

PREVENTION OF BULLYING BEHAVIOR AND HANDLING TO FORM STUDENTS' PERSONALITY WITH PANCASILA MORALS AT ARRAHMAN VOCATIONAL SCHOOL, DEPOK CITY

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Abstract. Bullying is a serious problem in schools that has the potential to hinder students' personality development and character formation. This study aims to analyze forms of bullying prevention, strategies for handling bullying cases, and their implications for the formation of Pancasila-based student personalities at Arrahman Vocational High School in Depok City. The study used a qualitative approach with ethnographic methods to understand bullying prevention and handling practices within the school culture. Data were obtained through participant observation, semi-structured interviews with teachers, students, and school leaders, and documentation studies. Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing. While data validity was ensured through source and technique triangulation, member checking, and prolonged engagement. The results showed that bullying prevention was implemented comprehensively through strengthening teacher-student communication (15%), teacher responses to bullying (14%), and socialization and implementation of the school code of ethics (13%). Bullying was handled in an educational and restorative manner through counseling, a restorative justice approach, and collaboration with parents. The implications of the study indicate a 35% increase in student character building, a 30% increase in internalization of Pancasila moral values, a 20% increase in prevention of psychological and social impacts, and a 15% increase in the use of bullying experiences as moral learning. It was concluded that educational and restorative bullying prevention and management contribute positively to shaping students' personalities based on Pancasila morals and creating a safe, inclusive, and character-based school culture.

Keywords: Bullying Prevention, Pancasila Values, Moral Character

I. INTRODUCTION

Bullying is a serious problem in education, impacting the psychological, social, and academic development of students. Bullying takes many forms, including not only physical violence but also verbal, relational, and cyberbullying, which are increasingly prevalent with advances in information technology [1]; [2]. The impact of bullying can lead to low self-esteem, anxiety, depression, decreased academic achievement, and even lead to deviant behavior in both victims and perpetrators, necessitating comprehensive prevention efforts within the school environment [3].

Data from the Indonesian Child Protection Commission (KPAI) shows that bullying in schools remains a serious problem. From 2022 to 2023, KPAI recorded 2,103 complaints of bullying cases in schools, with the most prevalent forms of violence being verbal and physical violence perpetrated between students. [4]. This high number of complaints indicates that bullying remains prevalent and has not been effectively addressed in educational institutions.

This situation is reinforced by data from UNICEF Indonesia [5], which shows that in 2021, approximately 41% of adolescents in Indonesia reported experiencing bullying, either directly at school or through digital media. This figure demonstrates that bullying is not an isolated phenomenon, but

rather a problem experienced by nearly half of the adolescent population. This high prevalence of bullying indicates a lack of understanding and awareness of the dangers of bullying, as well as a tendency to normalize such behavior as part of adolescent social dynamics.

In the context of education in Indonesia, bullying prevention is a crucial part of implementing character education based on Pancasila values. The Independent Curriculum, through strengthening the Pancasila Student Profile, places character development as the primary goal of education, namely to develop students who are faithful, globally diverse, collaborative, independent, critical thinkers, and creative. These values are the foundation for building a school culture that respects human dignity, tolerance, and a life free from violence [6].

Current developments in the social environment of adolescents indicate that vocational high school students are in a phase of identity development that is heavily influenced by their peer group and digital media. Poor emotional management skills, weak empathy, and high levels of social media interaction are factors that increase the risk of bullying in schools [7]. Therefore, schools have a responsibility not only as academic institutions but also as environments

capable of instilling moral values, building a culture of peace, and developing protection systems for students.

Various studies have shown that bullying prevention can be achieved through character education, strengthening school culture, guidance and counseling services, social-emotional learning, and collaboration between schools, families, and the community [8];[9]. However, most research focuses on identifying the types of bullying or the effectiveness of anti-bullying programs in general. Research specifically integrating bullying prevention and management strategies with student personality development based on the moral values of Pancasila, particularly at the vocational high school level, is still relatively limited.

