



## Campaign Against Violence in SMA Negeri 4 Pangkalpinang City to Strengthen Social Ethics

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*The world of education faces various challenges in instilling ethical values. Data from the Indonesian Education Monitoring Network (JPPI) shows that there were 573 cases of violence in schools. Based on this figure, 40 percent were of the sexual type. In August 2024, there were 80 cases of violence against children in Pangkalpinang City. The purpose of community service is to provide students with an understanding of the prevention and handling of violence. This study introduces a novel approach in the field of ethics education and violence prevention by implementing a collaborative and participatory model involving students of Universitas Bangka Belitung and students of SMA Negeri 4 Pangkalpinang. The uniqueness of this initiative lies in its peer-based method, where students act not only as participants but also as agents of change, social role models, and motivators within their own communities. By shifting the traditional top-down model into a horizontal, peer-to-peer framework, the program fosters a more relatable and impactful learning process. Furthermore, this study goes beyond theoretical understanding by facilitating the development of a practical and sustainable output: a jointly formulated Standard Operating Procedure (SOP) for anti-violence campaigns in schools. This SOP serves as a long-term guideline for students and educators, promoting ethical awareness and preventive measures against violence. The*



*integration of peer education with institutional change represents a significant innovation in character education and civic engagement among youth.*

### Abstrak

Dunia pendidikan menghadapi berbagai tantangan dalam menanamkan nilai-nilai etika. Data Jaringan Pemantau Pendidikan Indonesia (JPPI) menunjukkan terdapat 573 kasus kekerasan di sekolah. Berdasarkan angka tersebut, 40 persennya berjenis seksual. Pada Agustus 2024, terdapat 80 kasus kekerasan terhadap anak di Kota Pangkalpinang. Tujuan pengabdian masyarakat ini adalah untuk memberikan pemahaman kepada siswa tentang pencegahan dan penanganan kekerasan. Penelitian ini memperkenalkan pendekatan baru dalam bidang pendidikan etika dan pencegahan kekerasan dengan menerapkan model kolaboratif dan partisipatif yang melibatkan mahasiswa Universitas Bangka Belitung dan siswa SMA Negeri 4 Pangkalpinang. Keunikan inisiatif ini terletak pada metode berbasis teman sebaya, di mana siswa tidak hanya berperan sebagai peserta tetapi juga sebagai agen perubahan, panutan sosial, dan motivator dalam komunitas mereka sendiri. Dengan menggeser model top-down tradisional menjadi kerangka kerja horizontal antarteman sebaya, program ini mendorong proses pembelajaran yang lebih relevan dan berdampak. Lebih lanjut, studi ini melampaui pemahaman teoretis dengan memfasilitasi pengembangan keluaran yang praktis dan berkelanjutan: Prosedur Operasi Standar (SOP) yang dirumuskan bersama untuk kampanye anti-kekerasan di sekolah. SOP ini berfungsi sebagai pedoman jangka panjang bagi siswa dan pendidik, yang mempromosikan kesadaran etika dan langkah-langkah pencegahan terhadap kekerasan. Integrasi pendidikan sebaya dengan perubahan institusi merupakan inovasi yang signifikan dalam pendidikan karakter dan keterlibatan warga negara di kalangan pemuda.

#### Kata Kunci:

1. Etika Sosial
2. Pendidikan Karakter
3. Kekerasan Pelajar

## 1. PENDAHULUAN

Violence in schools is a serious problem affecting the quality of learning and student well-being. Data from the Ministry of Education shows a 20% increase in school violence

over the past five years. Meanwhile, data from the Indonesian Education Monitoring Network (JPPI) recorded 573 cases of violence in educational settings in 2024, including religious-based schools. This compares to 91

cases in 2020, 142 in 2021, 194 in 2022, and 285 in 2023 (Zuhriyah, 2024)

Based on data from the JPPI, 31% of cases were related to bullying. Meanwhile, the most common type of violence in educational settings in 2024 was sexual violence, accounting for 42% of the total cases. The remaining cases were physical violence at 10%, psychological violence at 11%, and discriminatory policies at 6% (Zuhriyah, 2024). Data on cases of juvenile delinquency and violence against children from January to August 2024 reached 80 cases in Pangkalpinang City (Aprionis, 2024).

