

# Strengthening the Moral Value of PPKn Learning as an Effort to Prevent Bullying at SMPN 2 Padangan Class 7C

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## Abstract:

The phenomenon of bullying at the junior high school level continues to increase every year and has the potential to damage the learning climate and psychosocial development of students. Pancasila and Citizenship Education Learning (PPKn) has a strategic position as a space to strengthen moral values, empathy, and tolerance that can prevent bullying behavior, especially for grade 7C students of SMPN 2 Padangan who are in a period of social and emotional transition. This study uses a descriptive qualitative approach with data collection techniques in the form of in-depth interviews with PPKn teachers and 24 students of class 7C, direct observation during the learning process, and a study of school policy and curriculum documentation related to bullying prevention. PPKn teachers apply moral values through contextual and dialogical approaches, such as discussions of moral dilemmas, exemplary attitudes, and the use of interactive learning media. This implementation is influenced by internal factors, namely self-concept, knowledge about bullying, and student self-control, as well as external factors, namely school culture, teacher examples, counseling guidance service support, community and parent involvement, and learning media. Students' perceptions of strengthened moral values show a positive response in the form of increased empathy, tolerance, and courage to reprimand peers' negative behavior. PPKn learning that emphasizes the internalization of moral values dialogically and contextually, supported by interrelated internal and external factors, has been proven to contribute significantly to preventing bullying behavior and shaping the citizenship character of grade 7C students of SMPN 2 Padangan.

**Keywords:** Bullying Prevention; Education Learning; Pancasila and Citizenship; Strengthening Moral Values.

## Introduction

The phenomenon of bullying in the school environment has developed into an increasingly complex problem, especially at the junior secondary education level, which is a transition phase from childhood to early adolescence (Imanina, 2020). In this phase, students experience significant emotional, social, and moral changes so they are vulnerable to engaging in unhealthy patterns of interaction, such as ridicule, ostracization, and verbal bullying. National data shows a sharp trend of increasing bullying cases from 91 cases in 2020 to 573 cases in 2024, while the trend of violence in the first half of 2025 also increased from 392 to 586 cases (Fadil, 2023; Uthman, 2024). This improvement illustrates the gap in effective prevention efforts in schools, so comprehensive and sustainable solutions are needed (Damayanti et al., 2024).

At SMPN 2 Padangan, Padangan District, Bojonegoro Regency, the social dynamics of grade 7C students showed interaction that was not always harmonious. The diversity of students' cultural, religious, and social

status backgrounds has the potential to trigger social tensions if not managed properly (Damayanti et al., 2024; Fadil, 2023). Some students choose bullying behavior as a way to gain recognition or dominance in the process of finding their identity. This condition is very worrying because bullying not only interferes with the comfort of learning, but also causes psychological trauma and lowers students' academic motivation.

In this context, PPKn has a strategic position as a space for character formation and strengthening moral values through material on norms, rights and obligations of citizens, as well as the principles of community life (Naiborhu & Manullang, 2022; Sari & Devra, 2024). However, PPKn learning in many schools is often only understood as a cognitive subject, even though the main essence is to form a moral student personality and be able to resolve conflicts wisely (Naiborhu & Manullang, 2022; Pratiwi et al., 2021). Without real moral reinforcement, students' knowledge only stops at the level of concepts, not at practice in everyday social relations (Usmaedi & Mualimah, 2021).

The urgency of this research lies in the need to instill a moral understanding that is not just taught theoretically, but applied directly in the real social situation of grade 7C students, which requires an approach that touches on the affective side, not just the cognitive side (Uthman, 2024). So far, bullying prevention efforts in schools have focused more on enforcing one-way rules and sanctions, without touching the root of the problem in the form of students' weak understanding of moral values in social relations (Naiborhu & Manullang, 2022; Yunita & Mujib, 2025). In SMPN 2 Padang, especially class 7C, there is no PPKn approach that is truly integrated with moral instilling strategies that are specifically directed to prevent bullying behavior, so this is the gap that underlies this research.

Based on this description, this study aims to analyze the strengthening of moral values in PPKn learning as an effort to prevent bullying behavior in SMPN 2 Padang class 7C, with the following problem formulations: (1) how to apply moral values in PPKn learning in class 7C; (2) what factors affect the application of these moral values; and (3) how students' perception of strengthening moral values in reducing bullying behavior. The novelty of this research lies in the view that bullying is not just a matter of discipline, but a symptom of the weak internalization of moral values, so that moral education is placed as the core of the PPKn learning process, not just additional material (Fadil, 2023; Sari & Devra, 2024).

