

Strengthening Civic Education Values through Anti-Intolerance, Anti-Sexual Violence, and Anti-Bullying Socialization at SMA Wisnuwardhana Malang

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Abstract

Issues of intolerance, sexual violence, and bullying remain prevalent in secondary education settings and continue to affect students' character development. Civic Education plays a crucial role in fostering values of tolerance, democracy, and respect for human rights. This article aims to describe the implementation of a community service program in the form of Anti-Intolerance, Anti-Sexual Violence, and Anti-Bullying socialization as an application of Civic Education values at SMA Wisnuwardhana Malang. A descriptive qualitative approach was employed, with data collected through observation, documentation, and informal interviews. The findings indicate an improvement in students' understanding of various forms of intolerance, sexual violence, and bullying, as well as increased awareness of the importance of mutual respect in school life. This activity contributes to strengthening students' character and supporting the creation of a safe and inclusive school environment.

Keywords: bullying; civic education; community service; intolerance; sexual violence

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INTRODUCTION

Schools play a vital role in shaping students' character as citizens who embody and practice Pancasila values in their daily lives. Education is not only responsible for developing students' cognitive abilities but also for cultivating moral awareness, social responsibility, and respect for diversity. Through the school environment, students learn how to interact with others, resolve conflicts, and understand their position as part of a pluralistic society. Therefore, schools function as strategic spaces for instilling values of tolerance, mutual respect, and human dignity.

However, in practice, school environments continue to face various social challenges that threaten the realization of these ideals. Cases of intolerant attitudes, sexual violence, and bullying are still frequently found in educational settings, both directly and indirectly. Intolerance may manifest in discriminatory behavior based on religion, ethnicity, gender, or social background, while bullying often appears in verbal, physical, and psychological forms. Sexual violence, whether in the form of harassment or coercion, represents a serious violation of students' basic rights.

These problems not only disrupt the learning process but also affect students' sense of safety, psychological well-being, and social development. If left unaddressed, such conditions may lead to long-term trauma, decreased academic performance, and the normalization of violent or discriminatory behavior within school culture (Latcheva, 2017; Le Mat, 2016; Vidu et al., 2021).

Civic Education plays a significant role in responding to these challenges by contributing to the development of citizens who are aware of their rights and obligations, uphold democratic principles, and respect human rights (Dewi & Buldani, 2024; Nurhaliza et al., 2024; Penguatan et al., 2024). In the context of formal education, Civic Education is designed to prepare students to become responsible and ethical members of society. Its scope includes not only knowledge of law and citizenship but also the cultivation of values such as justice, equality, solidarity, and tolerance. These values are closely related to efforts to prevent intolerance, bullying, and sexual violence in schools.

Nevertheless, Civic Education should not be viewed merely as the transmission of conceptual knowledge in the classroom. Learning about tolerance, human rights, and social justice will not be effective if it remains at the level of theory without being connected to students' real-life experiences. Therefore, Civic Education must be implemented through experiential and contextual approaches that allow students to internalize values through reflection and practical activities within the school environment. Educational interventions in the form of socialization programs, discussions, and awareness campaigns can function as concrete strategies to translate Civic Education principles into daily behavior.

As a secondary education institution, SMA Wisnuwardhana Malang strives to create a safe, inclusive, and supportive learning atmosphere for all members of the school community. The school recognizes that students come from diverse backgrounds and that this diversity requires continuous efforts to foster mutual respect and understanding. To support this commitment, preventive educational activities that actively engage students are essential. Preventive approaches are considered more effective than repressive ones because they emphasize awareness-building, attitude formation, and the development of positive behavior before serious problems occur.

Based on this consideration, the implementation of Anti-Intolerance, Anti-Sexual Violence, and Anti-Bullying socialization was conducted as part of a community service program aimed at applying Civic Education values in real-world contexts. This program was designed to provide students with knowledge about the forms and impacts of intolerance, bullying, and sexual violence, as well as to encourage them to develop empathetic attitudes and responsible behavior. Through interactive sessions, students were expected to understand the importance of respecting differences, protecting themselves and others from violence, and actively participating in the creation of a safe school environment.

This article aims to describe the implementation process of the socialization activities and analyze their contribution to strengthening students' character and fostering a school culture grounded in human rights values. Specifically, the article

discusses how Civic Education-based socialization can function as a preventive strategy in addressing social problems within schools and how such programs may support the realization of Pancasila values in everyday educational practices.

METHOD

This community service activity program was conducted at SMA Wisnuwardhana Malang and involved students from grades X and XI. The selection of participants was based on considerations of students' social development, which remains susceptible to peer influence and environmental factors (Haldane et al., 2019; Huda et al., 2023). The activities were implemented using several methods: (1) delivery of material on intolerance, sexual violence, and bullying from the perspectives of Civic Education and human rights; (2) interactive discussions to explore students' perspectives and experiences; and (3) presentation of simple case studies relevant to school situations. Data were collected through direct observation during the activities, documentation in the form of photographs and instructional materials, and informal interviews with students and teachers. The collected data were analyzed qualitatively through data reduction, data presentation, and conclusion drawing to obtain a comprehensive understanding of the impact of the activities.

RESULTS AND DISCUSSION

Implementation of the Socialization Activities

The socialization activities were conducted face-to-face in an orderly and conducive environment at SMA Wisnuwardhana Malang. The program was implemented in collaboration with teachers and school administrators to ensure that the activities aligned with the school's educational objectives and students' developmental characteristics. The sessions were organized in a structured sequence, beginning with an introductory explanation of the objectives and rules of the activities, followed by the main learning activities, and concluding with reflection and evaluation sessions.

