

Strengthening Pancasila Education Values through Anti-Bullying Socialization at SMK Darul Amin Madura

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Abstract

This community service activity aims to strengthen the values of Pancasila Education through anti-bullying socialization for students at SMK Darul Amin Madura. The background of this activity is based on the discovery of bullying behavior in the school environment that has the potential to hinder character development and create an uncondusive learning climate. The service method used is an educational and participatory approach through the delivery of materials, interactive discussions, and contextual case studies related to bullying. The results of the activity showed an increase in students' understanding of the concept, form, and impact of bullying, as well as a growing awareness of the importance of empathy, tolerance, and social responsibility as part of civic values. In addition, students show an attitude of rejection of bullying behavior and a willingness to play an active role in creating a safe and inclusive school environment. This activity can be concluded to be effective as a preventive effort in strengthening the character of students and is recommended to be carried out in a sustainable manner and integrated with school programs.

Keywords: bullying; civic value; Pancasila education; students; SMK Darul Amin

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INTRODUCTION

Pancasila Education has a strategic role in shaping the character of students so that they have moral awareness, tolerant attitudes, and social behavior that uphold human values, justice, and respect for the dignity of others. In the secondary school environment, strengthening civic values is becoming increasingly important as the complexity of students' social interactions increases, both directly and through digital media. One of the serious problems that often arise in this context is bullying behavior, which has the potential to hinder character development, mental health, and a conducive learning climate (Juwantara, 2019; Mega & Dewi, 2021; Nurgiansah, 2021).

The phenomenon of bullying in schools not only impacts victims psychologically and socially, but also reflects the weak internalization of civic values such as empathy, mutual respect, and social responsibility. Bullying can appear in various forms, ranging from verbal, physical, social, to digital-based bullying (cyberbullying). If not handled systematically, this behavior has the potential to normalize

discriminatory and intolerant actions among students, which is contrary to the main goal of national education and the values of Pancasila and Citizenship Education.

Schools as social and educational spaces have a great responsibility in creating a safe, inclusive, and civilized environment (Armstrong, 1999; Callan, 2016). In this context, anti-bullying socialization activities based on the values of Pancasila Education are one of the relevant preventive and educational strategies to instill students' collective awareness of the negative impact of bullying and the importance of building ethical social relationships (Erkilic & Durak, 2013). Socialization not only functions as a medium for delivering information, but also as a means of internalizing values through discussion, reflection, and contextual learning experiences.

SMK Darul Amin Madura as a vocational education institution has heterogeneous characteristics of students, both from social, cultural, and daily interaction patterns. This condition requires the strengthening of civic values in a sustainable manner so that students are able to build mutual respect, reject all forms of violence, and play an active role in creating a positive school culture. Therefore, the implementation of community service activities in the form of anti-bullying socialization in schools is a strategic step to answer real needs in the field.

This service activity aims to strengthen the values of Pancasila Education through anti-bullying socialization to students of SMK Darul Amin Madura. Through an educational and participatory approach, this activity is expected to be able to increase students' understanding, awareness, and critical attitudes towards bullying behavior, as well as foster a shared commitment in creating a safe, humane, and civic values-based school environment.

METHOD

This community service activity was carried out at SMK Darul Amin Madura with the main target of vocational high school students. The method used is an educational and participatory approach through anti-bullying socialization activities based on the values of Pancasila Education. The implementation of the activity began with the presentation of interactive material on the concept of bullying, forms of bullying in the school environment, psychological and social impacts, and its relationship with civic values such as empathy, responsibility, and respect for human rights (Bringle & Hatcher, 2023; Harkavy, 2023). Furthermore, the activity was complemented by group discussions and contextual case studies that described bullying situations that often occur in the school environment. Students are encouraged to express their opinions, share experiences, and formulate attitudes and preventive solutions to bullying behavior. This method aims to improve cognitive understanding while building students' affective awareness to be able to internalize the values of Pancasila Education in daily behavior, especially in creating safe, inclusive, and ethical social interactions in the school environment.