## **Literature Studies**

### **Theoretical Studies**

Strengthening moral values in PPKn focuses on the formation of students' character through the internalization of the values of empathy, tolerance, honesty, responsibility, and respect as the foundation of citizens with integrity (Puspitasari et al., 2023). One relevant strategy is the value-based approach through the Value Clarification Technique (VCT), which is a technique that helps students identify, choose, and affirm the values they believe in through reflection and dialogue, without dogmatic coercion (Naiborhu & Manullang, 2022). In addition, effective character education, according to Ligon, must include three components, namely moral knowing, moral feeling, and moral action, so that moral values are not only known but also felt and manifested in real actions.

The theoretical framework of this research uses three main approaches. First, the Theory of Moral Education developed by Kohlberg (1984) divides the moral development of the individual into three stages, namely preconventional, conventional, and postconventional, each of which describes the level of understanding of moral concepts, ranging from obedience to rules to a deeper ethical understanding. This theory provides the foundation for teaching the values of justice, empathy, and responsibility that are

essential in overcoming bullying (Puspitasari et al., 2023). Second, Social Learning Theory by Bandura (1997) emphasizing that social behavior, including aggressive behavior such as bullying, is learned through observation, imitation, and modeling of other people's behavior and its consequences (Aljannah et al., 2024). Bandura also introduced the concept of self-efficacy as an individual's belief in his or her ability to overcome social challenges. Third, the Theory of Symbolic Interaction developed by Mead (1934) and Blumer (1969) emphasizes that meaning and self-identity are formed through social interactions and symbols used in communication, so bullying can be understood as a result of a lack of understanding of symbolic meaning in social interactions, such as ridicule or exclusion that leads to negative stigma (Fadil, 2023; Puspitasari et al., 2023).

The three theories complement each other in explaining how PPKn learning can be a social laboratory space for students to practice empathy and reject bullying behavior consciously (Aljannah et al., 2024; Astuti, 2023). The application of the value of tolerance is especially important in a classroom that is heterogeneous in terms of students' cultural, ethnic, religious, and social status backgrounds, as such diversity has the potential to create tension if not managed through a contextual moral approach (Naiborhu & Manullang, 2022; Sari & Devra, 2024).

These three theories actually explain the phenomenon of bullying on three different but interrelated layers. Kohlberg's theory explains the cognitive-moral aspect, which is how students' reasoning capacity for right and wrong develops gradually. Bandura's theory explains the behavioral aspect, which is how bullying behavior is studied and maintained through the process of observation and modeling. Meanwhile, the Theory of Symbolic Interaction explains aspects of social meaning, namely how interaction symbols such as ridicule or exclusion acquire a detrimental meaning for both the perpetrator and the victim. All three form a multi-layered framework: moral reasoning determines students' awareness of the wrongness of an action, social learning explains why the behavior arises and persists, while symbolic interaction explains why the action has an impact as social bullying. PPKn learning through VCT and the moral knowing–moral feeling–moral action approach from Lickona work on the three layers simultaneously, namely strengthening students' moral reasoning, providing positive alternative behavior models, as well as opening up dialogue spaces to reconstruct the meaning of social interaction that previously had the potential to become bullying.

### **Previous Research**

Several previous studies have examined the link between citizenship learning and bullying prevention. Research with a quantitative approach through a survey in several Jakarta high schools shows that Pancasila values such as justice, unity, and humanity are effective in reducing bullying behavior, even though their application is not evenly distributed throughout schools and requires further strengthening of the curriculum (Sari & Devra, 2024). Another study with a qualitative approach of case studies in several elementary schools found that civic education effectively instilled the value of cooperation and empathy, but overly theoretical learning without practical practice was less likely to have a significant impact on changing student attitudes (Usmaedi & Mualimah, 2021).

Research on the role of teachers in instilling verbal anti-bullying attitudes found that classroom discussion methods and role play were effective in shaping students' positive attitudes, although collaboration between teachers and parents in dealing with verbal bullying outside of school has not been widely explored (Fadil, 2023). Other studies in primary schools have shown that the integration of Pancasila values with an emphasis on mutual respect has successfully instilled an anti-bullying outlook, but has not addressed the broader role of the community as well as the long-term impact after students graduate (Astuti, 2023). Meanwhile, the study on strengthening moral values emphasizes that PPKn not only serves to teach the

concept of citizenship, but also as a means of character formation through the internalization of moral values that are relevant to students' social lives (Naiborhu & Manullang, 2022).

