

## The Effectiveness of Anti-Bullying Teaching Material Through a Deep Learning Approach Based on Project-Based Learning

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### Abstract

Bullying remains one of the most serious challenges in Indonesian education, with far-reaching impacts on students' psychological, social, and academic development. Bullying that occurs in schools not only reduces learning motivation but also hinders character formation and the development of human values in line with Pancasila. This study aims to describe the effectiveness of "Anti-Bullying" teaching materials developed through a Project-Based Learning (PjBL)-based Deep Learning approach in Pancasila Education in Senior High Schools. This study was conducted in a Senior High School in Surabaya in the 2025/2026 academic year. The population of grade XII students was 300 people. The research subjects consisted of Pancasila Education teachers and students in grades XII-7, with a total of 36 students. Data collection was carried out through observation, in-depth interviews, and documentation, as well as data analysis consisting of data reduction, data presentation, and drawing conclusions. The research findings indicate that the implementation of "Anti-Bullying" teaching materials fosters students' reflective, collaborative, and empathetic awareness towards issues of violence in schools. Through their social campaign project, students not only cognitively understand the concept of anti-bullying but also affectively internalize moral and humanitarian values. Based on the survey results, the forms of bullying experienced by students were physical (10.6%), verbal (38%), social (29%), cyber/social media (9.9%), and others (46.9%). These results indicate that the "Anti-Bullying" teaching material has the potential to be an effective medium for character education, relevant to strengthening the Pancasila Student Profile in the context of the Independent Curriculum.

### Keywords:

Teaching material, Anti-Bullying, Deep Learning, Project-Based Learning

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## INTRODUCTION

Bullying cases in schools remain a complex issue that affects the learning climate and the character of students (Kurnianingrum, 2023; Yuliani et al., 2022). Data from the Indonesian Child Protection Commission (KPAI, Humas, 2025) show that violence in educational institutions continues to increase and has become one of the highest forms of child rights violations. Bullying causes students to feel pressured, lose motivation to learn, and experience psychosocial disorders (Wardani & Lestari, 2020). At a broader level, a study in Papua also reports that common forms of bullying include verbal and physical mockery, influenced by individual, family, and peer factors (Fitriana et al., 2024).



In the context of character education, the phenomenon of bullying contradicts the values of Pancasila, particularly the principle of just and civilized humanity. Efforts to prevent bullying cannot be limited to enforcing school regulations but must be integrated into reflective and conscious learning processes (Janah, 2023). Therefore, teachers are required not only to transfer knowledge but also to facilitate the formation of empathy, tolerance, and social responsibility among students (Syahrul & Imron, 2021). Research in vocational education emphasizes that character education plays an important role in reducing bullying behavior because it develops values such as tolerance, respect for others, and solidarity (Palupi et al., 2024).

One of the problems in schools that still occurs today is bullying. In a survey conducted before the learning of the Solution Generation Overcoming Bullying material in grade XII at SMAN 21 Surabaya, out of approximately 300 students, 13.6% of students stated that they had been bullied (as perpetrators), and 39.1% of students had experienced being victims of bullying. The bullying they did or experienced was when they were in Elementary School (34.1%), Middle School (13.3%) and High School (14.3%). And 48% of students answered that the impact of bullying still lingers in them until now.

In response to this challenge, the government has issued a policy through the Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Institutions (PPKSP). This regulation emphasizes the importance of preventing violence through character education. However, in practice, many schools still lack contextual teaching materials that explicitly integrate anti-bullying values into daily learning activities (Validnews.id, 2023).

One promising pedagogical approach is Deep Learning. Within the Merdeka Curriculum, this approach emphasizes mindful, meaningful, and joyful learning experiences through intellectual, emotional, and physical engagement (Kemendikbudristek, 2025). Deep Learning encourages students to explore the values underlying the material rather than merely memorizing facts (Anderson & Krathwohl, 2001; Biggs & Tang, 2011). Several studies have implemented Deep Learning in the context of technological and innovative education, such as integrating this approach into project-based learning media in elementary schools (Nurmaliati et al., 2024).