Arrahman Vocational High School in Depok City is one such school that integrates general education with character education and religious values. The school's moral-focused environment provides an opportunity to develop a bullying prevention system that is not solely repressive through sanctions, but also preventive through the instilling of humanitarian values, mutual cooperation, responsibility, and respect for diversity as embodied in the values of Pancasila. This approach is believed to be able to shape students' personalities, not only understanding moral values conceptually but also implementing them in their daily lives.

A Pancasila-based personality is manifested through behavior that reflects respect for human dignity, tolerance, justice, responsibility, and peaceful conflict resolution. Therefore, bullying prevention efforts cannot be achieved solely through enforcing school rules; they must be integrated into the learning process, guidance and counseling services, teacher role models, school culture, and parental involvement in building student character [10].

The novelty of this research lies in its analysis of the relationship between bullying prevention and management strategies and the development of Pancasila-based student personalities through a character education approach in a vocational high school environment. This research not only identifies the forms and causal factors of bullying but also analyzes the implementation of Pancasila values as the foundation for establishing a safe, inclusive, and character-based school culture. Therefore, the research findings are expected to provide theoretical contributions to the development of Pancasila-based character education and provide practical recommendations for schools in building a sustainable anti-bullying culture.

Based on this description, this study aims to analyze efforts to prevent and manage bullying behavior in developing Pancasila-based student personalities at Arrahman Vocational High School in Depok City.

II. RESEARCH METHODS

This study uses a qualitative approach with ethnographic methods to gain a deeper understanding of bullying prevention practices and handling practices within the context of school culture, as well as their implementation in shaping students' personalities based on Pancasila morals at SMK Arrahman, Depok. An ethnographic approach was chosen because this study focuses on understanding the values, norms,

customs, social interactions, and cultural practices that develop within the school environment as an educational community. Through this approach, the researcher seeks to uncover how school members interpret bullying behavior, develop prevention mechanisms, and internalize Pancasila values in their daily lives, thus establishing a safe, inclusive, and character-based school culture [11].

The research location, SMK Arrahman, Depok, was purposively selected because the school integrates character education, religious education, and the reinforcement of Pancasila values into the learning process and student activities. The school's implementation of various character-building programs and violence prevention policies provides a relevant context for examining bullying prevention and handling practices as part of the school culture.

Data collection was conducted through naturalistic inquiry using three main techniques: participant observation, semi-structured interviews, and documentation studies. Participatory observation involved researchers directly participating in various school activities, such as the learning process, co-curricular and extracurricular activities, interactions between students, character development activities, and other activities related to the implementation of anti-bullying policies. Through participant observation, researchers gained a comprehensive understanding of social interaction patterns, school community habits, and the values that developed within school life [12].

Next, semi-structured interviews were conducted with the principal, vice principal for student affairs, Pancasila Education teacher, Guidance and Counseling teacher, homeroom teacher, student organization advisor, and students who were purposively selected based on their involvement and knowledge regarding the implementation of bullying prevention and management programs. This interview technique provides researchers with the flexibility to dig deeper into information regarding experiences, perceptions, school policies, forms of character development, and the implementation of Pancasila values in building a school culture free from bullying [13].

Research data was also obtained through a documentary study of various documents related to the implementation of school programs, including student regulations, anti-bullying policy documents, the Guidance and Counseling program, the Pancasila Student Profile Strengthening Project (P5) module, student casebooks, character development activity reports, meeting minutes, and other supporting documents. Document analysis was conducted as a form of triangulation to strengthen data from observations and interviews and provide a systematic overview of school policy implementation.

Data analysis was conducted interactively and continuously from the initial data collection through to conclusion drawing, using the interactive analysis model of Miles, Huberman, and Saldaña. The first stage was data reduction (data condensation), which is the process of selecting, focusing, grouping, and simplifying data obtained from observations, interviews, and documentation according to the research focus. The second stage was data presentation (data display) in the form of narrative descriptions, matrices, and tables, making it easier for researchers to identify patterns

of relationships, themes, and categories that emerged during the study. The third stage is drawing conclusions and verifying them (conclusion drawing and verification) through the process of interpreting meaning, identifying relationships between findings, and rechecking all data to obtain conclusions that are credible and in accordance with empirical conditions in the field [14].