Overall, previous studies have shown consistency in the findings that PPKn plays an important role in bullying prevention, but there is a research *gap* regarding the direct relationship between moral learning in PPKn and bullying prevention at the grade level specifically and contextually, especially in grade 7 students who are in the new social adaptation phase.

The framework of this research is based on the understanding that strengthening moral values in PPKn plays a significant role in preventing bullying among students. PPKn functions as a means of shaping students' character through the internalization of moral values that are relevant to their social life (Naiborhu & Manullang, 2022). Values such as empathy, honesty, mutual respect, and fairness are the basis for the formation of healthy behavior (Sari & Devra, 2024), so that students are expected to be able to appreciate differences and resolve conflicts peacefully (Wahyuningrum, 2017). A safe and supportive school environment also plays a conducive space for the development of these moral values (Batubara et al., 2022), so that integrated anti-bullying policies and character education are expected to be able to create a culture that prioritizes respect for individual rights and social solidarity.

Comparatively, these studies show a clear pattern of division. In terms of education, the existing research is centered on the high school and elementary school levels (Astuti, 2023; Sari & Devra, 2024; Usmaedi & Mualimah, 2021), while junior high school levels, especially grade 7 which are in the transition phase and new social adaptation, have not been the focus of the study. In terms of focus of the study, some studies examined the impact of civic values in general on anti-bullying behavior without detailing the learning methods used (Astuti, 2023; Sari & Devra, 2024), while other studies tested the effectiveness of specific learning methods such as class discussions and role-playing ((Fadil, 2023) However, it does not measure the impact directly and measurably on the reduction of bullying behavior. This gap shows that previous research has not directly linked the specific method of strengthening moral values in PPKn learning with the measurement of its impact on bullying prevention at the grade level, especially in grade 7 students. This gap is what this research seeks to fill.

## Research Methods

This study uses a qualitative approach with a descriptive research type that aims to explore a deep understanding of strengthening moral values in PPKn learning as an effort to prevent bullying at SMPN 2 Padangan grade 7C. The qualitative descriptive approach was chosen because it allows researchers to observe and describe social phenomena naturally without the manipulation of variables. This approach also provides an in-depth picture of participants' experiences and perceptions of the learning process they are experiencing (Hanyfah et al., 2022).

The research was conducted at SMP Negeri 2 Padangan, Padangan District, Bojonegoro Regency, with a focus on 24 students in grade 7C, selected for their significant social diversity including differences in culture, ethnicity, religion, and social status. This diversity is relevant to the Theory of Symbolic Interaction, which states that individual behavior is formed through social interactions and symbols given in the process. (Blumer, 1969; Mead, 1934). The research was carried out in the January-March 2026 period to obtain representative data on students' social interactions.

The source of research data consists of primary data and secondary data. Primary data was obtained through in-depth interviews with PPKn teachers and 7C grade students, as well as direct observation during the learning process, which aimed to explore their perceptions, experiences, and views on strengthening moral

values and their impact on bullying prevention. Secondary data includes school policy documentation on bullying prevention, PPKn curriculum documents, and teaching materials used by teachers, which serve to enrich the context of the analysis (Amri & Hasibuan, 2025; Puspitasari et al., 2023).

The research instruments used include observation guidelines and documentation as the main data collection tools, which are compiled based on a grid of instruments including material indicators of moral values, teacher strategies, teacher examples, and internal and external factors of students. The data collection technique uses observation as the main method to observe student behavior and the application of moral values directly, supported by in-depth interviews as well as literature studies and school policy documentation.

The validity of the data was obtained through triangulation of sources and techniques, namely comparing the results of interviews, observations, and documentation to ensure the consistency of findings. Data analysis techniques follow the stages of data reduction, data presentation, and conclusion drawing as commonly used in qualitative descriptive research (Koyan, 2014; Yuliani, 2018). The research procedure is carried out in stages, starting from applying for research permits, collecting data, to analyzing and preparing reports, paying attention to the ethics of research for student participants who are underage subjects.

