

School Climate and Bullying Prevention A Civic Education Perspective

Siska Damayanti^{1✉}, Karim Suryadi², Sri Wahyuni Tanshzil³

(1,2,3)Program Studi Pendidikan Kewarganegaraan, Universitas Pendidikan Indonesia

✉ Corresponding author
siskadamayanti29@upi.edu

Abstrak

Persoalan perundungan masih menjadi perhatian serius dalam bidang pendidikan. Penelitian ini mengkaji teori iklim sekolah dan perannya dalam pencegahan perundungan, serta bagaimana prinsip-prinsip Pendidikan Kewarganegaraan dapat berkontribusi dalam menciptakan iklim sekolah yang positif. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur. Tujuan dari studi literatur ini adalah untuk mengidentifikasi elemen-elemen kunci iklim sekolah yang efektif dalam mengurangi perundungan dan mengeksplorasi integrasi Pendidikan Kewarganegaraan sebagai alat untuk memperkuat perilaku sosial yang konstruktif di kalangan siswa. Hasil kajian menunjukkan bahwa iklim sekolah yang ditandai dengan keamanan, dukungan emosional, dan hubungan interpersonal yang sehat dapat secara signifikan mengurangi frekuensi dan dampak perundungan. Selain itu, Pendidikan Kewarganegaraan berperan penting dalam membangun kesadaran sosial siswa, mempromosikan nilai-nilai kebajikan, dan meningkatkan partisipasi mereka dalam upaya pencegahan perundungan. Pendidikan Kewarganegaraan membantu siswa memahami hak dan tanggung jawab mereka, yang selanjutnya mendorong pembentukan lingkungan sekolah yang inklusif dan mendukung.

Kata Kunci: *Iklim Sekolah, Pencegahan Perundungan, Pendidikan Kewarganegaraan*

Abstract

Bullying remains a significant issue within educational environments, often disrupting students' developmental and educational experiences. This research examines the theory of school climate and its role in bullying prevention, as well as how the principles of Civic Education can contribute to creating a positive school climate. The study employs a qualitative approach using a literature review method. The aim of this literature review is to identify key elements of an effective school climate in reducing bullying and to explore the integration of Civic Education as a tool to enhance constructive social behavior among students. The findings indicate that a school climate characterized by safety, emotional support, and healthy interpersonal relationships can significantly reduce the frequency and impact of bullying. Additionally, Civic Education plays a crucial role in building students' social awareness, promoting virtues, and increasing their participation in bullying prevention efforts. Civic Education helps students understand their rights and responsibilities, thereby fostering the development of an inclusive and supportive school environment.

Keyword: *School Climate, Bullying Preventing, Civic Education*

INTRODUCTION

Bullying in schools remains a troubling issue, affecting student well-being, academic performance, and the overall school climate. Despite various interventions, the persistence of bullying in schools necessitates a deeper examination of preventive measures. The rapid development of technology has shifted bullying patterns to the cyber realm, making bullying not only a direct physical or verbal issue but also prevalent in cyberspace or social media (Damayanti,

Nanggala, et al., 2023). Issues such as bullying attract broad attention, especially due to the severe consequences that can impact the psychosocial development of children and adolescents. As highlighted by research from Amelia et al. (2022), bullying has serious effects, including negative impacts on individuals' physical and mental health. Studies in modern countries like South Korea and Japan indicate that high levels of bullying contribute to high absenteeism rates due to students feeling unsafe at school. Furthermore, a study in the Netherlands by Bannink et al. (2014) revealed that bullying could have fatal consequences, severely affecting victims' mental health and leading to overall health decline and even suicide. This challenge encompasses aspects of character formation, injustice, social interaction, and psychological well-being. Hence, bullying is not just an individual problem but reflects broader issues of inequality, injustice, and disharmony in the environment.

One theoretical framework gaining attention in addressing bullying is the concept of school climate. School climate includes the quality and character of school life, encompassing interpersonal relationships, teaching and learning practices, organizational structure, and environmental factors (Bradshaw et al., 2014). Understanding and improving school climate is considered crucial in creating a safe and supportive school environment that can prevent bullying. In the context of this research, the integration of educational perspectives, specifically Civic Education, is relevant in shaping ethical behavior aligned with a positive school climate and bullying prevention.

Previous studies have explored the impact of school climate on various aspects of student behavior and school safety. Research indicates that a positive school climate, characterized by programs promoting respectful relationships, student engagement, and a supportive learning environment, can significantly reduce bullying incidents (Wang et al., 2013). A review focusing on safety, relationships, teaching and learning, institutional environment, and school improvement processes as forms of school climate reform conducted by Thapa et al. (2013) contributes to bullying reduction. Additionally, research in the United States shows that interventions focusing on improving school climate, such as restorative practices and social-emotional learning programs, demonstrate potential in reducing bullying behaviors (Gregory et al., 2015).

