Optimizing Bullying Prevention Policies and Programs through Civic Education in Junior High Schools in South Tangerang City

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INFO ARTICLE	ABSTRACT
	This study examines the optimization of policies and bullying prevention programs in two junior high schools in South Tangerang City through a civic education approach. This research employs a qualitative case study method. Data were collected through in-depth interviews, focus group discussions (FGD), and document analysis of school policies. Interviews were conducted with Guidance and Counseling (BK) teachers at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang. NVivo 12 software was used to analyze bullying patterns and evaluate the effectiveness of prevention policies. The findings reveal that bullying predominantly occurs in verbal and social forms, mainly targeting groups perceived as different in academic, economic, or social aspects. Case identification is conducted through student reports, direct observation, and group discussions, while intervention involves individual counseling and discussions with homeroom teachers and parents. School policies, such as disciplinary regulations, the Special Handling Team (TTPK), and routine socialization programs, serve as the foundation for bullying prevention strategies. Although there has been a decrease in bullying incidents, challenges persist, particularly in the low reporting rate among students. Thus, this study recommends enhanced teacher training, the integration of civic education into the curriculum, and improved communication among school stakeholders to create a safer, more inclusive, and supportive school environment.
ABSTRAK	
Kata Kunci: Perundungan Pencegahan Pendidikan Kewarganegaraan Kebijakan Sekolah	Penelitian ini mengkaji optimalisasi kebijakan dan program pencegahan perundungan di dua sekolah menengah pertama di Kota Tangerang Selatan melalui pendekatan pendidikan kewarganegaraan. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam, diskusi kelompok terfokus (FGD), serta analisis dokumen kebijakan sekolah. Wawancara dilakukan dengan guru Bimbingan Konseling (BK) di SMPN 18 Tangsel dan SMP Islam At-Taqwa Pamulang. Analisis data menggunakan NVivo 12 untuk mengidentifikasi pola perundungan dan efektivitas kebijakan pencegahan. Hasil penelitian menunjukkan bahwa perundungan mayoritas terjadi dalam bentuk verbal dan sosial, terutama pada kelompok tertentu yang dianggap berbeda dalam aspek akademik, ekonomi, atau sosial. Identifikasi kasus dilakukan melalui laporan siswa, observasi, dan diskusi kelompok, sementara penanganan melibatkan konseling individual dan diskusi dengan wali kelas serta orang tua. Kebijakan sekolah, seperti tata tertib, Tim Penanganan Khusus (TTPK), dan sosialisasi rutin, menjadi fondasi utama strategi pencegahan. Meskipun terjadi penurunan insiden perundungan, tantangan masih ada, terutama dalam rendahnya tingkat pelaporan siswa. Oleh karena itu, penelitian ini merekomendasikan peningkatan pelatihan pendidik, penguatan kurikulum pendidikan kewarganegaraan, serta komunikasi yang lebih baik antar stakeholder sekolah.

1. Introduction

Bullying in the school environment is a social phenomenon that has long been a concern in education, especially because of its detrimental impact on students' psychological, academic and social development (Butkevich, 2024). Bullying can be physical, verbal, social or cyberbullying, with verbal and social being the most common types at various levels of education. Based on data from the Ministry of Education, Culture, Research and Technology (MoECT), during the period 2021 to 2023, 127 cases of violence in the school environment were handled. Of these, bullying is the most common case with 52 cases occurring at the junior high school level, 32 cases at SMA / SMK, and 20 cases at elementary schools (Media Indonesia, 2023). The existence of national regulations governing student protection, such as in Permendikbud No. 82/2015 on the Prevention and Handling of Violence within Education Units, shows that policies are in place, but their implementation in the field still faces various challenges (Wahyudi et al., 2023).

In addition, the competitive culture in the academic environment often contributes to bullying behavior, especially in the form of ridicule and exclusion of students who are considered different. Economic factors, social status, and cultural background also play a role in shaping the dynamics of bullying in schools (Migliaccio et al., 2024). Lack of awareness of the long-term impact of bullying leads many students to consider the act as normal or even part of the school's social dynamics. Developmental psychology studies show that victims of bullying have a higher risk of experiencing anxiety disorders, depression, and decreased academic performance, so there is a need for concrete steps to address this problem systematically and sustainably (Marcos, 2024).