When combined with the Project-Based Learning (PjBL) model, students not only learn to understand concepts but also produce tangible works that reflect their understanding and social attitudes (Bell, 2010; Thomas, 2000). PjBL focuses on collaborative learning activities that require critical thinking, problem-solving, and communication skills (Hosnan, 2016; Wena, 2011). Research in elementary education also demonstrates the effectiveness of PjBL in enhancing students' creative thinking abilities through project-based learning modules (Natalia et al., 2023).

Previous studies have shown the effectiveness of PjBL in strengthening social values. (Setiyowati et al., 2024) found that the implementation of PjBL can reduce the potential for bullying behavior by increasing empathy and cooperation among students. (Sastradiharja & Febriani, 2023) also emphasized that project-based learning enhances students' moral awareness because they directly engage in

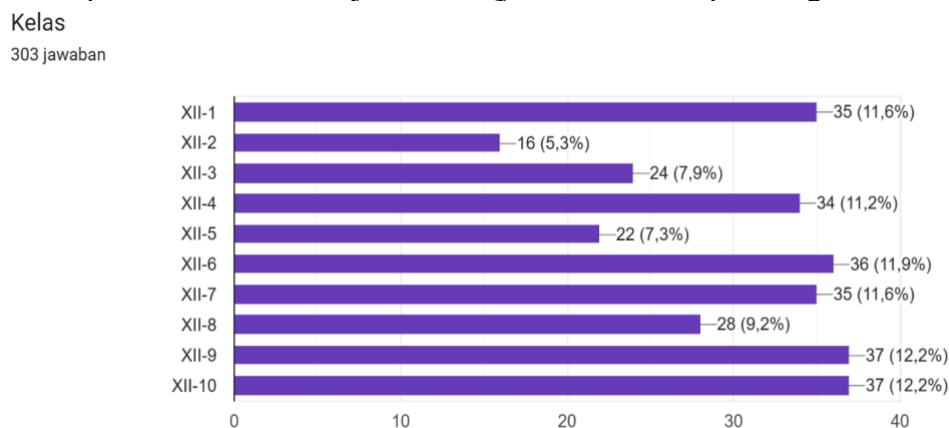
relevant social contexts. Nevertheless, studies that specifically examine the integration of Deep Learning and PjBL in the context of anti-bullying education remain very limited.

Based on the background above, this study aimed to analyze the effectiveness of the “Anti-Bullying” teaching material developed through the integration of Deep Learning and PjBL in Pancasila Education learning. The analysis focused on: (1) how the teaching material enhances students’ conceptual understanding of bullying, (2) how it fosters reflective awareness of moral values, and (3) how it influences students’ empathy and social responsibility at SMA Negeri 21 Surabaya.

## METHODS

This study employed a descriptive qualitative approach with a case study design (Creswell & Creswell, 2018; Sugiyono, 2021). The approach aimed to obtain an in-depth understanding of the implementation of the “Anti-Bullying” teaching material and its impact on Pancasila Education learning at SMA Negeri 21 Surabaya. The case study design was selected because it allowed the researcher to explore the phenomenon intensively within a natural and authentic context, providing a comprehensive description of both the process and the outcomes of the material’s implementation.

This research was conducted at SMA Negeri 21 Surabaya in the 2025/2026 academic year. The population of grade XII students was 300. The research subjects consisted of Pancasila Education teachers and grade XII-7 students, with a total of 36 students. The selection of subjects used a purposive sampling technique based on the consideration that they had direct experience with the implementation of the teaching material and were involved in bullying-related contexts at school (Alhamuddin & Hamdani, 2024). Here is the bullying survey link <https://docs.google.com/forms/d/e/1FAIpQLSeG75-L09EFPaKE-q0d94cHqSSIIVh0X7YzzMAj7V54aadQjA/viewform?usp=dialog>



**Graph 1.** Total number of students

The data sources in this study included both primary and secondary data. Primary data were obtained through observations of teaching and learning

activities, in-depth interviews with teachers and students, and documentation of the learning projects produced. Meanwhile, secondary data consisted of school documents, activity photos, and teachers’ reflective notes (Moleong, 2017; Yin, 2011). The combination of these two data sources helped the researcher obtain a richer and more contextual understanding of the studied phenomenon.