Civic Education not only aims to cultivate politically responsible citizens, but also has significant potential in promoting a conducive school climate through the inculcation of moral and ethical values, which can play a crucial role in preventing bullying. This study focuses on the perspective of Civic Education, as previous research often overlooks its role in shaping the ethical dimensions of school climate. Civic Education, with its emphasis on civic virtues, moral reasoning, and ethical behavior, provides a foundational framework for addressing bullying from a citizenship perspective. One crucial responsibility in the Civic Education curriculum is to produce academically intelligent, responsible, and ethical individuals.

Data from the National Survey of Children's and Adolescents' Life Experiences (SNPHAR) in Indonesia in 2018 reported that two out of three adolescents aged 13-17 had experienced at least one incident of violence in their lives. It was also noted that 3 out of 4 children or adolescents reported that the perpetrators were their peers. Furthermore, around 45% of 2,777 surveyed adolescents reported experiencing cyberbullying or online bullying. According to data from the Ministry of Women's Empowerment and Child Protection (KPPPA), by 2023, there were approximately 18,000 cases of violence, with children and adolescents being the most significantly affected age group.

In the current situation, the urgent need to develop individuals who are responsible and caring towards others becomes increasingly apparent. Pancasila Education is considered a relevant solution to this challenge. Pancasila Education is viewed as a synchronization of knowledge systems aimed at developing children's capacities or opportunities so that they can have civic intelligence, civic participation, and civic responsibility in the context of moral and national civilization. The focus of Pancasila Education is to shape citizens with transformational and participatory capabilities (Nanggala & Damayanti, 2023; Winataputra & Budimansyah, 2012).

Although there is a growing body of literature on the benefits of integrating Civic Education into broader educational practices, such as studies by Usmaedi et al. (2021) stating that bullying prevention is optimized through Pancasila Education coordinated well by Guidance Counseling

(BK) teachers and a supportive school climate, specific application in the context of bullying prevention through the lens of school climate remains underexplored. Current literature reveals a gap in understanding how Civic Education principles can be effectively integrated with school climate strategies to prevent bullying. Most existing studies treat school climate and Civic Education as separate constructs without exploring their combined potential to create an environment that naturally prevents bullying by fostering ethical and responsible behavior among students.

Therefore, this literature review aims to address the identified gap by investigating how theoretical principles of school climate can be aligned with Civic Education to prevent bullying. The primary research question guiding this review is: How can the integration of school climate theory and Civic Education principles enhance bullying prevention efforts in schools? This review aims to provide new insights into developing a comprehensive bullying prevention framework that leverages the synergy between school climate and Civic Education.

METHODS

This research utilizes a literature review method to examine school climate theory in the context of bullying prevention from the perspective of Civic Education. Data collection involved systematically searching various written sources, including journals, scientific articles, and relevant books. This method was chosen to address the research questions by synthesizing knowledge from diverse sources to provide a comprehensive overview of the topic under study. Additionally, this approach enables an in-depth understanding of the role of school climate in preventing bullying and how Civic Education can contribute in this context.

Data collection was conducted through systematic literature searches in academic databases such as Google Scholar, PubMed, ERIC, and JSTOR. The searches focused on keywords such as "school climate," "bullying prevention," "civic education," and "educational environment." Moreover, the bibliographies of the identified articles were reviewed to identify additional relevant sources. Each article and document found was then screened based on predefined inclusion criteria, such as topical relevance and research quality.

To enhance methodological transparency, the selection of articles in this research followed a rigorous process. The inclusion criteria selection were based on the following factors: (1) Topical relevance, and (2) Quality of research. The article had to directly address school climate, bullying prevention, and civic education. As well as the quality of literature sources, determined through peer review and publication in reputable academic journals.

Subsequently, data analysis employed the Miles and Huberman (2014) data analysis method involving three main stages: (1) Data reduction, which included selecting, focusing, simplifying, and transforming raw data from the collected literature. Relevant data were then coded and summarized to identify patterns and main themes; (2) Data display, which involved summarizing and presenting data to visualize relationships among identified themes; (3) Conclusion drawing/verification, where the presented findings were further analyzed to develop a deeper and comprehensive understanding of the role of school climate in bullying prevention. Conclusions were drawn based on identified patterns and themes, verified through data triangulation from various literature sources.

