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Implementation of Pancasila Education as a Social Intervention by KKN Students to Reduce Bullying Rates at SD Inpres Maroanging

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Abstract

This article aims to implement Pancasila education as a form of social intervention to reduce bullying behavior at SD Inpres Maroanging. The recurring incidents of bullying highlight the need for a character-building strategy that is more practical and closely aligned with students' daily experiences. The program was carried out using the Participatory Action Research (PAR) approach, which consists of the stages of problem identification, planning, action, observation, and reflection. The intervention included anti-bullying education sessions, moral storytelling, and empathy-building activities that emphasized the values of humanity, unity, deliberation, and justice. The results show an improvement in students' understanding of the impacts of bullying, the development of empathy, and their ability to resolve conflicts peacefully. Post-program observations also indicate a decrease in the frequency of bullying both verbal attacks and social exclusion as well as more positive behavioral changes among students. Teachers and students reported a more conducive and inclusive school environment. These findings demonstrate that Pancasila-based education is effective as a foundation for character development and bullying prevention. This article also recommends sustaining the program through the continuous integration of Pancasila values, regular monitoring of student behavior, and strengthened collaboration between the school, KKN students, and parents.

Introduction

Bullying is a social problem that is receiving increasing attention in the world of education, especially at the elementary school level (Dewi, 2020). This phenomenon does not only occur in big cities but also in rural areas, including at SD Inpres Maroanging. Various forms of bullying behavior such as teasing, verbal intimidation, social exclusion, and physical actions are still often found in interactions between students, especially during recess and play activities (Efianingrum et al., 2021). This behavior is often considered as part of the dynamics of children's friendships, even though the impact is much more serious. Children who are victims of bullying can experience decreased self-confidence, anxiety, withdrawal from the school environment, and even long-term emotional disorders (Tobing & Lestari, 2021). Over a certain period of time, bullying can also disrupt the teaching and learning process because the victim feels afraid and uncomfortable in the school environment.

Even though the school has made efforts to monitor it, the intensity and frequency of bullying has not completely decreased because students' social interaction patterns still lack character values such as empathy, mutual respect, and the ability to resolve conflicts peacefully. Teachers as primary educators need additional intervention support that can help strengthen character learning in students' daily lives (Putra et al., 2025). In this condition, Pancasila education should be a strong guideline, because the values contained

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in the five precepts have high relevance to the formation of prosocial behavior. Each precept contains moral values and social ethics that guide individuals to behave fairly, respect other people, prioritize humanity, uphold unity, be accustomed to deliberation, and avoid actions that harm other people.

In educational practices in many elementary schools, including SD Inpres Maroanging, Pancasila learning still predominantly focuses on aspects of knowledge and memorization. Students are generally only asked to master the sequence of precepts without being given adequate assistance to understand how these values are realized in everyday life. As a result, the principles of Pancasila have not been firmly embedded in students' concrete behavior (Mustopa et al., 2022). In fact, elementary school is an important stage for character formation, where children very easily absorb and imitate the behavior they observe from teachers, friends and the surrounding environment.

Therefore, the Community Service Program (KKN) comes with strong urgency as a form of social intervention that can help schools strengthen Pancasila-based character education. KKN students have a strategic role as agents of social change because they have intellectual competence as well as close age which makes them easily accepted by students (Damayanti et al., 2024). The presence of students provides an opportunity to apply Pancasila education in the form of interesting, creative and applicable activities that are closer to the world of children. This makes KKN activities not only a means of community service, but also a vehicle for value transfer that can have a real impact on social interactions between students.

Methods

Participatory Action Research (PAR) Approach

This service activity uses a Participatory Action Research (PAR) approach, namely a participation-based research method that actively involves participants throughout the entire process, starting from problem identification, planning, implementation, observation, and reflection (Sari et al., 2025). The selection of the PAR approach is highly relevant to the objectives of the program, which focuses on implementing Pancasila education as a social intervention to suppress bullying behavior at SD Inpres Maroanging.

Through this approach, KKN students act as facilitators who collaborate with teachers and students to encourage behavioral change. Therefore, the program is not limited to one-way counseling or the delivery of information but emphasizes active participation and collaboration among all parties involved. The PAR approach also supports the development of sustainable changes through a continuous cycle of planning, action, observation, and reflection.

Problem Identification and Program Planning

The implementation of the activity begins with the identification of problems and program planning. At this stage, initial observations are conducted to identify student behavior and map the forms of bullying that occur within the school environment. The identification process provides an overview of the existing social interactions among students and serves as the basis for determining appropriate intervention strategies.

Based on the findings from the initial observation, an intervention module based on Pancasila values is prepared. The module contains concise educational materials and practical activities that can be easily understood and applied by students. The planning process is carried out by considering the needs and characteristics of the students to

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ensure that the intervention is relevant to the problems identified in the school environment.