Civic education as part of the curriculum has great potential in internalizing moral values, tolerance, and social solidarity as strategies to prevent bullying (Fadilah et al., 2025). Unfortunately, the implementation of civic education in schools is often still limited to theoretical aspects, without an applicative approach that can help students in dealing with everyday social dynamics (Sholichah et al., 2024). Therefore, this research seeks to examine how bullying prevention policies and programs can be optimized through a civic education approach, with case studies at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang.

There have been many studies on bullying in the school environment, but there are still few studies that highlight the role of civic education in shaping students' awareness of the impact of bullying and building an anti-bullying culture based on moral values and social ethics. Most previous studies have focused more on the psychological impact of bullying on victims or the effectiveness of school policies in dealing with bullying. This research offers a new perspective by emphasizing how civic values can be an effective preventive tool in shaping student character, thus preventing bullying from occurring early on.

In addition, this study uses an NVivo 12-based data analysis approach, which allows for a more in-depth exploration of patterns of bullying in schools, methods of case identification, and strategies that have been implemented. While most previous studies have used conventional methods to analyze qualitative data, this approach provides a more systematic visual analysis of the categories and subcategories of bullying and the effectiveness of school policies. Thus, this research not only adds a new dimension to the academic approach, but also provides a clearer picture of the relationship between factors that contribute to bullying in schools.

Another novelty of this research lies in the differences in bullying prevention policies in two schools with different approaches. The policy differences between SMPN 18 Tangsel, which applies a regulation system based on internal rules and socialization, and SMP Islam At-Taqwa Pamulang, which emphasizes the role of the Special Handling Team (TTPK) and external cooperation, provide a comprehensive understanding of which strategies are more effective in dealing with bullying in an educational environment.

Research conducted by Sari & Devra (2024), shows that bullying has a significant impact on students' emotional stability and academic achievement, especially for those who experience bullying over a long period of time. This study highlights the importance of school interventions in dealing with bullying cases, but has not specifically discussed how civic education can play a role in building an anti-bullying culture in schools (Sari & Devra, 2024). Therefore, this research complements previous studies by exploring how civic values can be effectively integrated into bullying prevention strategies.

In the context of school policy, research by Hidayat et al. (2024) highlighted the important role of teachers in managing classroom dynamics to prevent bullying. The study revealed that teachers who have good communication skills tend to be more successful in reducing bullying incidents in their schools. However, the study still focused on the individual aspects of teachers, while this study emphasizes the synergy between school policies, civic education, and parental involvement in creating a more supportive environment for students (Hidayat et al., 2024).

Another study conducted by Alonso & Gallo (2025), found that social and moral values-based interventions were more effective in creating changes in student behavior compared to punitive discipline-based approaches (Alonso & Gallo, 2025). This study supports the finding that civic education can be an important tool in shaping students' character and morals. As such, this study further strengthens the argument that civic value-based learning can be a strategic approach in addressing bullying in the school setting.

Although various studies have been conducted on bullying and its prevention policies, there is a gap in the implementation of civic education as a key strategy in building students' awareness of this issue. Most of the existing research emphasizes more on the regulatory and enforcement aspects of discipline, but has not explored how civic education can directly shape students' attitudes and behaviors in their social interactions.

Furthermore, despite the existence of bullying prevention policies at the national level, this study identified gaps in the implementation of policies in different schools, particularly in relation to infrastructure support, parental involvement, and the effectiveness of reporting bullying incidents. This study seeks to fill the gap by providing an empirical analysis of how policies in two different schools can be compared, as well as how civic values can play a role in overcoming the constraints.

This research also fills a gap in previous research methods by adopting NVivo 12 software-based analysis, which allows for a deeper exploration of bullying patterns and the effectiveness of school policies. In this way, this study makes an academic contribution in developing a more comprehensive qualitative research method for analyzing bullying prevention policies in schools.

This study aims to analyze the effectiveness of bullying prevention policies and programs at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang by emphasizing the role of civic education as a prevention strategy based on moral and social values. The main contribution of this research is to provide a model of intervention based on civic education that can be adopted by other schools, as well as providing recommendations to education policy makers in developing more effective regulations to prevent bullying in the school environment.