Certainly, there are limitations in this study, including the potential for bias in source selection due to the availability of literature that may not be accessible, which could inadvertently result in the exclusion of relevant literature that should have been included in this research. For example, journals published in languages other than English or lesser-known journals.

RESULTS AND DISCUSSION

Results

The Impact of School Climate on Bullying Prevention

The concept of school climate plays a key role in efforts to improve the quality of education and the well-being of all school community members, particularly students. This theory encompasses the overall atmosphere in schools, including aspects such as norms, values, interactions between students and staff, safety, parental involvement, and communication

patterns. Findings from the literature indicate that a positive school climate can significantly reduce bullying incidents.

The National School Climate Council (2007) defines school climate not only influenced by formal policies or written rules but also by day-to-day experiences perceived by school community members. This includes the dynamics of interpersonal relationships, accepted or expected interaction styles, and how school values and goals are reflected in daily practices within the learning environment. A positive atmosphere in schools not only creates a supportive environment but also provides a solid foundation for the growth and necessary learning for the younger generation. This encompasses norms, values, and expectations that promote social, emotional, and physical safety, as well as active participation and appreciation for all individuals. Collaboration among students, families, and educators is key to realizing a shared vision for the school, while educators play a crucial role in demonstrating the importance of meaningful and satisfying learning. The entire school community plays a role in maintaining school operations and its physical environment (Nasiton & Syaf, 2018; Thapa et al., 2012, 2013). Thus, existing literature shows that a positive school climate plays a critical role in reducing bullying incidents

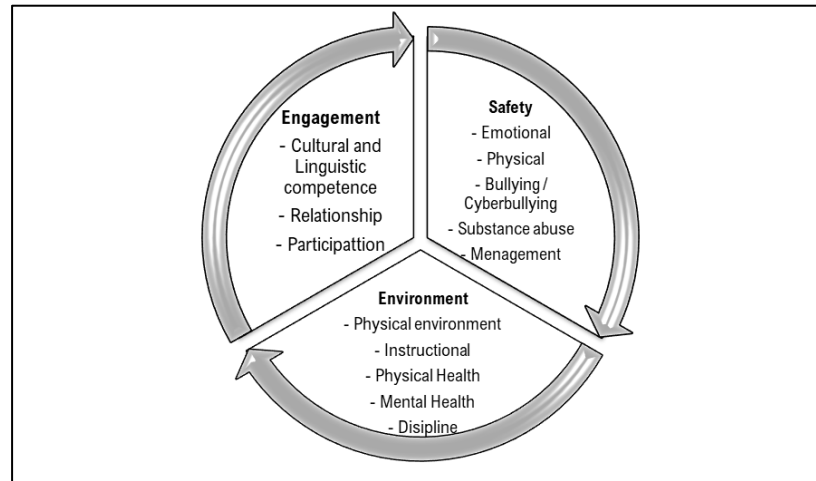
In line with T. Pickeral's definition (2009), school climate includes the overall atmosphere in schools that affects how students, staff, and other school community members feel and interact with each other. This can include aspects such as safety levels, social support, respect, fairness, and student involvement in the learning process. Other research reveals that in schools where students perceive a well-structured system, fair discipline practices, and positive teacher-student relationships, there tends to be reduced instances of deviant or disruptive student behavior, which includes bullying behavior. This is further enhanced by parental involvement, as academic achievement is supported by the role of parents (Gregory A et al., 2011). Students tend to be more active in bullying behaviors when they experience an unhealthy school climate. For example, when students feel that their school environment is filled with conflict, injustice, lack of friendliness, and insufficient support.

Furthermore, research examining the relationship between bullying, school climate, and student behavioral risks by (Klein et al., 2012) focuses on the connection between bullying, school climate, and student behavioral risks, providing deeper insights into how the school environment can influence student behavior. This study examines three key indicators: the prevalence of bullying and teasing, aggressive attitudes, and students' willingness to seek help. The first indicator, the prevalence of bullying and teasing, measures how often students experience or witness demeaning and intimidating behavior at school, which is a common form of bullying. The second indicator, aggressive attitudes, evaluates the extent to which students tend to display violent or hostile behaviors, either as perpetrators or victims of bullying. The third indicator, students' willingness to seek help, assesses how comfortable and confident students feel in seeking support from adults or peers when facing bullying situations. These findings are supported by previous research (Battistich & Horn, 1997; Centers for Disease Control and Prevention, 2009), which emphasizes that a positive school climate is a protective factor and a crucial asset in reducing the risk of deviant behaviors among students. In other words, a supportive school environment can play a key role in minimizing bullying behaviors and encouraging more positive and constructive behaviors among students.