Data were collected through three main techniques: participatory observation, semi-structured interviews, and documentation. The data required for this study was first obtained from teachers and students. The information selection technique used in this study was purposive sampling. Participants were selected intentionally because they were competent teachers teaching Pancasila Education, and students were selected to actively contribute to the observations. Participatory observation was used to observe the interaction between the teacher and students during the learning process with the “Anti-Bullying” teaching material (Spradley, 1980). Semi-structured interviews were conducted with teachers and students to explore their perceptions, experiences, and reflections on the implementation of the teaching material (Patton, 2002). In addition, documentation was used to examine project outputs, activity photos, and student reflection journals that were part of the learning process (Bogdan & Biklen, 2007).

Data analysis was conducted using the interactive model (Miles & Huberman, 1994), which consisted of three main stages: data reduction, data display, and conclusion drawing and verification. During the data reduction stage, the researcher filtered and focused on information relevant to the research objectives. The data display stage involved presenting the results in descriptive narratives and thematic matrices that illustrated the patterns found in the field. The conclusion drawing stage involved interpreting the meaning of the obtained data and verifying it through triangulation and member checking to ensure the validity of the research findings.

Data validity was maintained through the application of source and technique triangulation (Reswari & Susiana, 2025), as well as member checking with key informants to ensure that the researcher’s interpretations aligned with their experiences and perspectives. These steps ensured that the findings were credible, valid, and scientifically accountable. Operational Definition of Research Variables. The focus of this study was the effectiveness of the “Anti-Bullying” teaching material implemented through a Deep Learning approach based on Project-Based Learning.

**Effectiveness of the “Anti-Bullying” Teaching Material**

Effectiveness referred to the extent to which the teaching material achieved cognitive, affective, and social learning objectives (Dick et al., 2009; Nieveen, 2007).

**Table 1.** Effectiveness of the Anti-Bullying Teaching Material

Aspect	Indicator	Data Source
Relevance	Material aligns with learning objectives and current bullying issues	Teaching material documents, teacher interviews
Practicality	Ease of use for teachers and students	Observation, interviews

Attractiveness	Student enthusiasm and contextual material design	Observation, documentation
Engagement	Collaborative and empathetic student activities	Observation, reflection journals
Achievement	Improvement in conceptual understanding and student project outcomes	Project products, interviews

**Deep Learning Approach Based on Project-Based Learning**

This approach served as the context for implementing the teaching material and emphasized reflective, collaborative, and applied learning experiences (Bell, 2010; Kemendikbudristek, 2025).

**Table 2.** Deep Learning Approach Based on Project-Based Learning

Aspect	Indicator	Data Source
Mindfulness	Students’ reflection on human values and social experiences	Student journals, interviews
Meaningfulness	Relevance of learning activities to real-life contexts	Observation, project outcomes
Joyfulness	Student motivation, comfort, and enthusiasm	Observation, interviews
Collaboration	Teamwork and communication during projects	Teacher notes, observation
Reflection	Ability to derive meaning and moral evaluation	Teacher interviews, student reflections

**RESULTS & DISCUSSION**

**Results**

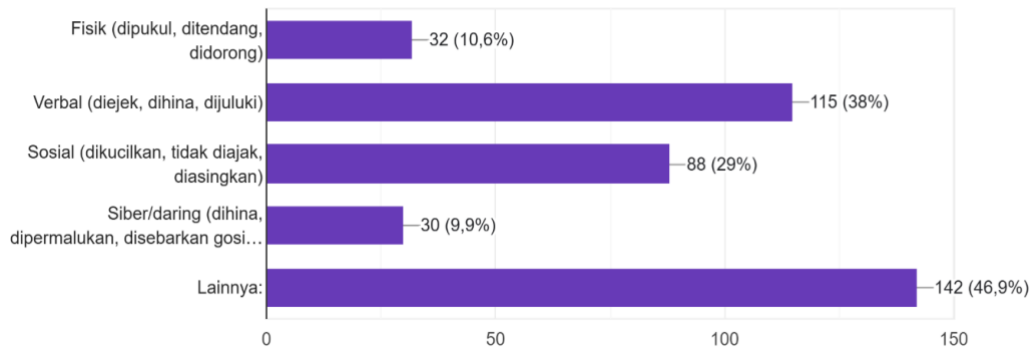
**Students’ Conceptual Understanding of Bullying Issues**