These data illustrate how the complexity of violence in school environments is not adequately addressed by any single party. Moreover, violence has complex impacts, not only affecting victims physically and psychologically, but also disrupting the teaching and learning process and creating an uncondusive environment. Verbal violence, such as insulting and demeaning remarks, is imprinted in

people's memories, especially in school children, and then impacts their lives. Over time, it becomes more severe and leads to negative views and behaviors in children. Children who frequently experience verbal violence lose their self-confidence. It can even lead them to become angry, shy, or even arrogant in their social lives. The dangerous impact is that if a child experiences violence, he will tend to plan to take revenge, and this will affect the way he socializes (Aswasulasikin et al., 2022).

The government has implemented efforts to prevent violence in schools through Ministerial Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units. However, it requires commitment from all parties to create a welcoming and anti-violence educational environment. One effort that can be implemented is educating students to recognize and comprehensively understand what constitutes and indicates violence.

An understanding of forms of violence is inseparable from how a nation's fundamental values are built. In universities, there is a course called Pancasila Education. Through this course, students are taught social ethics related to how to avoid violent behavior. Furthermore, the question is whether the knowledge they gain can be disseminated to the general public, especially outside the university.

## 2. METHOD

Pancasila education is one of the instruments of the anti-violence education approach in schools. At the state university level, Pancasila values not only teach ideological theory and concepts, but also implement Pancasila ideology in the development of science from the perspective of Generation Z in the digital era (Zahri et al, 2024). The use of digital media for Generation Z, especially students, is considered capable of fostering a spirit of unity (Zahri, 2022). This value of unity serves as the foundation for

establishing collaborative education implementation regarding the issue of anti-violence education in schools. The implementation of strengthening social ethics through anti-violence education in the school environment of SMA Negeri 4 Pangkalpinang involved 90 students divided into three classes in grade 10. Meanwhile, there are 15 students of Universitas Bangka Belitung who are divided into three groups.

*first*, providing students with the values of Pancasila as an ethical system. This material is linked to the concept of social ethics that aligns with the Ministry of Education, Culture, Research, and Technology's program regarding the task force on violence in educational environments. Students are guided to formulate current topics related to anti-violence education. Once students have developed current topics, they then follow up with programmed social actions under the guidance of their lecturers.

*Second*, once a current issue has been deemed worthy of an

activity based on the lecturer's assessment, the students communicate with their partners, in this case, SMA Negeri 4 Pangkalpinang City. Based on this communication, an agreement can be reached on the time and target participants.

*Third*, the activity is carried out in the selected classroom. Students, accompanied by lecturers, deliver material on anti-violence education. After the presentation, an evaluation is conducted using a learning reflection.

Students of Universitas Bangka Belitung and Students of SMA Negeri 4 Pangkalpinang filled out the evaluation instrument in the form of learning reflections as follows:

Table 1. Learning Evaluation Instrument

assessment	description
Questionnaire on Ethical Understanding and Attitudes	measure participants' understanding, attitudes, and perceptions related to violence and ethical values before and after the program.
Observation Rubric for Collaborative Learning Process	assess participants' engagement and interaction during learning activities

Product Rubric (Anti-Violence SOP Document)	Assessment	evaluate the quality and applicability of the Standard Operating Procedure (SOP) created by participants.
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The evaluation instrument was created with a value scale of 1-5, with the explanation that the lower the number checked, the more ineffective the collaborative and participatory learning results are.

### 3. Results and Discussion

#### Results

The results of the community service implementation at SMA Negeri 4 Pangkalpinang City were carried out on Wednesday, October 30, 2024, as follows:

Table 2. Implementation

Activities	Speaker	Partisipanct
Socialization of the Important Role of Self-Awareness of the Importance of Preventing Physical Violence	Accounting Student	30
Socialization of Prevention of Sexual Violence Against Teenagers	Management Student	30
Socialization of Anti-Verbal Violence in School Environments	Mining Engineering Student	30

Based on Table 2, the explanation is that participants provided interactive responses during the outreach. Various questions were asked regarding preventive measures that need to be taken to prevent violence in schools. Participants also actively responded to the material presented regarding body parts that should not be touched by everyone. The success indicators are as follows:

Table. 3 Succes Indicator Metrix

Indicator	Measurement Technique	Target	Data Source
Improved understanding of social ethics and violence prevention	Pre-test and post-test, interviews	≥ 75 % of participants show improvement	Test results, interview transcripts
Active participation in collaborative learning activities	Observation checklist, attendance records	≥ 78 % active involvement	Observation notes, attendance lists
Development of a practical output (Anti-Violence SOP)	Evaluation of SOP document, stakeholder feedback	SOP is completed and accepted by school	SOP document, school feedback
Effective communication among participants	Observation of discussions, facilitator assessment forms	Open and empathetic peer communication	Observation notes, facilitator reports
Growth in empathy and social responsibility	Role play, reflection essays, group discussions	Participants express empathy and solutions	Reflection documents, discussion

			summaries
Positive reception and adoption by the partner school	School statements, follow-up action plans	School integrates SOP in student programs	School documents, meeting minutes

Based on Table 3, it is evident that 68 out of 90 students from SMA Negeri 4 Pangkalpinang and 11 out of 15 students from Bangka Belitung University demonstrated an increased understanding of the anti-violence material studied collaboratively. Furthermore, 70 out of 90 high school students and 12 out of 15 university students were able to effectively engage in collaborative and participatory learning. As a partner institution, SMA Negeri 4 Pangkalpinang actively fulfilled its role and responsibilities in supporting the successful implementation of the learning outcomes.

### Discussion Anti-Violence Biased Meaning

Students of Universitas Bangka Belitung and Students of SMA Negeri 4 Pangkalpinang understand anti-

violence campaigns primarily as anti-bullying. Classroom discussions are more popular when the topic is anti-bullying. However, the two have different outcomes.

Anti-violence aims to reduce all forms of violence in human life. The impact is felt not only physically by victims, but also mentally, emotionally, and socially. Societies free from violence tend to be safer, more inclusive, and harmonious. Anti-bullying, on the other hand, focuses on the long-term impact of bullying on the mental and emotional well-being of victims, especially children and adolescents. Bullying can cause depression, anxiety, decreased self-confidence, and even lead to suicide. Therefore, the goal of anti-bullying is to create a safe environment for all individuals, especially in schools and youth communities.

This biased meaning makes collaborative and participatory learning focus on how each participant empathizes with the victim and serves as a reminder to themselves not to become

perpetrators. It fails to understand that everyone has a responsibility to create an environment free from violence in all forms.

### **The Effectiveness of Collaborative and Participatory Learning**

Students of Universitas Bangka Belitung and Students of SMA Negeri 4 Pangkalpinang are in a peer-to-peer environment. Communication in class and the material presented have no language gap. Consequently, there is a consistent flow of information regarding the forms of violence, categories of violence, and efforts to prevent violence.

In addition to the use of mutually understandable language, the relationship between the university and high school students fosters a close sibling relationship. This can be observed during discussions, where students continue to serve as role models for information providers.

### **Anti-violence campaign**

Anti-Violence Education can be explained in various ways. First, physical violence. This section emphasizes self-awareness. Once a

person is aware of their physical identity, they will recognize their strengths and weaknesses. This will help identify the potential and threats of physical violence they experience.



Figure 1.  
Implementation of Accounting Student Activities

In Figure 1, an Accounting student is presenting material in class about student self-awareness. Self-awareness is the knowledge or understanding of the reasons for one's own behavior or self-understanding. Student self-awareness is essential for maintaining the surrounding environment and needs to be developed through attitude learning. Patton explains that self-awareness is a trait within Emotional Intelligence. Therefore, at this point of awareness, EQ development can be assessed. The relationship to self-awareness is a sense of responsibility and courage (Kamariyah & Budiyono, 2020).

Fluerentin stated that developing a sense of responsibility and courage requires lifelong practice and has no end in sight. Self-awareness falls within the affective domain, but its realization involves cognitive and psychomotor domains (Kamariyah & Budiyono, 2020).