The theory of school climate has a close relationship with efforts to prevent bullying in school environments. Bullying prevention approaches often consider how school climate can influence the occurrence of bullying. A comprehensive school climate that is positive, inclusive, and safe has been shown to reduce the risk of bullying. Research by Wang et al. (2013) at the University of California in 2013 supports this view by finding that a more conducive school climate can reduce bullying behavior, known as bullying in schools. According to Cixing Wang, a comprehensive school climate is measured through four main components: (1) Safety, which includes rules and norms, as well as physical and social-emotional aspects that provide a sense of security at school; (2) Teaching and learning, which involves support for students and social learning and citizenship development; (3) Interpersonal relationships, which involve appreciation for diversity, as well as social support from staff and among students; and (4) Institutional environment, which includes school involvement and physical conditions around the school. According to the indicators of school climate mentioned above, the US Department of Education (USDoe) identifies three main aspects in the school climate

domain: (1) Engagement, which includes recognition of diversity and participation of all school community members; (2) Safety, which includes social-emotional and physical safety, as well as safety from drug abuse; and (3) Environment, which includes physical, academic, health, and discipline aspects (Bradshaw et al., 2014).

Figure 1. USDOE Safe and Supportive Schools Model of School Climate



From the above description, this review identifies several gaps in the literature. While previous research has extensively explored the general effects of school climate on student behavior and the entire school community, this study will focus on examining how specific elements of school climate interact with Civic Education to prevent bullying. The gaps identified through this literature review suggest that future research should more explicitly explore the relationship between school climate and Civic Education. A better understanding of how the moral and ethical principles of Civic Education can be applied to naturally create a bullying-preventive school environment is highly necessary. Additionally, research should consider how Civic Education can enhance student participation in maintaining a positive school climate and promote responsible and ethical behavior, both inside and outside the classroom.

Therefore, managing and maintaining a positive school climate is not just the responsibility of the school but also a crucial investment in creating a safe, inclusive, and supportive learning environment that effectively reduces bullying incidents and promotes positive social-emotional development among students. In the context of the importance of a positive school climate in bullying prevention efforts, it is important to recognize that a safe, inclusive, and supportive school environment not only creates an optimal learning place but also serves as a solid foundation for overall student well-being. Through the implementation of comprehensive school climate components such as safety, inclusive teaching, positive interpersonal relationships, and supportive institutional environments, schools can reduce bullying incidents and foster positive social-emotional development among students.

Contribution of Civic Education to Positive School Climate

Research indicates that Civic Education plays a crucial role in cultivating ethical and responsible student behavior, which is a key element of a positive school climate. Civic Education serves as an appropriate tool to realize the goals expected by a nation, holding a central role in developing ethics and awareness of responsibility towards society in each individual (Khairunisa & Damayanti, 2023). Conceptually, values education is an integral part of overall education. In the context of Civic Education, which is rich in social values, values education encompasses the substance and process of developing patriotism values, such as love for the homeland and respect for national heroes, to nurture intelligent and good citizens (Wahab & Sapriya, 2011; Winataputra & Budimansyah, 2012). This review highlights how Civic Education functions as a tool for developing patriotism and good character values in students. However, the review indicates the

presence of unexplored potential regarding the integration of Civic Education and bullying prevention specifically. Nevertheless, discussions on the development of positive character have been frequently addressed, where character development is also part of the prevention of bullying behavior.

Civic education is a highly important subject, especially in relation to the moral decline in the modern era. One of the orientations of civic education is to educate, prepare, and develop students' behavior to ensure they possess good character (Damayanti, 2024). Consistent with research by Amri (2022), early Civic Education results in generations of positive-character citizens as expected by the nation, young generations characterized by positive characters. Teaching Civic Education at an early age not only provides knowledge about civic values but also develops attitudes, values, and behaviors that align with the social and moral norms expected of future generations. Thus, integrating Civic Education into the school curriculum can be a strategic step toward building a positive school climate, where students not only learn academically but also acquire skills and values essential to becoming responsible and ethical citizens.

Research by Usmaedi et al. (2021) suggests that through character education within Civic Education, significant roles in optimizing bullying prevention efforts involve shaping student character and helping them understand and fulfill their rights and responsibilities as good, intelligent, skilled, and responsible citizens. The importance of the school environment, family, and community in this regard is to prevent the recurrence of bullying behavior by providing consistent support and building positive values. Furthermore, through Civics teachers as in research by Arizanti (2018), Civic Education aims to develop a deep understanding and strong awareness of the nation. This includes attitudes and behaviors that love the homeland, rooted in the nation's culture, deepen insights into the archipelago, and enhance national resilience among the nation's next generation. Through this education, they not only learn but also master important knowledge to maintain and strengthen the national foundation. The role of Civics teachers in dealing with bullying behavior is crucial because teachers have deep experience in understanding student characters through their competence as Civics teachers, which is key to providing effective guidance when students face problems.