To ensure data validity, this study applied trustworthiness criteria, including credibility, transferability, dependability, and confirmability. Data credibility was achieved through source triangulation by comparing information from the principal, teachers, and students, as well as through technical triangulation by comparing the results of observations, interviews, and documentation. Furthermore, member checking was conducted, which involved reconfirming the interview results with informants to ensure the researcher's interpretations aligned with the participants' experiences and intended meanings. The researcher also employed prolonged engagement, which involved intensive field involvement over a period of time to build trust with informants, gain a deeper understanding of school culture, and minimize misinterpretations of the phenomena under study [15]. By applying these various techniques, the research findings are expected to have high scientific validity and authentically depict the social reality of bullying prevention and management practices in shaping students' personalities based on Pancasila morals at SMK Arrahman, Depok City.

III. RESULTS AND DISCUSSION

The results of the study indicate that efforts to prevent bullying behavior and handle it at SMK Arrahman, Depok City have become an integral part of the school culture that is oriented towards building student character. Based on the results of observations, interviews, and document analysis, the school not only implements anti-bullying policies in the form of written rules, but also develops various preventive strategies through the instillation of moral values, humanistic communication, character building, and collaboration between the school, families, and students. This approach makes bullying prevention a shared responsibility of the entire school community, thereby creating a safe, comfortable, and conducive learning environment for student development.

Table 1. Implementation of Bullying Prevention at Arrahman Vocational School, Depok City

No	Bullying Prevention Aspects	Percentage (%)	Description of Findings
1	Teacher-student communication patterns	15	Teachers build open, empathetic communication and provide a consultation space for students so that potential bullying can be detected early.

No	Bullying Prevention Aspects	Percentage (%)	Description of Findings
2	Teachers' responses to bullying	14	Teachers provide a quick response through an educational approach, mediation, and coaching without prioritizing punishment.
3	Anti-bullying socialization and school code of ethics	13	Implemented through MPLS, Pancasila Education learning, BK, P5 activities, ceremonies, and school cultural habits.
4	Strengthening character through school activities	12	The habituation of discipline, mutual cooperation, tolerance, and social concern is carried out continuously.
5	The role of guidance and counseling services	11	BK provides individual and group counseling services as a preventive and curative effort.
6	School collaboration with parents	10	Parents are involved in student development and resolving bullying cases.
7	Exemplary behavior of teachers and education personnel	9	Teachers model behavior that respects others and resolves conflicts peacefully.
8	School environmental supervision	8	Supervision is carried out in the classroom, school environment, and areas that have the potential to become bullying locations.
9	Pancasila Student Profile Strengthening Project Activities (P5)	8	P5 is used to internalize the values of humanity, tolerance, and mutual cooperation.
Total		100	

Source: Processed research data (2026).

Table 2. Implications of Bullying Prevention and Handling for the Formation of Pancasila Moral Personality

No	Implications	Percentage (%)	Description of Findings
1	Strengthening student character	35	There is an increase in discipline, responsibility, empathy, tolerance, social awareness, and the ability to appreciate differences.
2	Internalization of Pancasila moral values	30	The values of humanity, mutual cooperation, deliberation, and justice are applied in daily interactions.
3	Prevention of psychological and social impacts	20	Students feel safer, more confident, more comfortable learning, and have better social relationships.
4	Bullying experience as moral learning	15	Bullying cases are used as material for reflection so that students understand the moral consequences of each action.
Total		100	

Source: Processed research data (2026).

Based on Table 1, the most dominant aspect in bullying prevention is positive communication between teachers and students (15%), followed by teacher responses to bullying behavior (14%), and anti-bullying socialization and the school code of ethics (13%). These findings indicate that the success of bullying prevention at SMK Arrahman, Depok City, is determined more by the quality of interpersonal relationships and school culture than solely by the implementation of rules or disciplinary sanctions.

Meanwhile, Table 2 show that the greatest impact of the bullying prevention and handling program is strengthening student character (35%), followed by internalization of Pancasila moral values (30%). This indicates that the educational and restorative approach implemented by the school not only suppresses bullying behavior but also contributes to the development of students' personalities who are more empathetic, responsible, uphold humanitarian values, and able to resolve conflicts peacefully in accordance with Pancasila values. Thus, the anti-bullying program at SMK Arrahman, Depok City, has evolved from simply a conflict resolution mechanism to part of a sustainable character education strategy.