The observation results showed that the implementation of the “Anti-Bullying” teaching material enhanced students’ conceptual understanding of the forms, causes, and impacts of bullying. At the beginning of the learning process, most students understood bullying only as a physical act. After participating in discussions and exploring real cases presented in the material, students began to identify that bullying also included verbal, social, and digital violence. The Deep Learning-based learning process facilitated students in connecting concepts with personal experiences and real situations at school. This finding aligned with the results of (Rismawati & Muttaqin, 2023), who stated that project-based and meaningful learning expanded students’ understanding of various forms of bullying while fostering reflective awareness of empathy and social responsibility.

The teacher confirmed that after using the teaching material, students became more critical in interpreting moral issues around them. One student stated that the material “opened their eyes” to how jokes could hurt others. This indicated that the Deep Learning approach, which emphasized reflection and meaning-making, successfully deepened conceptual mastery and fostered social awareness among students. This result was also supported by (Septriyani et al., 2024), who found that value-based and contextual learning was effective in building moral understanding and social awareness toward bullying behavior in schools.

Jika Ya, dalam bentuk apa Anda mengalaminya? (boleh pilih lebih dari satu ,lainnya ..boleh diisi...)

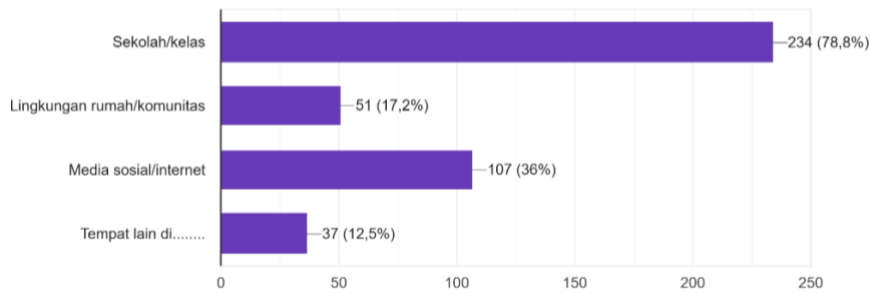
303 jawaban



**Graph 2.** Survey results on forms of bullying experienced by students

Di mana perundungan paling sering terjadi?

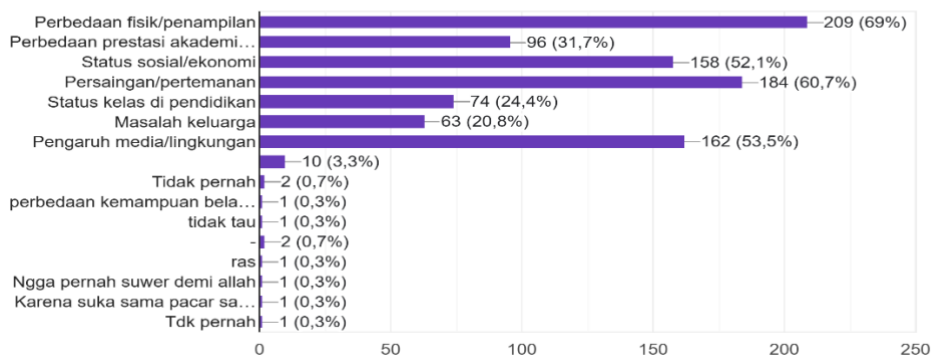
297 jawaban



**Graph 3.** Where the bullying occurred

Sebab Perundungan Menurut Anda, apa penyebab utama terjadinya perundungan? (boleh pilih lebih dari satu)

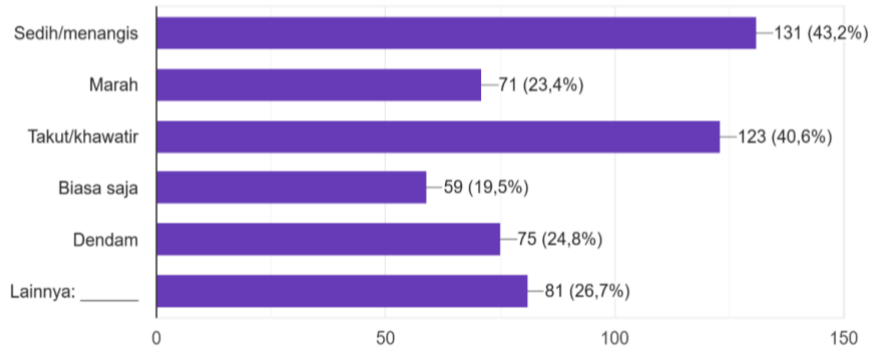
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**Graph 4.** Causes and effects of bullying