Furthermore, according to research by Shumer et al. (2012), through service learning, the integration of Civic Education significantly positively influences character development. Effective learning occurs when service and morality principles, as well as knowledge, are interconnected, and skills acquired directly relate to the actions of individuals involved. This research shows that integrating Civic Education into service learning can significantly impact student character development. Effective learning occurs when service and morality principles are combined with knowledge, so that students' acquired skills are not only theoretical but also directly related to their actions in society. In the context of a positive school climate, this approach encourages students to become responsible members of society who care about their surroundings.

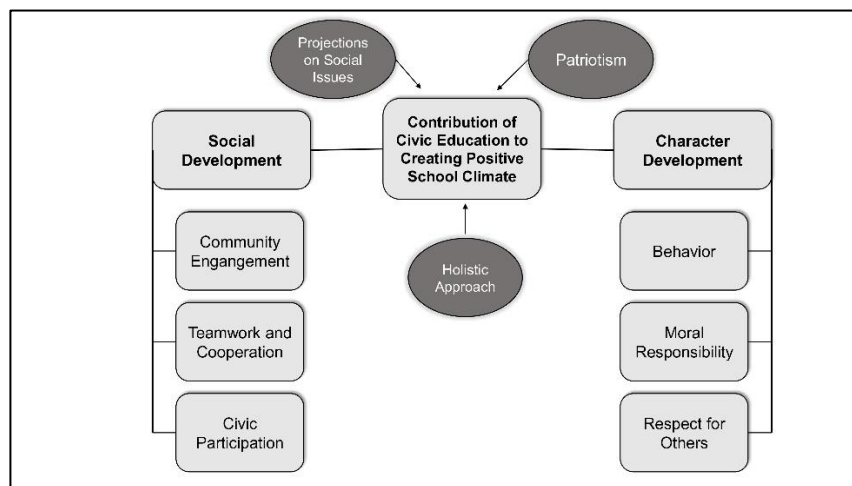
In the context of cyberbullying, research by Damayanti et al. (2023) suggests that through project-based Civic Education, students can develop contextual analysis skills, communication skills, and problem-solving abilities. For example, using infographics that present key data and facts about cyberbullying can enhance awareness among students, parents, and teachers. Similarly, using videos that feature real stories, interviews with experts, and scenarios can provide understanding of cyberbullying and why it is dangerous. Therefore, this research indicates that through Civic Education, not only enriches students' learning experiences but also helps create a positive school climate by raising awareness of important social issues such as cyberbullying.

In creating an enjoyable learning climate, Civic Education learning can also be conducted through brain-based learning approaches, as research by Damayanti & Suryadi (2024) indicates. The results of this study show that implementing this approach in Civic Education successfully creates a fun learning environment, motivates students, and enhances understanding and appreciation of Pancasila values. This research mentions that brain-based learning involves organizing brain performance activities to optimize students' brain functions and utilize principles of neuroscience. Through teachers' knowledge of the importance of understanding the brain, Civic Education learning can be conducted with simple yet effective results that stimulate student growth

and development. These results bring positive changes to student character and support educational goals that include cognitive, affective, and psychomotor aspects.

Integrating Civic Education in the school context is not only about enriching understanding of civic values but also serves as a solid foundation in building responsible, ethical, and caring student characters towards their surroundings. Through a holistic approach and projections on social issues such as cyberbullying, this education not only teaches but also encourages students to apply these values in everyday life. The following is an overview of how civic education contributes to a positive school climate, especially in the context of preventing bullying:

Figure 2. Contribution of Civic Education to Creating a Positive School Climate



Thus, Civic Education plays an essential role in fostering young citizens who are ethical, responsible, and of strong character by promoting values of patriotism, love for the nation, and respect for others, which are introduced early to shape an intelligent and well-mannered younger generation. These aspects form the key elements in creating a positive school climate.

Discussion

The problem of bullying is clearly at odds with the concept of an ideal school. An ideal school should encompass three main aspects: health, comfort, and safety. The role of a school extends beyond intellectual development to include emotional, spiritual, social, and environmental aspects. In school, students should have the opportunity to grow and develop together. Therefore, bullying behavior needs to be prevented as early as possible to avoid perpetuating a cycle.