Implementation of Pancasila-Based Anti-Bullying Intervention

At the action stage, the intervention is implemented through three main activities: anti-bullying educational classes, reading and discussing moral stories, and empathy training through conflict scenario simulations. The anti-bullying educational classes aim to improve students' understanding of bullying, its various forms, and its negative impacts on victims and the school environment.

The reading and discussion of moral stories are designed to help students understand positive values through relatable situations and examples. Meanwhile, empathy training through conflict scenario simulations provides students with opportunities to understand the feelings and perspectives of others and practice appropriate ways of responding to interpersonal conflicts.

These activities are designed to foster tolerance, empathy, deliberation, and mutual respect as forms of internalizing Pancasila values among students. By integrating these values into practical learning activities, students are expected to apply them in their daily interactions and contribute to the prevention of bullying behavior.

Observation and Monitoring

Following the implementation of the intervention, the observation stage is conducted to monitor changes in student behavior throughout the program. Students and teachers are involved in observing the development of interactions and behavior in the school environment.

The observations focus on several aspects, including the frequency of bullying behavior, the quality of positive social interactions, and the development of students' understanding of Pancasila values. In addition, students' daily reflection notes are analyzed to identify changes in their attitudes, awareness, and behavioral patterns during the implementation of the program.

Reflection and Program Evaluation

The final stage involves reflection and evaluation of the implemented activities. The results of observations and students' reflection notes are discussed in a joint reflection session involving KKN students, teachers, and students. This stage aims to assess the effectiveness of the intervention in promoting positive behavioral changes and reducing bullying behavior.

The reflection process also identifies the strengths and limitations of the program and provides a basis for developing recommendations for future implementation. Through repeated PAR cycles consisting of planning, action, observation, and reflection, the program is expected to contribute to the development of a safer, more inclusive, and Pancasila-oriented school environment.

Superior Program

The implementation of community service (PKM) in Tonasa Village began with the results of initial observations and interviews with local residents. In this activity, Thematic KKN students discovered that Tonasa Village has a routine program that is carried out every year, namely Musabaqah Tilawatil Qur'an (MTQ). As a follow-up to these findings, the village head proposed that Thematic KKN students contribute to the Musabaqah Tilawatil

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Qur'an (MTQ) activities. With support from the community, this program was then made into one of the leading work programs for Thematic KKN students. Musabaqah Tilawatil Qur'an in Tonasa Village is not only intended for children and teenagers, but is also open to the entire community, including parents, to participate in the various competitions held. Thus, the competition categories in MTQ include the children's category, youth category and adult category. This aims to encourage the active participation of all people in every hamlet in Tonasa village, so that everyone has the opportunity to show their abilities and love for the Al-Qur'an. It is hoped that this activity can strengthen ties between residents and increase collective awareness regarding the importance of practicing the values of the Koran in everyday life.

The Musabaqah Tilawatil Qur'an (MTQ) activity in Tonasa Village aims to increase the love and understanding of all levels of society, including children, teenagers and the elderly, towards the Al-Qur'an as the holy book of Muslims. This activity encourages active participation from all community members in each hamlet, so that each individual has the opportunity to show their abilities and love for the Koran. The Musabaqah Tilawatil Qur'an (MTQ) activity functions as a forum for positive competition, which not only improves the skills of reading and memorizing the Qur'an with correct recitation, but also strengthens character and morals through the application of Islamic values in everyday life (Tarigan et al., 2025). In addition, the competition categories in MTQ include the children's category, youth category and adult category, which are designed to provide motivation for participants of various ages to achieve achievements. It is hoped that this activity can strengthen ties between residents and increase collective awareness regarding the importance of practicing the values of the Koran, as well as preparing children in Tonasa Village to be able to compete at the district and national level.

Results and Discussion

The results of the implementation of the program "Implementation of Pancasila Education as a Social Intervention for KKN Students in Reducing Bullying Rates at Inpres Maroanging Elementary School" are based on the results of initial observations, several forms of bullying behavior were found that occurred in the school environment, such as verbal teasing, physical teasing, pushing each other, and exclusion of certain students. Teachers confirmed that some students showed aggressive tendencies, lack of empathy, and still had a weak understanding of the value of tolerance and appreciating differences in two important aspects in character development based on Pancasila values. These findings strengthen the initial assumption that character education-based interventions are needed to suppress bullying tendencies in schools.

After the PAR intervention module design was implemented, the results of observations during the activity showed positive changes in student interaction patterns. At the action stage, the implementation of anti-bullying education classes succeeded in increasing students' understanding of the definition, forms and impacts of bullying behavior. This can be seen from the students' ability to answer questions related to examples of bullying and how to prevent it, which increased compared to the pre-test. Moral story activities delivered interactively help students identify the values of humanity, justice and unity in everyday situations. Meanwhile, empathy training through simulated conflict scenarios has proven effective in helping students understand the feelings of other friends. Many students showed active participation, dared to express opinions, and were able to show alternative problem solutions that reflected the value of deliberation.