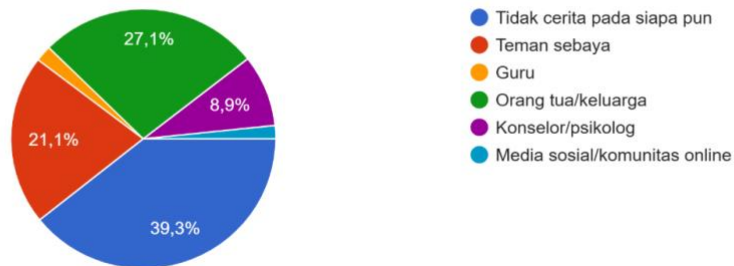
Dampak Perundungan (Jika pernah jadi korban) Bagaimana perasaan Anda setelah mengalami perundungan?

303 jawaban



Dukungan & Penanganan Jika mengalami perundungan, kepada siapa Anda biasanya bercerita?

303 jawaban



**Graph 5.** Diagram Bullying Handling/Support

### Students' Reflective and Moral Awareness

Interview data and reflection notes showed an increase in students' reflective awareness. They not only understood the concept of bullying but also reassessed their attitudes and actions toward their peers. The self-reflection activities integrated into the teaching material triggered students' moral awareness to review their daily behavior. This finding was consistent with (Yuniarsih & Hidayat, 2024), who asserted that the cultivation of anti-bullying values through moral education fostered self-awareness and social empathy because students learned to understand humanitarian values and their responsibility toward others through reflection and value internalization.

Several students wrote in their reflection journals that they had begun to realize the importance of respecting others' feelings and avoiding words that might hurt. The teacher mentioned that this learning experience was unique because it encouraged students to "look within themselves" before judging others. This result was supported by (Darwin et al., 2024), who showed that Project-Based Learning in character education effectively encouraged continuous self-reflection, ensuring that moral values were not only understood cognitively but also internalized and manifested in real actions. The reflective process became an indicator of the success of the affective dimension in Deep Learning-based instruction, as it cultivated students' spiritual and social consciousness rooted in humanitarian values.

### **Students' Empathetic and Collaborative Attitudes**

During the project phase, students collaborated to create a social campaign titled “Stop Bullying Now.” Group collaboration fostered an atmosphere of empathy and mutual respect. Observations showed that students who were initially passive became more open to others' opinions. Some students even admitted that through the project, they learned to understand victims' feelings and tried to prevent bullying in their school environment. This finding aligned with (Rejekiningsih et al., 2024), who demonstrated that digital media and interactive campaign activities could enhance social empathy and encourage positive collaboration among students, as they actively engaged in contextual communication and social action.

The teacher assessed that the project activities not only strengthened cooperation but also built genuine social concern. The outputs produced—such as posters, short videos, and digital campaigns served as concrete evidence of students' moral engagement. This result was also in line with (Wardi et al., 2025), who explained that project-based collaborative learning played a key role in strengthening students' social-emotional competencies because it encouraged them to interact, empathize, and make moral decisions collectively. Therefore, the “Anti-Bullying” teaching material effectively developed empathetic and collaborative attitudes through authentic learning experiences that nurtured humanitarian values and social responsibility.

### **Discussion**

#### **Strengthening Conceptual Understanding through Deep Learning**

The research findings indicate that Deep Learning encouraged students to comprehend the conceptual meaning behind bullying phenomena rather than memorizing definitions. This result aligns with (Artha et al., 2025), who stated that meaningful learning involves higher-order cognitive processes and the ability to connect concepts with real-world contexts. It also supports (Puspawati et al., 2025), who reported that project-based learning increased cognitive engagement because students learned through exploration and direct experience.