Research confirms that a positive school climate is crucial in preventing deviant behaviors, including bullying. Elements such as student engagement, staff support, and school safety significantly contribute to reducing bullying behavior. Clear and consistent school policies also play a role in creating a safe and supportive environment. It is important to note that creating a positive school climate requires collaborative efforts among students, teachers, staff, and school management.

Civic education, as one of the foundations of a positive school climate, strengthens schools by instilling values that support good social behavior. This education equips students with skills and knowledge to interact positively within their school community. By understanding their rights and responsibilities as school citizens, students are more likely to appreciate differences and contribute to creating an inclusive and supportive environment.

This aligns with principles and specific plans for developing national culture and character, which ultimately lead to preventing deviant behaviors, including bullying. These principles must be sustained through all subjects, particularly through Civic Education. In daily school activities, self-development programs can be conducted as follows: (1) Regular activities carried out consistently in schools, such as communal prayers, greetings, hygiene checks, etc.; (2) Spontaneous activities, corrected by teachers when inappropriate behavior needs immediate correction; (3) Role modeling,

where teachers demonstrate positive behavior first and become good role models; (4) Conditioning, where the school supports activities reflecting cultural values and national character traits (Zakiyah & Rusdiana, 2014).

These practices are consistent with school climate theory, which emphasizes the importance of creating a positive and supportive school environment as a key factor in preventing bullying. According to school climate theory, a positive environment is shaped by strong norms, values, and interpersonal relationships, including safety, supportive teaching and learning, healthy student-staff relationships, and conducive physical environments (Wang et al., 2013). By integrating Civic Education values into daily activities, schools can strengthen this positive climate. For example, routine activities such as communal prayers and hygiene checks help establish supportive norms. Spontaneous activities, such as addressing misconduct directly, help maintain discipline and positive norms. Teacher role modeling provides behavioral examples for students to follow, while conditioning the school as a supporter of cultural values builds a safe and inclusive environment. All of these contribute to creating a supportive and safe school climate that effectively prevents bullying and promotes positive character development in students.

Research by (Untari & Setiawati, 2020) suggests that educators in Civic Education must: 1) Have specialized skills in guiding focus on developing attitudes and behaviors, involving students in activities that foster discipline such as extracurricular activities, group prayers, congregational prayers, punctuality and other activities. 2) Play a pioneering moral role by applying ethical values to students in the school environment. This action can be realized through an approach to teaching materials, such as including concepts of simplicity and democracy. The inculcation of moral values to students involves concrete actions, such as showing ethics in communication, appreciating the views of others, and avoiding coercion during discussions. 3) Positive Role Models: In the context of anti-bullying efforts, exemplary behavior in English can be exemplified through individuals who consistently demonstrate positive qualities and behaviors that others can emulate. These individuals often exhibit traits such as empathy, respect, integrity, and inclusivity in their interactions. For instance, a teacher who consistently promotes kindness and understanding in their classroom serves as a positive role model, influencing students to adopt similar behaviors and attitudes towards bullying prevention. 4) Through the role of a communicator, Civic Education teachers act as friends as well as provide guidance to students facing problems. In giving advice, teachers should pay attention to student situations, offer selectable options, allow students to make decisions, and encourage students to take responsibility for their choices.

This is in line with what is stated by (Komalasari & Saripudin, 2022) who mention that basically in efforts to face shifts in character challenges including bullying behavior, education is needed which is said to be a habit. This requires communities of character. In this context, the role of schools in shaping a positive school climate is so important. Furthermore, at the micro-level, one of the efforts or methods carried out through the integration of learning activities as core activities. Therefore, it is necessary to integrate learning models that meet the principles of living values education that meet the principles: (1) reflection grains, (2) imagination, (3) Exercise, (4) art expression, (5) self-development activities, (6) cognitive awareness and social justice, (7) cultural values.

Thus, the ideal approach and learning methods in bullying prevention are experiential-based. Experiential learning involves the formation of knowledge through reflection and processing of information from direct experiences experienced. Experiential learning is a continuous process in which individuals follow a cycle involving direct experience, reflection, thinking, and action. The appropriate learning techniques for this aspect of the learning model include group discussions and simulations for concrete experiences, journals and reflective essays for reflective observations, theory formation, and model making for abstract conceptualizations. Including field work, projects, games, simulations, and laboratory work (Arya, 2018).