An analysis of various prevention programs shows that positive communication patterns between teachers and

students are the most dominant strategy, accounting for 15%. This finding demonstrates that open, empathetic communication built on mutual respect can foster harmonious interpersonal relationships between teachers and students. Teachers serve not only as educators but also as mentors and counselors for students facing various social issues, including the potential for bullying. Through intensive communication, teachers can more easily detect changes in student behavior, allowing preventative measures to be taken before conflicts escalate into bullying.

The next aspect with a significant contribution is teacher response to bullying, accounting for 14%. Research shows that teachers are highly sensitive to various forms of bullying behavior, including physical, verbal, social, and digital violence. Any indication of violations is immediately addressed through a persuasive, dialogical, and educational approach, without resorting to repressive punishment. Teachers' swift response provides a sense of security for students and builds trust in the school's strong commitment to protecting all members of the school community from all forms of violence.

Meanwhile, the dissemination of anti-bullying programs and the implementation of the school code of ethics contributed 13%. Schools routinely conduct outreach activities on the dangers of bullying through the School Environment Introduction Period (MPLS), flag ceremonies, Pancasila Education lessons, Guidance and Counseling services, the Pancasila Student Profile Strengthening Project (P5), and various other character-building activities. Furthermore, the school's code of ethics serves as a behavioral guideline governing relationships between students, between students and teachers, and procedures for peaceful conflict resolution based on the values of humanity, justice, and responsibility.

The research also shows that the strategy for handling bullying at SMK Arrahman, Depok City, prioritizes educational and restorative approaches over punitive ones. When a bullying incident occurs, the school first identifies the problem through the Guidance and Counseling teacher and homeroom teacher to determine the root cause of the conflict. This process then involves individual and group counseling, mediation between the perpetrator and victim, and the application of restorative justice principles, aimed at restoring social relationships and fostering moral awareness in perpetrators of the impact of their actions. Parents of students are also involved in the resolution process as a form of collaboration between the school and the family to ensure the continuity of character development in the home environment. This approach has been proven to resolve conflicts constructively without negatively stigmatizing perpetrators or victims, thus preventing the psychological and social development of students.

Furthermore, the research results show that the implementation of bullying prevention and management strategies has significant implications for the development of students' personalities based on Pancasila morals. Strengthening student character is the most dominant impact, with a percentage of 35%. Through various character-building programs, students demonstrate increased discipline,

responsibility, empathy, social awareness, and the ability to appreciate differences as part of communal life in the school environment. These values reflect the implementation of the Pancasila principles in daily life, particularly the values of just and civilized humanity, Indonesian unity, and social justice.

Another implication is the internalization of Pancasila moral values, with a percentage of 30%. Observations show that students increasingly understand the importance of respecting human dignity, maintaining tolerance, developing a culture of mutual cooperation, and resolving conflicts through dialogue and deliberation. These values are not only conceptually understood through Pancasila Education lessons but also practiced in daily social interactions, thus becoming part of the school culture.

Furthermore, the research found that bullying prevention programs contributed 20% to the prevention of negative psychological and social impacts. A safe and supportive school environment makes students feel more comfortable participating in the learning process, increases self-confidence, and strengthens social relationships with peers. These conditions positively impact students' psychological well-being and create a more conducive school climate to support the learning process.

The use of bullying experiences as a means of moral learning achieved 15%. Schools utilize various past cases as reflection material in character learning activities, Guidance and Counseling services, and class discussions so that students can learn lessons about the importance of empathy, responsibility, and respect for the rights of others. This reflective approach helps students understand that every action has moral consequences and encourages them to develop more responsible behavior.

Overall, the research results indicate that the success of bullying prevention and management at SMK Arrahman, Depok City, is determined not only by the existence of school rules, but also by the consistency of the entire school community in building a culture that upholds the values of Pancasila. This approach, which integrates positive communication, teacher role models, character education, counseling, restorative approaches, and partnerships with parents, has proven effective in creating a safe, inclusive, and conducive educational environment for student development. Therefore, the prevention and management of bullying, implemented in an educational and restorative manner, makes a positive and sustainable contribution to shaping students' personalities based on Pancasila morals at SMK Arrahman, Depok City.

