewanto et al., 2023). Moreover, interactive methods like discussions, simulations, and personalized approaches have proven effective in preventing brawls, though improvements are still needed in handling vulnerable students and increasing collaboration with parents (Ramadhan et al., 2024). Therefore, learning strategies integrated into the Citizenship Education curriculum are effective in raising students' awareness of bullying and brawls.

This study shows that the success of the anti-bullying program depends not only on classroom learning strategies but also on the support from the school environment and community. These findings strengthen the concept that anti-bullying programs require collaboration among all elements of the educational community. In this context, success is not only limited to the classroom but also to the involvement of various school community elements. This holistic collaboration emphasizes the importance of a community-based

approach to creating a safe, inclusive, and responsive learning environment that meets students' needs.

4. Conclusion

The elaboration of the anti-bullying program within the Pancasila Education curriculum as part of the Child-Friendly School concept is implemented through the support of teachers, school staff, and all components of the school community, including security personnel, cleaning staff, and parents. Innovative strategies such as "Guest Teacher," Project Based Learning (PjBL), and Value Clarification Technique (VCT) have proven effective in integrating anti-bullying values, involving external experts to enrich students' understanding. The research findings show that this program has a significant positive impact, marked by increased student inclusivity, concern for the school environment, and active participation in positive activities. Additionally, support from external parties, such as the Ministry of Education, has become an integral element in the success of the program. For sustainability, periodic evaluations and innovative teaching strategies are needed to expand the implementation of this program across various schools with different contexts.

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