Integrating the principles of Civic Education with school climate strategies can strengthen bullying prevention outcomes. This approach can facilitate a more holistic learning where students not only learn about rules and policies, but also about values and practices that support civil virtues and ethics. However, literature also shows that to achieve effective integration, curriculum adjustments, ongoing teacher training, and full support from all parties in the school environment

are needed. Moving on based on the characteristics of 21st-century learning as (Noor & Wangid, 2019) emphasizes the importance of constructive relationships between teachers and participants. Relationships based on mutual respect without fear promote a collaborative learning atmosphere, in line with the principles of 21st-century learning that emphasize collaboration. Good collaboration is considered a key to creating a fun learning experience.

21st-century learning focuses on the ability of human resources with characteristics such as creativity and innovation, critical skills, knowledge integration, information accessibility, communication and collaboration, appreciating differences of opinion, as well as lifelong education concepts (Hasibuan & Prastowo, 2019). Therefore, the integration of anti-bullying values in Civic Education learning is required according to the enjoyable 21st-century learning indicators.

In this study, findings show that not only interesting learning strategies and models or methods have proven effective, but also support from the school environment and community can create significant changes. This unique finding reinforces the concept that anti-bullying values are not only the responsibility of the class, but also involve the collaboration of all elements in the education community.

Therefore, these findings have practical and theoretical implications. Practically, schools should consider integrating Civic Education values more into all aspects of school activities, not just PKN classes, but also through various other school activities. This can help create a safer and more supportive school climate, which in turn can prevent bullying behavior. Theoretically, this research enriches the literature on school climate by providing additional evidence that integrating Civic Education into the school curriculum can strengthen positive interpersonal relationships and healthy social norms in the school environment.

However, there are some limitations to this research. Because the data collection method focuses on literature studies that can contain bias in research. The literature selection process can introduce selection bias, where more cited or more accessible research may be chosen more often than lesser-known or hard-to-find research. This can affect the diversity and representation of the reviewed study results. Also, the literature study method is limited to research and data that have been previously published. Therefore, there may be recent research or findings that have not been accessed or published at the time of the review, which can affect the completeness and relevance of the reviewed data. Thus, it is expected that further research will focus more on field research or experiments that directly test the relationship between Civic Education and school climate in specific contexts, providing stronger and contextual empirical data.

CONCLUSION

Overall, a positive school climate plays a crucial role in bullying prevention, and the integration of Civic Education principles can significantly strengthen these efforts. By applying PKN values across various aspects of school life, such as fostering a culture of respect, empathy, and responsibility, schools not only provide a safe environment from bullying but also build a robust foundation for the development of good character among students. Furthermore, schools that successfully cultivate a safe, inclusive, and supportive climate can minimize bullying incidents, often stemming from misunderstandings or lack of respect for differences. This contributes to creating a more positive learning atmosphere where every student feels valued, supported, and able to develop their social-emotional potential optimally. Over time, the effective integration of PKN principles in the curriculum and daily school activities also enhances students' engagement and commitment to their school community, yielding long-term positive effects on their attitudes and behaviors in addressing social issues both within and beyond the school environment.

Therefore, it is recommended that educators establish regular and open communication with students' parents to monitor students' holistic development and detect signs of deviant behavior, such as bullying. Through good collaboration between teachers at school and parents at home, bullying prevention efforts can be maximized.

Furthermore, this study has practical implications for educators, administrators, and students involved in the daily operations of schools in preventing bullying. It contributes to the literature by developing bullying prevention implementation strategies, including teaching strategies and best practices for creating a positive school climate. Future research is expected to

refine and improve the limitations of this study. Further studies should explore more deeply, using field research methodologies, the effectiveness of integrating school climate with Civic Education in preventing bullying. This should involve various stakeholders, including parents, the community, and local governments, to obtain a more comprehensive perspective.