## Results

The results of the study showed that PPKn teachers at SMPN 2 Padangan class 7C applied moral values in an integrated manner through contextual and dialogical approaches. Teachers relate Pancasila material, the rights and obligations of citizens, and social norms with the phenomenon of bullying that occurs in the school environment. The strategies used include discussing moral dilemmas, setting real examples, habituating mutual respect, and teacher examples in being fair and empathetic. If analyzed through Kohlberg's Theory of Moral Education, this approach encourages students to move from a preconventional stage to a conventional, even postconventional, stage, where students understand that social rules are created to maintain human justice and dignity (Kohlberg, 1984).

The example of teachers in daily interactions is also an important form of applying moral values. Based on Bandura's Social Learning Theory, individual behavior is formed through the process of observation, imitation, and reinforcement, so that teachers as authority figures become the main models observed by students. Fair attitude, polite communication, and consistency between teachers' words and actions are forms of modeling that affect the formation of students' character. A restorative approach in handling bullying is also applied, where the perpetrator is guided to realize mistakes and improve social relationships, rather than just being punished in a repressive manner.

In addition to discussions and examples, PPKn teachers in class 7C also use learning media such as PowerPoint presentations and educational games with anti-bullying themes to strengthen students' understanding. This visual media functions as a means of symbolic modeling that allows students to observe examples of negative and positive behavior without having to experience it directly. Moral dilemma-based games, such as role play that places students in the roles of victim, perpetrator, and defender, strengthen the role taking skills that are the basis for the formation of social empathy as described in Mead and Blumer's Theory of Symbolic Interaction (Blumer, 1969; Mead, 1934).

Factors that affect the application of moral values in PPKn learning in class 7C are identified including internal and external factors that are interrelated. Internal factors include students' self-concept, level of knowledge about bullying, moral courage, and self-control skills. A positive self-concept builds confidence

so that students are not easily influenced to take negative actions for the sake of group recognition, while low self-concept tends to encourage negative conformity including bullying (Mutiasari et al., 2025). Students' level of knowledge about the form and impact of bullying is also related to their attitudes and responses to the behavior (Yugita et al., 2025).

External factors include school culture, teacher example, guidance and counseling service support, community and parent involvement, and learning media. Socialization programs based on social interaction-based anti-bullying culture have proven effective in building students' collective awareness (Lenti et al., 2025). Basic classical guidance services that are integrated with learning have also been proven to be able to prevent bullying through preventive approaches (Simatupang et al., 2025), while the implementation of moral values in group guidance services helps students understand the importance of mutual respect (Lazuardi & Usriyah, 2025). Community involvement in anti-bullying campaigns has also been shown to be more effective in creating a fear-free environment for students (Susanti et al., 2025).

Regarding student perception, the results of the interviews showed a positive view of teachers' efforts in reducing bullying through PPKn learning. Some students revealed that before getting moral value reinforcement, they considered ridicule or excessive jokes to be common, but after class discussions and reflection together, they realized that such actions can hurt the feelings of friends and lower the victim's confidence, in line with the findings that verbal bullying has a significant impact on student confidence (Nopita & Nelyahardi, 2025). Students also stated that they were more courageous to reprimand friends who joked excessively because they felt that they had moral responsibility, and assessed that strengthening moral values was more effective when supported by group counseling services with self-control techniques (Ahmad, 2025; Fadilah & Aisyah, 2025).

## **Discussion**

### **Application of Moral Values in PPKn Learning in Class 7C**

The findings of the study show that the application of moral values in PPKn learning at SMPN 2 Padangan class 7C takes place systematically through an approach that combines cognitive, affective, and social dimensions. Teachers not only deliver normative material about Pancasila, but also instill the values of empathy, tolerance, and responsibility through real practice in the classroom, in line with previous research that emphasized the importance of PPKn learning in creating a bullying-free school environment. Giving appreciation to students who are tolerant is a form of positive reinforcement that strengthens moral behavior, in line with the findings that the role of PPKn teachers is very decisive in building a conducive school environment (Puspitasari et al., 2023).

From the perspective of Symbolic Interaction Theory, teachers facilitate open discussions and dialogues about students' experiences related to bullying, so that students build a shared understanding of the meaning of the act of mocking or ostracizing friends. This process is in line with the concept of a bullying-free school environment that is oriented towards dialogue and active participation of students. Thus, symbolic interactions in the classroom become a space for the construction of sustainable moral values, in which students not only understand norms cognitively, but also internalize them through everyday social experiences.