2. Method

This research uses a descriptive qualitative method with a case study approach to analyze bullying prevention policies and programs at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang. This approach was chosen because it allows in-depth exploration of the mechanisms of identification, handling, and effectiveness of civic education in building an anti-bullying culture in schools (Creswell, 2014). The research data were obtained from two main sources, namely primary and secondary data. Primary data was collected through in-depth interviews with counseling teachers and school management, as well as focus group discussions (FGDs) with students to understand their experiences with bullying. Secondary data in the form of school policy documents, the rule book, and bullying case reports were analyzed to evaluate the effectiveness of the programs that have been implemented. Data collection techniques were conducted through direct observation, semi-structured interviews, and analysis of school policy documents. To increase the validity of the data, this study applied source triangulation, which compares the results of interviews, observations, and official school documents. The collected data were thematically analyzed using NVivo 12, which enabled the identification of bullying patterns, handling mechanisms, as well as supporting and inhibiting factors for the effectiveness of school policies (Miles et al., 2020). The results of this analysis are then linked to the theoretical framework of civic education to produce strategic recommendations for optimizing bullying prevention policies in schools.

3. Results and Discussions

Identifying Bullying Patterns in SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang

The results showed that bullying remains a significant problem in both schools, with verbal and social bullying being the most dominant forms. At SMPN 18 Tangsel, the most common forms of bullying were ridicule, insults, and the use of demeaning words. This bullying is often carried out by groups of students against certain individuals who are considered different, whether in terms of academic achievement, economic background, or social character. The counseling teacher reported that bullying incidents most often occurred outside of class hours, such as during breaks and after extracurricular activities (Counseling Teacher of SMPN 18 Tangsel, 2025, personal interview). This phenomenon shows that the non-academic environment is the main space for students to build social dynamics, but it also has the potential to become a place where bullying occurs (Chen et al., 2024). In the interview, the counseling teacher stated that students who come from low economic families are more often victimized because they are considered unable to keep up with the social standards of their peers (Counseling Teacher of SMPN 18 Tangsel, 2025, personal interview). In addition, it was found that students with high academic scores are also often targeted for bullying because they are considered too ambitious by their peers (BK Teacher of SMPN 18 Tangsel, 2025, personal interview).

Meanwhile, at SMP Islam At-Taqwa Pamulang, the pattern of bullying was more complex and systematic. In addition to verbal forms, there was also mild physical bullying (nudging), social neglect, and spreading rumors that caused the victim to experience long-term social isolation. This indicates that bullying does not only occur in the form of individual-to-individual, but also in wider group dynamics in the school environment (Hamsah et al., 2024). The counseling teacher at SMP Islam At-Taqwa Pamulang mentioned that students who are more quiet or less sociable tend to be easy targets for bullying (Counseling Teacher at SMP Islam At-Taqwa Pamulang, 2025, personal interview). In an interview with one of the victims, it was mentioned that he often experienced social neglect for no apparent reason, until finally he felt uncomfortable in the school environment (Student Victim of SMP Islam At-Taqwa, 2024, personal interview). When one student starts to be ostracized, a domino effect occurs,

where other students tend to follow the pattern (BK teacher of At-Taqwa Islamic Junior High School, 2025, personal interview). The counseling teacher mentioned that this bullying is often triggered by differences in students' perceptions of the social norms prevailing in the school, where those who are considered not to "fit in" with the existing friendship culture become targets of bullying (Counseling teacher of At-Taqwa Islamic Junior High School, 2025, personal interview).

In addition, certain groups of students are more vulnerable to being bullied, especially those who have lower economic status, higher academic achievement than their peers, or have a more introverted personality. Analysis of the data shows that bullying is more common against students who are considered 'different' by the majority of social groups at school. This indicates that the concept of "majority and minority groups" in the school social environment plays a role in shaping bullying patterns (BK teacher of SMPN 18 Tangsel, 2025, personal interview). In interviews with several counseling teachers, it was mentioned that students who have academic excellence are often targeted because they are considered too prominent or ambitious in learning (Counseling Teacher of At-Taqwa Islamic Junior High School, 2025, personal interview). Academically superior students tend to be ridiculed for being "smart-asses", while students from lower economic backgrounds are often ostracized for differences in lifestyle and dress (At-Taqwa Islamic Junior High School counseling teacher, 2024, personal interview). One of the counseling teachers stated that some students felt depressed as a result of this treatment and experienced mild psychological disturbances, such as decreased enthusiasm for learning and a desire to avoid the school environment (Counseling teacher of SMPN 18 Tangsel, 2025, personal interview).