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In the observation phase after intervention, teacher progress records showed a decrease in the frequency of bullying incidents, especially verbal and exclusion. Students who previously tended to be perpetrators of bullying began to show changes in behavior, such as being more cooperative, willing to apologize, and helping friends who were having difficulties. Meanwhile, victims of bullying show increased self-confidence and are more courageous in expressing their opinions in class. Students' daily reflection sheets also show their increased awareness of the importance of Pancasila values. Students begin to write down positive daily experiences, such as helping a friend who has fallen, sharing stationery, or resolving differences of understanding through discussion.

These findings confirm Olweus's (1993) theory which states that bullying behavior can be minimized through interventions that involve the entire school community and provide direct experience of prosocial behavior (Haru, 2022). In the context of PAR, the active involvement of students, teachers and students in the planning and reflection process has been proven to have a significant impact on the formation of behavior. Apart from that, Pancasila values have been proven to be relevant in directing and managing student behavior. The values of humanity, unity and deliberation taught through an educational and simulative approach were able to increase students' ability to manage conflict positively. This is in line with the principle of character education that values not only need to be taught, but also have to be experienced directly so that they can be internalized (Lubis & Harahap, 2025).



Figure 1. Students come forward to convey examples of anti-bullying attitudes in accordance with Pancasila values

Overall, the implementation of activities shows that strengthening Pancasila education through PAR-based social interventions is able to have a significant impact in reducing bullying behavior at SD Inpres Maroanging. The interventions carried out not only increase students' understanding of Pancasila values, but also foster empathy, improve social attitudes, and build more positive relationships between students. The school environment becomes more conducive, safe and supports the learning process. These findings prove that the PAR approach is effectively used as a character development

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strategy for elementary school age children, especially in encouraging the creation of a strong anti-bullying culture.



Figure 2. Guiding students who often experience bullying due to their limited reading ability



Figure 3. Inviting students to play together during recess to foster togetherness and reduce bullying behavior

Evaluation and Monitoring Stages

Evaluation and monitoring are two important processes in community service activities which function to assess the effectiveness of program implementation and monitor the sustainability of the impact of activities. Evaluation is the process of measuring and assessing the quality, achievements and results of activities based on predetermined indicators (Zahroh & Hilmiyati, 2024). Meanwhile, monitoring is a monitoring activity

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that is carried out on an ongoing basis to ensure that the entire series of programs runs according to plan and has a positive influence on program targets (Sarmigi et al., 2023).

In the context of KKN activities at SD Inpres Maroanging, the evaluation and monitoring stages were carried out to assess the extent to which Pancasila education-based interventions were able to suppress bullying behavior and strengthen student character. Evaluation is carried out through two approaches, namely process evaluation and results evaluation (Novalinda et al., 2020). Process evaluation assesses the suitability of the implementation of activities with initial planning, the level of student participation, and the effectiveness of the methods used. Meanwhile, outcome evaluation focuses on changes in student behavior after following a series of interventions, which are assessed through observations, teacher notes, and student reflections (Alaudin & Missouri, 2024).

Furthermore, post-program monitoring is carried out through continuous coordination between class teachers and KKN students as activity implementers. The purpose of this monitoring is to ensure that the Pancasila values that have been instilled are still applied by students in daily interactions. Teachers are asked to continue recording behavior and implementing character learning strategies introduced during KKN. This stage is important so that the positive changes that are formed are not only temporary, but can last as part of the school culture. Through systematic evaluation and monitoring stages, this program is expected to be able to provide constructive feedback for schools, as well as become the basis for preparing recommendations for developing more sustainable character education programs.

Conclusion

The implementation of the program "Implementation of Pancasila Education as a Social Intervention for KKN Students in Reducing Bullying Rates at Inpres Maroanging Elementary School" shows that the Pancasila values-based intervention designed through the Participatory Action Research (PAR) approach is effective in reducing bullying behavior and increasing students' prosocial character. Through anti-bullying educational activities, moral stories, and empathy exercises, students experience an increased understanding of human values, unity, deliberation, and justice. Observation results show a decrease in the frequency of bullying, an increase in students' ability to resolve conflicts peacefully, and the emergence of more positive social interactions between students. In addition, teachers reported that students who previously tended to be perpetrators of bullying showed a change in attitude to become more cooperative, while students who were victims showed increased self-confidence. Thus, this program succeeded in strengthening the implementation of Pancasila-based character education as a preventive strategy in creating a safe, inclusive and conducive school environment.

However, to maintain the sustainability of the program, schools are encouraged to continue to apply Pancasila values in the daily learning process, both through teaching methods and through various positive habits in the school environment. Teachers are also expected to continue using reflection sheets and student behavior observation notes as a means of monitoring character development. In addition, schools can continue the program through additional activities such as regular training on conflict resolution and mentoring programs between students.

In subsequent service activities, mentoring should be carried out over a longer period of time and equipped with the use of quantitative evaluation instruments so that changes in student behavior can be assessed more thoroughly. Collaboration between KKN students,

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teachers and parents also needs to be improved so that interventions based on Pancasila values can have a greater and more sustainable impact on the entire school community.

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