Nonetheless, the study's findings showed little difference with the results Usmaedi & Mualimah (2021) which found that civics learning tends not to have a significant impact on changing students' attitudes if it is too theoretical and lacks practical practice. In class 7C, it is precisely the combination of normative material and real practice such as moral dilemma discussions and anti-bullying-themed games that have

proven effective, which indicates that the main problem does not lie in the theoretical content of PPKn itself, but in the method of delivery. These findings make it clear that the conclusions of previous research on the "ineffectiveness" of civics learning need to be read more carefully, because the variables of learning methods seem to be more decisive than the variables of curriculum content alone.

Another difference was found in the aspect of external party involvement. Sari & Devra (2024) concludes that the application of Pancasila values to reduce bullying is uneven and requires curriculum strengthening, while the findings in class 7C show that the more decisive factor is the consistency of teachers' examples and the support of counseling guidance services, not just the content of the curriculum. This indicates that the effectiveness of strengthening moral values cannot be explained through curriculum design alone, but is highly dependent on the teacher's daily pedagogical practices in the classroom.

### **Factors Affecting the Application of Moral Values**

Literature studies show that bullying behavior in junior high school students is influenced by psychological aspects, peer relations, and school culture as a whole (Rapiq & Nasution, 2026), so the discussion of factors that affect the application of moral values needs to be seen comprehensively. In its implementation, PPKn teachers in class 7C seek to strengthen students' self-concept through motivation and habituation of self-reflection, in line with the Bandura Social Learning Theory which emphasizes the importance of strengthening in forming prosocial behavior. Increasing students' understanding of the values of Pancasila and human rights also helps them move from the pre-conventional stage to the conventional stage as described in Kohlberg's Theory of Moral Education (Kohlberg, 1984).

School environment factors also have a great influence, where class agreements and anti-bullying campaigns reflect the Theory of Symbolic Interaction which emphasizes that meaning and value are formed through a repetitive process of social interaction. The role of guidance and counseling services is an important supporting factor, because the collaboration between PPKn teachers and BK teachers strengthens the formation of students' character so that moral values are not only taught but also guided personally (Lazuardi & Usriyah, 2025; Simatupang et al., 2025). The impact of the experience of bullying on the psychological condition of the victim also needs to be considered, considering that verbal bullying can reduce the victim's confidence and affect their social interaction, so that strengthening moral values needs to be accompanied by psychological protection and recovery for the victim.

Community and parent involvement also strengthens the application of moral values as an external factor, as schools that involve the community in anti-bullying campaigns have proven to be more effective in creating an environment without fear. Overall, the implementation of the theories of Kohlberg, Bandura, and Symbolic Interaction shows that the successful application of moral values depends on the development of moral reasoning, modeling and reinforcement processes, and meaningful social interactions.

This finding also opens up space to expand the relationships between the theories used. If in the study of the three theories are positioned as three independent layers of explanation, the field findings show that all three actually work cyclically, not linearly. Teacher modeling (Bandura) influences the meanings that students construct in social interactions (Mead & Blumer), and those new meanings in turn drive a shift in the stages of students' moral reasoning (Kohlberg) from an orientation of obedience to an orientation of social justice. In other words, changes in moral reasoning in grade 7C students do not occur purely as an internal cognitive process as assumed by Kohlberg's theory, but are driven primarily by changes in social meaning as a result of class interactions. These findings offer nuances to Kohlberg's theory that the universal

cognitive stage tends to be a universal cognitive stage, by showing that the social-symbolic context of the class also accelerates or slows down the shift of these stages.

### **Students' Perception of Strengthening Moral Values**

The perception of grade 7C students shows that there is a positive impact of strengthening moral values in reducing the tendency of bullying behavior. From Kohlberg's perspective, 7th graders are generally at a conventional stage, where their behavior begins to be based on social norms and the desire to be accepted by the environment, so that when teachers associate the material with the social consequences of bullying, students learn to consider actions based on social rules and expectations (Kohlberg, 1984). The example of teachers who behave fairly and resolve conflicts wisely is a real example that students observe and imitate in accordance with the principles of observational learning in Bandura's Social Learning Theory, which is also in line with the finding that counseling teachers' strategies play an important role in dealing with bullying in schools (Fadilah & Aisyah, 2025).