One of the main factors that causes bullying to continue is the lack of courage for students to report bullying incidents (deLara, 2012). In interviews with some victims, it was found that they were afraid of retaliation from the perpetrator or were not sure that their report would be followed up fairly by the school (Student Victim of SMP Islam At-Taqwa Pamulang, 2024, personal interview). Some students also stated that they were reluctant to report because they were afraid of being seen as "snitches" by their friends (Counseling Teacher of At-Taqwa Islamic Junior High School, 2025, personal interview). The counseling teacher at SMPN 18 Tangsel stated that only a few students dare to report cases of bullying because there is a negative stigma against the reporter (Counseling teacher at SMPN 18 Tangsel, 2025, personal interview). One of the victims of bullying at SMP Islam At-Taqwa Pamulang mentioned that he did not report the bullying case he experienced because he was afraid of being shunned by his friends if he reported the incident to the counseling teacher (Student Victim of SMP Islam At-Taqwa, 2024, personal interview). Therefore, the existing reporting mechanism has not been effective enough in building a sense of security for victims to speak up (BK Teacher of SMPN 18 Tangsel, 2025, personal interview).

Policy and Program Analysis of Bullying Prevention in Schools

Schools have implemented various policies and strategies to prevent and deal with cases of bullying. However, the effectiveness of these policies still varies depending on the approach used in each school. At SMPN 18 Tangsel, the approach used is more oriented towards enforcing school rules, with a focus on sanctioning and reprimanding bullies (BK Teacher of SMPN 18 Tangsel, 2025, personal interview). Meanwhile, at SMP Islam At-Taqwa Pamulang, the approach used emphasizes mediation and peaceful conflict resolution, where the perpetrator and victim are encouraged to resolve the problem through communication and guidance from the counseling teacher (Counseling Teacher of SMP Islam At-Taqwa, 2025, personal interview). In an interview with one of the counseling teachers, it was mentioned that the mediation method is more effective in reducing the level of bullying than the direct

sanction approach (Counseling Teacher of At-Taqwa Islamic Junior High School, 2025, personal interview).

To understand the pattern of interventions that have been implemented, the main categories and sub-categories were analyzed using NVivo 12.

Table 1. Categories and Sub-Categories of Data Analysis (Combined)

Main Node	Sub-Node	Brief Description
Bullying Identification	Students' Psychosocial Condition	At SMPN 18 Tangsel, students' psychosocial conditions were generally good with some groups having interaction difficulties; at SMP Islam At-Taqwa, there were students who were uncaring and often ostracized.
	Patterns and Forms of Bullying	At SMPN 18, bullying was dominated by verbal forms (taunts and insults), while at At-Taqwa Islamic Junior High School there were patterns of cynicism, bullying, and rumors that isolated the victim.
	Specific Group	Both schools showed a tendency for bullying to occur in certain groups, for example, peer groups or "seniors" at At-Taqwa Islamic Junior High School.
Handling Bullying	Identification Method	BK teachers identify bullying cases through direct reports, observations, and discussions with homeroom teachers; the method in both schools involves verifying data through group discussions.
	Handling Process	Handling involves summoning students to the BK room, individual counseling, as well as group discussions and interventions to resolve conflicts.
	Handling constraints	The obstacles faced include limited reporting from students (lack of courage to report) and differences in perceptions in communication between stakeholders.

The results in this table show that the main obstacle in addressing bullying is limited reporting from students. Although policies have been implemented, not all students feel safe to report incidents they have experienced or witnessed. In addition, the pattern of bullying is different in each school, so the prevention strategies used also have differences. At SMP Islam At-Taqwa Pamulang, the Special Handling Team (TTPK) mechanism plays a greater role in handling bullying cases, while at SMPN 18 Tangsel, the program focuses more on enforcing discipline and socialization to students.