RESULTS AND DISCUSSION

The implementation of anti-bullying socialization activities at SMK Darul Amin Madura makes a significant contribution to improving students' understanding, attitudes, and social awareness in responding to bullying behavior in the school environment. This activity is designed with an educational and participatory approach that places students as active subjects in the value learning process. Through this approach, students not only receive information in one direction, but are also involved in the process of critical reflection on the social experiences they experience in their daily lives (Fahrurrozi et al., 2023; Jones & Washko, 2022).

In the cognitive aspect, the results of the activity showed an increase in students' understanding of the concept of bullying and its various forms, including verbal, physical, and social bullying. Students are able to identify the characteristics of bullying behavior and distinguish it from social interactions that are normal or joking. This understanding is an important finding, considering that one of the main causes of bullying in schools is the low literacy of students regarding ethical boundaries in interaction. Through the presentation of contextual material and accompanied by real-life case examples, students become more critical in assessing behaviors that have been considered commonplace, but actually have the potential to hurt other parties psychologically and socially.

Socialization activities took place in an interactive and conducive manner. Students show active involvement in discussion sessions and case study discussions, both through the submission of opinions, responses, and critical questions. This high level of participation indicates that the student-centered socialization method is able to increase students' interest and learning engagement. Group discussions also provide space for students to exchange views and learn from each other's experiences, so that the process of internalizing values becomes more meaningful and not just normative.

This service activity contributes to strengthening the values of Pancasila Education, especially empathy, tolerance, and social responsibility. Students began to show awareness that bullying was not only a violation of school rules, but an act that was contrary to human values and the principles of social justice. The reflections that emerged during the discussion showed that there was a change in the perspective of students in responding to individual differences, social conflicts, and power relations in peer relations. This awareness is an important foundation in the formation of civilized citizenship character (Mega & Dewi, 2021).

Furthermore, the results of the activity showed a change in the attitude of students in positioning themselves when dealing with bullying situations. Students not only understand the role of victims or perpetrators, but also realize the strategic role as a bystander who has a moral responsibility to prevent and not allow bullying to occur. Awareness of the role of witnesses is an important indicator in efforts to prevent bullying in a sustainable manner, as it encourages the creation of a school culture that is not permissive towards social violence and discrimination.

From a pedagogical perspective, this socialization activity shows that strengthening civic values can be done effectively through contextual and dialogical learning approaches. The integration of bullying issues with the values of Pancasila Education allows students to understand the relevance of the material to the social realities they face. This is in line with the purpose of Pancasila Education as a vehicle for the formation of citizens who have moral awareness, social responsibility, and commitment to democratic and just social life.

Viewed from the sustainability aspect, this anti-bullying socialization activity is the first step in building the collective commitment of school residents to create a safe, inclusive, and civilized learning environment. Students show readiness to apply the values obtained in daily life, either through mutual respect, more ethical communication, and the courage to reject and report bullying behavior. Thus, this service activity not only produces outputs in the form of increased knowledge and student participation, but also outcomes in the form of the formation of moral awareness and stronger civic responsibility.

CONCLUSION

Community service activities in the form of anti-bullying socialization at SMK Darul Amin Madura can be concluded to be running well and making a positive contribution to strengthening the values of Pancasila Education in students. This activity is able to increase students' understanding of the concept and forms of bullying and its negative impact on individuals and the school environment. In addition, this socialization also encourages the growth of students' awareness of the importance of empathy, tolerance, and social responsibility in building ethical and civilized interactions. The results of the activity show that an educative and participatory socialization approach is effective in instilling civic values as the foundation for preventing bullying behavior. Students not only gain knowledge, but also show changes in attitudes in viewing and responding to bullying behavior. Thus, this service activity plays a role as a relevant preventive effort in creating a safe, inclusive school environment, and supporting the formation of students' character.

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