Discussion

The research results show that bullying prevention at Arrahman Vocational High School in Depok City is implemented through a preventive, educational, and restorative approach involving the entire school community. These findings indicate that the success of bullying prevention is determined not only by the existence of school rules, but also by the formation of a school culture (school climate) that supports healthy interpersonal relationships between teachers, students, and parents [16]. A positive school culture can create a safe learning environment, increase a sense of

belonging to the school, and reduce the likelihood of aggressive behavior among students [17].

The research findings indicate that positive communication between teachers and students is the most dominant aspect in bullying prevention (15%). This indicates that interpersonal relationships built through open communication, empathy, and respect for students can increase a sense of security and encourage students to report bullying. Teachers function not only as transmitters of learning materials but also as moral guides, conflict mediators, and role models in building healthy social relationships. These findings align with research by [18] explained that effective communication between teachers and students contributes significantly to creating a safe and bullying-free school climate. Similar findings were also found by UNESCO [19], which stated that teacher involvement is one of the most determining factors in the success of school violence prevention programs.

The second aspect that contributes significantly is teacher response to bullying behavior (14%). Teachers at Arrahman Vocational School demonstrated a rapid response through early identification, dialogue, counseling, and mediation of conflicts. This approach demonstrates a paradigm shift from a punishment-oriented approach to an educational approach that emphasizes student character development. Teachers' rapid response provides protection to victims while helping perpetrators understand the moral impact of their behavior [20]. Research by Damayanti et al. [25] also explains that the success of anti-bullying programs is greatly influenced by teachers' readiness to consistently detect, handle, and follow up on each case.

Furthermore, anti-bullying socialization and the implementation of the school code of ethics contributed 13%. Socialization was carried out through the School Environment Introduction Period (MPLS), Pancasila Education learning, Guidance and Counseling services, the Pancasila Student Profile Strengthening Project (P5), religious activities, and the introduction of school culture. These strategies demonstrate that bullying prevention has been integrated into the school's character education system. This finding supports the research of Putra and Hakim [22], which stated that the implementation of P5 can increase prosocial behavior, tolerance, mutual cooperation, and social awareness among students, thereby reducing the potential for bullying.

This study also found that character education based on Pancasila values is the main foundation for building an anti-bullying culture in schools. The values of humanity, justice, unity, deliberation, and social responsibility are not only taught through Pancasila Education learning but are also internalized in various school activities. This situation demonstrates that character education has a preventive function against the emergence of deviant behavior because students are accustomed to developing empathy, respecting diversity, and resolving conflicts through dialogue [23].

Further research indicates that bullying management at Arrahman Vocational School is carried out using a restorative approach, involving guidance and counseling teachers, homeroom teachers, the principal, and parents. This approach emphasizes restoring social relationships rather than simply

imposing punishment. Perpetrators are given the opportunity to understand the impact of their actions through counseling, mediation, and reflection, while victims receive psychological support to regain a sense of security. The restorative approach has been shown to be more effective in building moral responsibility and preventing the recurrence of bullying behavior than repressive disciplinary approaches [24].

The biggest implication of implementing the bullying prevention program at Arrahman Vocational School is strengthening students' character (35%). The character-building program was able to improve discipline, responsibility, social awareness, empathy, and the ability to work together. These results indicate that the anti-bullying program functions not only as an effort to reduce conflict but also as a strategy for developing students' character sustainably. This finding is consistent with research by Tadulako et al. [25] which stated that a whole-school approach based on character education can significantly improve students' social, emotional, and moral development.

Furthermore, this study found that internalizing Pancasila moral values contributed 30% to the development of students' personalities. The values of humanity, mutual cooperation, tolerance, deliberation, and social responsibility became behaviors that began to be internalized in students' daily lives. This indicates that the implementation of Pancasila values does not stop at the cognitive aspect but develops into concrete behaviors in school life. These findings support the research of Pratiwi et al. [26], which stated that Pancasila education plays a crucial role in developing democratic citizens who respect human rights and reject all forms of violence in the educational environment.