To understand the intervention patterns that have been implemented in the bullying prevention policy, the main categories and sub-categories were analyzed using NVivo 12. This analysis aims to identify the main factors that play a role in the strategy of identifying and handling bullying at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang. The mapping results using NVivo 12 show that bullying prevention policies can be categorized into two main aspects, namely Bullying Identification and Bullying Handling. Bullying identification focuses on students' psychosocial conditions, patterns and forms of bullying, and groups that are most vulnerable to becoming victims. Meanwhile, bullying handling includes the identification methods used by schools, the handling process applied, and the obstacles faced in tackling bullying cases.

The following hierarchical diagram illustrates the relationship between factors in a bullying prevention policy. This structure helps in understanding how schools identify, address and evaluate the effectiveness of prevention strategies that have been implemented. This visualization also shows the interconnectedness of policy elements, which can be used as a basis for developing a more comprehensive and evidence-based prevention strategy.
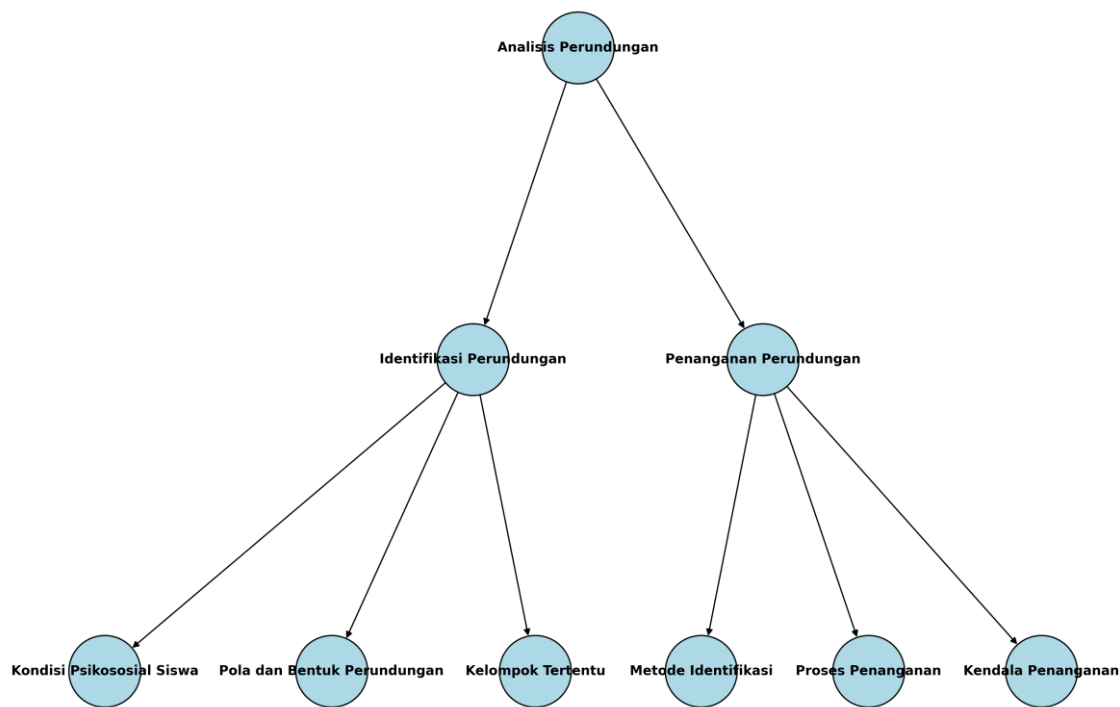
Figure 1. Hierarchical Diagram of Bullying Prevention Policy

The figure above is a hierarchical diagram of the results of the NVivo 12 analysis which shows the relationship between the main factors in the bullying prevention policy at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang. This diagram illustrates two main aspects, namely Bullying Identification and Bullying Handling, along with their respective sub-categories.

1) Bullying Identification consists of three sub-categories:
   a) Students' Psychosocial Conditions-describes how students' psychosocial conditions in both schools affect the risk of bullying.
   b) Patterns and Forms of Bullying-describes the forms of bullying that occurred, both verbally and socially.
   c) Specific Groups - identifies groups of students who are most vulnerable to bullying based on social and academic factors.
2) Handling Bullying has three main sub-categories:
   a) Identification Method-describes how counseling teachers and school authorities identify bullying cases.
   b) Handling Process-describes the steps taken by the school in handling bullying cases.
   c) Handling Obstacles-outlines the obstacles faced in tackling bullying, such as low reporting rates from students.