#### **Development of Reflective and Moral Awareness**

The reflective dimension that emerged during the learning process demonstrates the internalization of moral values. Based on Vygotsky's theory of social constructivism (Payong, 2020), awareness grows through social interaction and dialogic processes. This was evident when students discussed the emotions of both victims and perpetrators of bullying and then wrote personal reflections on their own roles. This result reinforced the study by (Setiyowati et al., 2024), which found that Project-Based Learning fostered moral awareness and social responsibility because learners were directly involved in solving real problems.

Furthermore, the reflection activities aligned with the concept of metacognitive awareness described by (Anderson & Krathwohl, 2001). Students learned to recognize the values and consequences of their actions, which represented the essence of mindful learning within the Merdeka Curriculum (Kemendikbudristek, 2025).

### **Fostering Empathy through Project-Based Learning**

The project results demonstrate that collaboration within PjBL served as an effective means to build empathy and solidarity. This finding supports (Rediani et al., 2024), who stated that project-based activities enhance students' character and creative thinking skills, including empathy and teamwork. (Hayyin et al., 2025) also found that interactive counseling and group discussions were highly effective in increasing students' empathy toward the dangers of bullying, especially among those who were initially unaware of its impact.

In this research context, students learned to understand victims' perspectives through the creative process of developing social campaigns. This situation strengthened (Lickona, 1991) theory that character education becomes effective when students experience and practice moral values in real actions. Therefore, the integration of Deep Learning and PjBL not only nurtures conceptual understanding but also builds moral awareness and social empathy, which are central to the Pancasila Student Profile.

### **Theoretical and Practical Implications**

Theoretically, these findings strengthen constructivist and Deep Learning frameworks emphasizing the importance of cognitive, affective, and social engagement in the learning process. The results indicate that project- and reflection-based learning experiences not only develop knowledge domains but also enrich students' moral consciousness. Thus, the integration of Deep Learning and Project-Based Learning can be viewed as a conceptual model for developing character-based teaching materials, particularly those aimed at preventing bullying in schools. Student-centered learning grounded in self-reflection proves more effective in internalizing humanitarian values than purely cognitive approaches.

Practically, this study provides tangible contributions for educators and curriculum developers in implementing the Ministry of Education Regulation (Permendikbudristek) Number 46 of 2023 on the Prevention and Handling of Violence in Educational Institutions (PPKSP). The "Anti-Bullying" teaching material developed through Deep Learning and PjBL has proven to be an educational medium for instilling values of humanity, empathy, and social responsibility. This model can be replicated in other schools with local contextual adaptations, especially to strengthen the dimensions of the Pancasila Student Profile emphasizing faith, cooperation, and critical reasoning. Moreover, the findings can serve as a basis for teachers in designing project-based learning activities related to social issues in students' environments, so that character education becomes more contextual and transformative rather than normative.

## **CONCLUSION**

The findings of this study showed that the "Anti-Bullying" teaching material developed through the Deep Learning approach and the Project-Based Learning (PjBL) model was effective in improving students' conceptual understanding, reflective awareness, and empathetic attitudes at SMA Negeri 21 Surabaya.

Students not only understood the concept of bullying cognitively but also developed social and moral sensitivity through authentic learning experiences. The implementation of this teaching material made Pancasila Education more meaningful, participatory, and grounded in the humanitarian values of justice and civility.

The implication is to provide awareness in order to overcome the impact of bullying for oneself, whether as a victim or perpetrator, and to have concern for the environment if bullying occurs and to socialize anti-bullying behavior among students. This teaching material serves as a reinforcement of the existing anti-bullying school program in order to handle bullying. References for developing further studies, offering solutions or models that can be tested and adapted to broader or different contexts.

Practically, this study provides recommendations for teachers and schools to utilize contextual teaching materials in preventing bullying behavior. Teachers are encouraged to integrate reflective activities and social projects into lessons on Pancasila values, enabling students to experience real character formation. Schools are also expected to support such learning initiatives through curriculum policies and school culture that promote empathy, collaboration, and respect for diversity. Future research may explore the effectiveness of this model at different educational levels or by using mixed-method approaches to enrich the validity of the findings.

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