The implementation was not limited to direct material delivery in the form of lectures but also incorporated interactive learning strategies through group-based role-play activities. Students were divided into several small groups and assigned different scenarios illustrating cases of intolerance, sexual violence, and bullying that are commonly encountered in school settings. These scenarios were designed based on real-life situations familiar to students, such as verbal harassment, social exclusion, and inappropriate physical or verbal behavior. By engaging in these role-play activities, students were encouraged to actively explore the perspectives of victims, perpetrators, and bystanders (Siregar, 2024; Sivaraman et al., 2019).



Figure 1. Implementation of Anti-Intolerance, Anti-Sexual Violence, and Anti-Bullying socialization through group-based role-play activities at SMA Wisnuwardhana Malang.

This approach aimed to enhance active student participation and facilitate contextual understanding of the material. Role-play allowed students to experience social situations directly rather than merely discussing them abstractly. Throughout the activities, students demonstrated high levels of engagement, particularly during discussion sessions, question-and-answer interactions, and reflections on the roles they performed. Many students voluntarily expressed their opinions and shared personal experiences related to the issues discussed, indicating that the learning atmosphere was perceived as safe and supportive. This condition is essential in addressing sensitive topics such as sexual violence and bullying, as it enables students to speak openly and critically about social problems they encounter in everyday school life.

Improvement of Students' Understanding

Observations conducted during the activities and informal interviews with students indicate notable changes in students' understanding of issues related to intolerance, sexual violence, and bullying. Prior to the program, many students tended to interpret these issues in a limited manner, particularly by associating violence only with physical acts and bullying mainly with direct verbal harassment. However, through role-play and guided discussions, students were able to develop a broader and more comprehensive understanding of these phenomena.

Through role-play activities, students were better able to identify various forms of intolerant behavior, including discriminatory language, social exclusion, and stereotyping based on religious, cultural, or personal differences (Ttofi & Farrington, 2009; van Verseveld et al., 2019). They also demonstrated increased awareness of the importance of respecting diversity within the school environment. This awareness is crucial in multicultural educational settings, where differences in background can potentially lead to misunderstanding or conflict if not properly managed.

In discussions on sexual violence, students came to understand that violence is not limited to physical acts but also includes verbal and non-verbal forms, such as inappropriate comments, gestures, and unwanted attention. This finding indicates that the socialization activities succeeded in broadening students' conceptualization of sexual violence and helping them recognize subtle forms of misconduct that are often normalized or ignored. Meanwhile, regarding bullying, students were able to identify various forms of bullying, including verbal bullying, physical bullying, social exclusion, and cyberbullying. They also showed increased awareness of individual roles in prevention and reporting within the school context, particularly the role of peers as witnesses who can intervene or seek help from teachers and school authorities.



Figure 2. Student discussions and reflections following the role-play activities

Implementation of Civic Education Values

The implementation of the socialization activities reflects the application of core Civic Education values, particularly tolerance, respect for human dignity, and social responsibility. These values are fundamental components of Civic Education, which seeks to develop students into citizens who uphold democratic principles and human rights in their daily interactions (Danuwara & Maghribi, 2024; Duck, 1993; Kurniawan et al., 2025). Through role-play and discussion, students were guided to reflect on the consequences of their actions for others and to consider ethical responses to social problems.

These activities align with Lickona's (2013) perspective, which emphasizes the importance of character education through direct experience and moral action. By placing students in simulated social situations, the program enabled them to practice decision-making based on moral considerations rather than merely memorizing

normative rules. In this sense, the socialization program functioned not only as a preventive strategy against intolerance, sexual violence, and bullying but also as a medium for strengthening character education within the school context.

Furthermore, the socialization contributes to the development of a school culture that is safe, inclusive, and equitable, as highlighted in studies on character education and violence prevention in educational settings (Rahmawati & Nugroho, 2022). The active involvement of students in discussions and reflections demonstrates that Civic Education values can be effectively internalized when learning activities are designed to be participatory and context-based. This finding supports previous research suggesting that experiential learning approaches are more effective than conventional lecture-based methods in promoting prosocial attitudes and behavior.

Student Reflections on the Socialization Activities

Through role-play activities and group discussions, students reported that the learning methods employed helped them understand the material more deeply and meaningfully. Students stated that they found it easier to identify forms of intolerance, sexual violence, and bullying because the scenarios reflected situations commonly encountered in daily school life. This contextual relevance made the learning process more engaging and reduced the distance between theoretical concepts and real-world practice.

Student reflections indicate increased awareness of the importance of empathy, respect for differences, and the courage to take action in preventing and reporting acts of violence. Several students expressed that they had previously considered certain behaviors as jokes or normal interactions, but after participating in the activities, they realized that such behaviors could hurt others and violate personal boundaries. This shift in perception suggests that the program succeeded in challenging students' assumptions and encouraging them to adopt more responsible attitudes.

These findings suggest that experiential learning effectively supports the internalization of Civic Education values. By engaging students cognitively, emotionally, and socially, the socialization activities facilitated a more holistic learning process that integrates knowledge, attitudes, and potential behavior change. Consequently, the program demonstrates the potential of Civic Education-based socialization as a practical strategy for strengthening character education and promoting a school environment that is free from intolerance, sexual violence, and bullying.

CONCLUSION

The community service activity in the form of Anti-Intolerance, Anti-Sexual Violence, and Anti-Bullying socialization at SMA Wisnuwardhana Malang made a positive contribution to improving students' understanding and awareness. The program proved effective as a contextual implementation of Civic Education in fostering human rights values and national character. Furthermore, the activity demonstrates that Civic Education can be meaningfully implemented through

community service initiatives. Based on the results, similar programs should be developed on a sustainable basis as a form of synergy between higher education learning and the needs of school communities, as well as an effort to support the creation of a safe, inclusive, and violence-free school environment.

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