This hierarchical diagram was used to analyze the interrelationships between factors contributing to the prevention and handling of bullying in schools. Through NVivo 12, the main categories and sub-categories found in this study were mapped into a hierarchical structure to show the pattern of interconnectedness between school policy elements. Bullying identification is the first step in prevention strategies. The analysis showed that students with weak psychosocial conditions or who differ in economic, academic or social aspects are more vulnerable to being bullied. The most common forms of bullying found were verbal (teasing and insults) and social (exclusion and spreading rumors).

In the aspect of handling bullying, the identification methods used include student reports, direct observation by teachers, and group discussions. Handling is done through individual counseling, group intervention, and the involvement of homeroom teachers and parents. However, there are some major obstacles, such as students' lack of courage in reporting bullying cases and differences in perceptions between counseling teachers and school management in determining appropriate handling steps.

From the results of this analysis, it appears that a more effective prevention strategy needs to pay attention to the integration of civic education in the school curriculum. By providing a deeper understanding of human rights, social justice and tolerance, students are expected to be more proactive in preventing and reporting cases of bullying. In addition, schools need to improve reporting mechanisms to make them safer and more anonymous, and increase parental involvement in supporting anti-bullying policies. By understanding the relationship patterns in this diagram, schools can develop more strategic and evidence-based policies to create a safer, more inclusive and bullying-free learning environment.

Relationship of Findings with Civic Education Theory

The findings of this study can be linked to the theory of civic education, which emphasizes that moral and social values must be internalized in the school curriculum in order to shape the character of students who are more tolerant and empathetic towards their social environment (Banks, 2021). Civic education serves as a key tool in building students' awareness of their rights and obligations within the school environment, including in understanding the negative impact of bullying and how to prevent and deal with it collectively (Kurniyawan & Tanshzil, 2024).

In both schools, civic education has been integrated into the curriculum, but its implementation in the context of bullying prevention still shows differences in approach. In SMP Islam At-Taqwa Pamulang, civic values are applied through socialization programs and group discussions, where students are actively involved in building an understanding of mutual respect, non-violence, and tolerance. This approach is more applicable because students not only receive theoretical material, but also practice applying these values in daily life at school.

In contrast, at SMPN 18 Tangsel, civic education still focuses more on in-class learning materials, with an emphasis on understanding normative concepts of human rights, social justice and social responsibility. Although students understand these values conceptually, the lack of interactive programs and practical approaches makes the internalization of these values less than optimal in shaping an anti-bullying culture at school. This is in line with the findings of Putri et al. (2025), who stated that experience-based education is more effective in shaping students' social character compared to theory-based learning methods alone (Putri et al., 2025).

The application of civic education in the context of bullying prevention should not only be limited to the classroom, but also integrated in various aspects of school life, such as in extracurricular activities, mentoring programs, and cooperation between schools and outside communities (Damayanti et al., 2024). Thus, students can learn about social ethics, empathy, and the value of togetherness in a more real way, so that the school environment becomes safer and more harmonious.

Strategic Implications and Recommendations

Based on the research findings, some strategic recommendations can be provided to optimize bullying prevention policies in schools. These recommendations are based on the results of the analysis, interviews with counseling teachers, and literature studies on character education and civic education.

1) **Strengthening Anonymous Reporting Mechanism**

   Many students who are victims of bullying are afraid to report for fear of retaliation or do not trust that the school will handle the case fairly. Therefore, schools need to develop safe and anonymous reporting systems, such as closed complaint boxes, online complaint systems, or confidential counseling services. With these mechanisms in place, students can be more comfortable in reporting bullying cases without having to feel threatened or intimidated by the perpetrators (Hsieh et al., 2022).

2) **Training for counseling teachers and homeroom teachers**

   The role of counseling teachers and homeroom teachers is crucial in preventing, detecting and dealing with bullying in schools. However, research findings show that there are still different perceptions and limited understanding among educators on how to deal with bullying effectively. Therefore, intensive training for counseling teachers and homeroom teachers needs to be conducted, especially with a civic education-based approach. This training could include early intervention techniques, effective communication with victims and perpetrators, and strategies to build an inclusive culture in the classroom environment (Messman et al., 2024).