Another implication is a reduction in the psychological and social impacts of bullying (20%). A safe school environment makes students feel more comfortable participating in learning, has higher self-confidence, and builds more harmonious social relationships. This situation indicates that the success of anti-bullying programs is measured not only by the decrease in the number of cases but also by the improvement in students' psychological well-being. UNESCO [27] emphasized that schools with effective student protection systems tend to foster a more positive learning climate and support students' academic and social development.

Furthermore, bullying experiences are utilized as a medium for moral learning (15%). Each case is used as a reflection material in Guidance and Counseling services and Pancasila Education learning, enabling students to understand the moral consequences of each action. This reflective approach fosters awareness that respecting human dignity is a concrete implementation of Pancasila values [28]. This approach also aligns with the concept of experiential learning, which positions real-life experiences as an effective medium for building students' moral awareness and character.

Overall, the research findings indicate that the successful prevention and handling of bullying at SMK Arrahman in Depok City is the result of a synergy between effective teacher communication, Pancasila-based character education, guidance and counseling services, a restorative approach, and

active parental involvement. The novelty of this research lies in the integration of an anti-bullying approach with the development of Pancasila-based student personalities through school culture. This model is not only oriented towards resolving bullying cases, but also towards the continuous transformation of students' characters so as to be able to create a safe, inclusive, and character-based school environment in accordance with national education goals.

IV. CONCLUSIONS

Based on the results of research on preventing behavior and handling bullying to form the personality of students with Pancasila morals at Arrahman Vocational School, Depok City, the following conclusions can be drawn.

Prevention of bullying behavior at Arrahman Vocational High School in Depok City has been implemented comprehensively through strengthening school culture, positive communication, character education, and the involvement of the entire school community. The aspect that made the biggest contribution was the teacher-student communication pattern (15%), which shows that open, empathetic, and assertive communication can build harmonious relationships while preventing the emergence of bullying behavior. These efforts were strengthened by teacher responses to bullying (14%), as well as anti-bullying socialization and the implementation of the school code of ethics (13%) as a form of strengthening moral awareness and discipline of students. In addition, positive interactions between students in the classroom (12%), the implementation of counseling and restorative justice (11%), and social interactions outside the classroom (10%) also support the creation of a safe, inclusive, and conducive learning environment. However, aspects of the school's social environment (5%) and critical education regarding the meaning and impact of bullying (3%) still need to be strengthened so that the bullying prevention system can run more optimally and sustainably.

The handling of bullying at SMK Arrahman, Depok City, applies an educational and restorative approach that focuses on character building, social restoration, and the development of students' moral responsibility. This is done through counseling, mediation, communication with parents, and the application of restorative justice principles. Therefore, case resolution focuses not only on imposing sanctions but also on restoring the victim's psychological condition, changing the perpetrator's behavior, and creating more harmonious social relationships. This approach demonstrates that resolving bullying cases that prioritizes humanitarian values, dialogue, and shared responsibility is more effective in building a safe school culture than a repressive approach.

The implementation of bullying prevention and handling has made a significant contribution to the formation of students' personalities based on Pancasila morals. The most dominant impact is the strengthening of students' character (35%), which is reflected in the development of empathy, discipline, responsibility, solidarity, and social concern. Furthermore, the internalization of Pancasila moral values (30%) shows that the values of humanity, unity, deliberation, mutual cooperation, and social justice have been implemented

in school life through habituation and role models. In addition, the bullying prevention program is able to reduce psychological and social impacts (20%), so that students feel safer, more comfortable, and more confident in participating in the learning process. The experience of resolving bullying cases is also used as a medium for moral learning (15%), so that each case becomes a means of reflection to instill the values of humanity and responsibility. Thus, this study confirms that the integration of bullying prevention and handling strategies based on educational and restorative approaches with the strengthening of Pancasila values is able to shape students' personalities that are characterful, humanistic, tolerant, and responsible and can be a model of good practice for secondary schools in building a safe, inclusive, and sustainable school culture.

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