Student perceptions also show that moral value reinforcement is felt to be more effective when supported by group counseling services with self-control techniques, which help students manage negative emotions and impulses (Ahmad, 2025). Bullying prevention education programs that involve the active participation of students help increase collective awareness in creating a safe school environment (Hudi et al., 2026; Lenti et al., 2025). Self-concept and conformity factors also affect this perception, because students with positive self-concept tend not to be easily influenced by negative invitations from peers (Mutiasari et al., 2025).

### **Research Contribution to the Development of Character Education**

This research contributes to two stages. Theoretically, this study offers a cyclical relationship model between moral reasoning, behavioral modeling, and symbolic meaning construction, which differs from the use of the three theories separately in previous studies (Aljannah et al., 2024; Fadil, 2023; Puspitasari et al., 2023). This model can be an alternative analytical framework to examine the formation of anti-bullying characters at other levels of education. Practically, this study fills the gap at the 7th grade junior high school level which is in the social transition phase, by showing that the effectiveness of strengthening moral values in this phase depends on the combination of teacher examples, dialogical-participatory methods, and integrated counseling guidance system support, not on one factor alone. These findings expand the understanding that previously focused more on the high school or elementary level (Astuti, 2023; Sari & Devra, 2024; Usmaedi & Mualimah, 2021), at the same time emphasizing that bullying prevention strategies through PPKn need to be specifically designed according to the characteristics of students' social-emotional development at each level, not standardized.

As a form of academic reflection, this research has a number of limitations. The research was only conducted in one class so it did not represent the condition of students in other schools with different characteristics. The limited number of informants to PPKn teachers and some students causes the perspectives of other parties such as parents and homeroom teachers to not be explored in depth. The qualitative approach used also relies heavily on the openness of respondents, so there is a possibility of bias in information delivery, and the relatively short research time makes changes in student behavior in the long term not able to be observed comprehensively.

### **Conclusion**

Based on the results of the research and discussion, it can be concluded that PPKn learning has a strategic role in shaping student character and reducing bullying behavior in grade 7C of SMPN 2 Padangan. The application of moral values is carried out in an integrated manner through contextual and dialogical approaches, with strategies including discussion of moral dilemmas, teacher examples, and the use of interactive learning media, which encourage students to understand the moral consequences of bullying actions. Factors that affect the application of moral values include internal factors in the form of students' self-concept, knowledge, and self-control, as well as external factors in the form of school culture, teacher examples, counseling service support, and community involvement.

Students' perceptions of strengthening moral values show a positive response, where students feel more aware of the impact of bullying, more courageous to reprimand inappropriate behavior, and more able to control themselves in social interactions. Thus, PPKn learning that emphasizes the internalization of the values of empathy, tolerance, and responsibility dialogically and based on real experience has proven to contribute significantly in creating a safer, more comfortable, and free classroom environment from bullying behavior, as well as forming students' civic character in a sustainable manner.

Theoretically, these findings strengthen and expand the understanding that moral reasoning, social learning, and the construction of symbolic meaning do not work separately, but rather influence each other cyclically in the process of forming students' character. Changes in students' moral reasoning do not occur solely as an internal cognitive process, but are driven by modeling of teacher behavior and social meanings formed through classroom interactions, so this study offers additional perspectives on the application of Kohlberg's Theory, Bandura, and Symbolic Interaction in the context of character education in junior high school.

In policy, these findings imply the need for schools to design anti-bullying policies that do not stand alone, but are integrated with the PPKn curriculum and counseling guidance services in a systematic manner, not just responsive when bullying cases occur. The education office and the school need to consider strengthening the capacity of PPKn teachers in dialogical methods and experiential learning, considering that the effectiveness of strengthening moral values in this study is highly determined by the teacher's example and consistency, not just the content of the teaching material.

As a contribution to the development of PPKn learning, this study emphasizes the importance of shifting the learning orientation from just normative knowledge transfer to experience-based learning and contextual dialogue with real student problems, such as bullying. This approach can be a reference for the development of a PPKn learning model that is more adaptive to the social-emotional development phase of students, especially at the junior high school level which is in a period of social transition, so that citizenship learning is not only oriented to cognitive achievement, but also to the formation of sustainable moral attitudes and actions.

Further research is suggested to involve more classes or schools and use a mixed approach to obtain a more comprehensive picture of the effectiveness of moral value reinforcement in preventing bullying.

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