3) **Increased Parent and School Committee Involvement**

   Schools cannot work alone in dealing with bullying, so the role of parents and school committees is very important. Based on the results of interviews with counseling teachers at SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang, it was found that parental support in monitoring children's behavior outside of school was still less than optimal. Therefore, schools need to establish closer communication with parents through regular meetings, parenting seminars, and the establishment of communication forums between teachers and guardians. With the active involvement of parents, bullying prevention can be done not only at school, but also at home and in the surrounding community (Eden et al., 2024).

4) **Integration of Civic Education in Bullying Prevention Program**

   One of the main findings in this study is that civic education has great potential in shaping anti-bullying culture in schools. Therefore, bullying prevention programs should further integrate civic education values in various school activities. This can be done through peer mentoring programs, simulating bullying cases in learning, and involving students in social advocacy activities. With this approach, students not only understand moral and social concepts theoretically, but are also able to internalize these values in their daily lives (Nugraha et al., 2025).

5) **Periodic Evaluation of the Effectiveness of School Policies**

   Schools need to conduct periodic evaluations of the policies and programs that have been implemented to prevent bullying. This aims to identify shortcomings and obstacles that still exist, and adjust policies to be more effective in dealing with bullying cases. This evaluation can be done through student satisfaction surveys, interviews with victims and perpetrators of bullying, and statistical analysis of the number of bullying cases before and after program implementation. With systematic evaluation, schools can continue to develop strategies that are more adaptive and relevant to the needs of students (Seong, 2024).

The results showed that bullying is still a significant problem in the school environment, with verbal and social forms as the most dominant forms. Civic education has a strategic role in shaping an anti-bullying culture, but its implementation is still not optimal in the two schools studied. SMP Islam At-Taqwa Pamulang is more successful in integrating civic values

through discussions and socialization programs, while SMPN 18 Tangsel still tends to emphasize civic education in the form of in-class materials.

To make bullying prevention programs more effective, schools need to strengthen safer reporting systems, provide training for educators, and increase parental and community involvement in creating a more inclusive environment. With a civic education-based approach, it is hoped that schools can become safer, more comfortable places that support students' optimal development.

4. Conclusion

The results of this study show that bullying is still a significant problem in the school environment, with verbal and social forms being the most dominant forms in SMPN 18 Tangsel and SMP Islam At-Taqwa Pamulang. Although both schools have bullying prevention policies in place, the level of effectiveness still varies depending on the approach used. SMP Islam At-Taqwa Pamulang showed better success in internalizing civic values through socialization and group discussions, while SMPN 18 Tangsel still focused more on approaches based on school rules and regulations.

Civic education has a strategic role in shaping anti-bullying culture in schools. However, its implementation in the context of bullying prevention is still not optimal because the approach used still tends to be theoretical and has not been fully integrated into students' social lives. This study found that civic values-based prevention strategies are more effective than sanction-based approaches alone. When students are actively involved in the formation of school social norms based on tolerance, empathy and justice, the risk of bullying can be significantly reduced.

From this study, there are several recommendations that need to be considered in developing more effective bullying prevention policies. First, schools need to strengthen safer and anonymous reporting mechanisms so that students feel more comfortable in reporting cases of bullying. Second, intensive training for counseling teachers and homeroom teachers should be increased so that they are better equipped to handle bullying with a civic education-based approach. Third, the involvement of parents and school committees in bullying prevention programs should be expanded through communication forums, parenting seminars and social awareness campaigns.

The implications of this study indicate that civic education is not just a subject, but should also be an integral part of bullying prevention strategies in schools. Therefore, schools need to develop experiential learning models, such as case simulations, role plays, and social projects, so that students can more deeply understand civic values and apply them in everyday life.

In the future, further research is needed to measure the effectiveness of civic education-based bullying prevention strategies in the long term and develop intervention models that are more adaptive and in accordance with the socio-cultural needs of each school. Thus, schools can become safer, more inclusive environments that support students' optimal social and academic development.

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