REFERENCES

- Amri, S. (2022). The Effectiveness of Character Education through the Multicultural Approach in the Civic Education Subject Sarli Amri. *Jurnal Pendidikan Dan Konseling*, 4(5), 3273–3279. <https://doi.org/doi.org/10.31004/jpdk.v4i5.7114>
- Arizanti, S. (2018). Peranan Guru PPKN Dalam Menangani Perilaku Bullying Siswa Di SMPN 2 Tinambung Kec. Balanipa Kab. Polewali Mandar Provinsi Sulawesi Barat. Universitas Muhammadiyah Makassar.
- Arya, L. (2018). *Melawan Bullying: Menggagas Kurikulum Anti Bullying di Sekolah*. CV. Sepilar Publishing House.
- Battistich, V., & Horn, A. (1997). The Relationship Between Students' Sense of Their School As a Community and Their Involvement in Problem Behaviors. *American Journal of Public Health*, 87. <https://doi.org/10.2105/AJPH.87.12.1997>
- Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, S. L. (2014). Measuring School Climate in High schools: A focus on Safety, Engagement, and the Environment. *Journal of School Health*, 84(9), 593–604. <https://doi.org/10.1111/josh.12186>
- Centers for Disease Control and Prevention. (2009). *School connectedness: Strategies for increasing protective factors among youth*. Department of Health and Human Services.
- Damayanti, S. (2024). *Membangun Keadaban Warga Negara (Civic Virtue) Melalui Program Sekolah Ramah Anak dalam Mencegah Perundungan: Studi Kasus di SMP Negeri 29 Palembang (S2 Thesis, Universitas Pendidikan Indonesia)*.
- Damayanti, S., Nanggala, A., & Suryadi, K. (2023). Building Smart and Good Young Citizens Through Project-Based Learning in Civic Education as a Means of Preventing Cyberbullying in The Digitalization Era. *International Seminar Tulungagung University*, 113–124. <https://doi.org/10.36563/proceeding.v5i0.106>
- Damayanti, S., & Suryadi, K. (2024). Konstruksi Pembelajaran Pendidikan Pancasila Berbasis Pendekatan Brain-Based Learning dalam Mewujudkan Iklim Belajar yang Menyenangkan. *Didaktika: Jurnal Kependidikan*, 13(1), 693–706. <https://doi.org/10.58230/27454312.367>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2015). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325–353. <https://doi.org/10.1080/10474412.2014.929950>
- Gregory A, Cornell D, & Fan X. (2011). The relationship of school structure and support to suspension rates for black and white high school students. *Am Educ Res J*, 48(4), 904–934. <https://doi.org/10.3102/0002831211398531>
- Klein, J., Cornell, D., & Konold, T. (2012). Relationships Between Bullying, School Climate, and Student Risk Behaviors. *School Psychology Quarterly*, 27(3), 154–169. <https://doi.org/10.1037/a0029350>
- Komalasari, K., & Saripudin, D. (2022). *Pendidikan Karakter: Konsep dan Aplikasi Living Values Education*. Refika Aditama.
- Nasiton, I. N., & Syaf, A. (2018). Hubungan Iklim Kelas terhadap Motivasi Belajar Siswa SMK Abdurrah. *Psychopolytan (Jurnal Psikologi)*, 1(22), 98–110.
- Shumer, R., Lam, C., & Laabs, B. (2012). Ensuring good character and civic education: Connecting through service learning. *Asia Pacific Journal of Education*, 32(4), 430–440. <https://doi.org/10.1080/02188791.2012.741768>
- T. Pickeral, L. A. E. W. H. and D. H. (2009). *School climate guide for district policymakers and education leaders*. Center for Social and Emotional Education.
- Thapa, A., Cohen, J., D'alessandro, A. H., & Guffey, S. (2012). *School Climate Research Summary: August 2012*. National School Climate Center, 3, 1–21.

- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>
- Untari, A. D., & Setiawati, E. (2020). Strategi Guru PPKn dalam Mengantisipasi Kekerasan Pada Siswa. *Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 3(2), 185–200. <https://doi.org/10.47080/propatria.v3i2.993>
- Usmaedi, Sapriya, & Mualimah, E. N. (2021). Optimalisasi Pendidikan Kewarganegaraan dalam Mengatasi Perilaku Bullying Siswa Sekolah Dasar. *SUPREMASI: Jurnal Pemikiran, Penelitian Ilmu-Ilmu Sosial, Hukum Dan Pengajarannya*, 16(1), 100–107. <https://doi.org/10.26858/supremasi.v16i1.20405>
- Wahab, A. A., & Sapriya. (2011). *Teori dan Landasan Pendidikan Kewarganegaraan* (Riduwan & Rohmiyati, Ed.). Alfabeta CV.
- Wang, C., Berry, B., & Swearer, S. M. (2013). The Critical Role of School Climate in Effective Bullying Prevention. In *Theory into Practice* (Vol. 52, Issue 4, pp. 296–302). <https://doi.org/10.1080/00405841.2013.829735>
- Winataputra, U. S., & Budimansyah, D. (2012). *Pendidikan Kewarganegaraan dalam Perspektif Internasional (Konteks, Teori, dan Profil Pembelajaran)*. Widya Aksara Press.
- Zakiah, Q. Y., & Rusdiana, A. (2014). Pendidikan Nilai (Kajian Teori dan Praktik di Sekolah). In *Sistem Informasi Manajemen* (Vol. 1). CV Pustaka Setia.