Figure 2.  
Implementation of Management Student Activities

**Second, Sexual Violence.** There are 15 types of sexual violence according to the National Commission on Violence Against Women. This classification is based on the results of monitoring cases that occurred between 1998 and 2019. Sexual harassment is one of the classifications of sexual violence. The National Commission on Violence Against Women defines sexual violence as sexual acts through physical or non-physical contact targeting the victim's sexual organs or

sexuality, including whistling, winking, sexually suggestive remarks, showing pornographic material, sexual desire, touching or poking body parts, movements or gestures of a sexual nature that cause offense, discomfort, feelings of humiliation, and behavior/actions that cause health and safety problems (Zahri et al., 2024)



Figure 3.  
Implementation of Mining Engineering Student  
Activities

**Third, Physical Violence.** Physical violence is a common occurrence in intimate relationships and can include acts of violence such as hitting, kicking, hair pulling, punching, or using other physical force to harm another person. This form of physical violence can cause physical injury, incite fear, and damage the emotional well-being of the victim. It is important to understand that physical violence in intimate relationships is socially unacceptable behavior and violates

human rights. Victims of physical violence in intimate relationships need support and protection, as well as access to resources that can help them recover from these dangerous situations. This issue requires serious attention from the surrounding community and authorities to address the negative impacts it causes (Surya et al., 2024).

**Fourth,** all students, a combination of Accounting, Management, and Mining Engineering students, presented the results of their outreach activities and the experiences they gained. As a result, the students gained a more comprehensive perspective on anti-violence education.

#### **Anti-violence, social ethics, and character education**

Social ethics refers to a set of principles or norms that govern individual behavior in society, aimed at creating harmonious relationships, mutual respect, and tolerance between individuals. Anti-violence campaigns can introduce these social

ethical values by emphasizing the importance of:

**Empathy:** Anti-violence campaigns encourage individuals to feel the suffering of others, both physical and emotional. By developing empathy, students are expected to reduce violent behavior and better appreciate differences within society.

**Social Responsibility:** This campaign teaches the importance of each individual having a sense of responsibility for their surroundings. Caring for victims of violence, both within the school and community, is part of the social ethics that need to be instilled in the younger generation.

**Tolerance and Respect for Differences:** In an increasingly diverse social context, it is important to teach the values of tolerance and mutual respect. Anti-violence campaigns encourage each individual to understand that differences should not be an excuse for violence or discrimination.

Ethical values and behavior are aligned with the social context in which human actions can be analyzed through relevant ethical decision-making as a consideration of behavior. This is because ethical values and principles are a response to real-life practices and human needs in society. Furthermore, by embracing the values of social responsibility, solidarity, and social benefit, social ethics stands as the foundation of a rational, moral, egalitarian, pluralistic, and democratic society based on human rights and dignity (Ulman, 2015).

Character education (Marzuki et al., 2024) is an approach aimed at developing moral and ethical values in individuals, including self-control, honesty, discipline, and responsibility. Anti-violence campaigns play a crucial role in fostering character education because they are closely linked to the development of these values, including :

**Respecting Human Dignity:** The anti-violence campaign fosters

awareness that every individual has dignity that must be respected. Through this campaign, students are taught to respect others, both in face-to-face interactions and online, thus building a character that is respectful and respects human rights.

**Self-Control:** One of the important values in character education is self-control, namely the ability to control emotions and actions, especially when facing conflict. The anti-violence campaign teaches how to resolve problems peacefully and not rely on violence as a solution.

**Cooperation and Solidarity:** Character education through the anti-violence campaign also emphasizes the importance of cooperation and solidarity in society. Students are taught to work together to create an environment free from violence and filled with mutual respect.

**Justice and Honesty:** One of the values emphasized in the anti-violence campaign is justice. Every individual should receive fair

treatment without discrimination. Furthermore, this campaign also encourages honesty in admitting mistakes and striving for self-improvement, both in personal and social relationships.

#### 4. CONCLUSION

Anti-violence campaigns have broad implications both in social practice and in educational theory. Generally, these campaigns aim to reduce and prevent violence, foster greater tolerance, respect for human rights, and develop positive character traits among individuals. The following is an analysis of the practical and theoretical implications of anti-violence campaigns. Practical implications include creating a safe and harmonious environment, strengthening social and emotional skills, improving the quality of character education, and strengthening the roles of parents and the community. Theoretical implications include developing character education theory, social

conflict theory, social learning theory, and social control theory.

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