

STRENGTHENING PEACEFUL CHARACTER THROUGH PANCASILA EDUCATION AS A BULLYING PREVENTION EFFORT AT WIDYA DHARMA JUNIOR HIGH SCHOOL

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ABSTRACT

The phenomenon of bullying in the school environment is a problem that requires serious attention, especially in the context of character formation of students. Strengthening the character of love of peace through learning Pancasila Education is seen as one of the preventive efforts to suppress this behavior. This study aims to analyze the strengthening of the peace-loving character in learning Pancasila Education as an effort to prevent bullying in students at Widya Darma Junior High School Surabaya. This study uses a qualitative approach with a case study method. Data was obtained through in-depth interviews with Pancasila Education teachers, vice principals, and students, as well as observation and documentation during the learning process. The results of the study show that strengthening the character of peace love is carried out through the integration of Pancasila values in learning materials, the application of the Project Based Learning (PjBL) model, the use of contextual media, and attitude assessments in a sustainable manner. The approach encourages students to respect differences, build dialogue, and resolve conflicts peacefully, thus contributing to minimizing bullying behavior. However, there are obstacles in its implementation, such as differences in student backgrounds, limited learning time, and lack of family support. Thus, strengthening the character of peace love needs to be carried out consistently and collaboratively between schools and families so that the internalization of values can take place optimally in students' daily lives. Rewards and punishments are effective in increasing students' active participation and creating a more engaging and interactive learning atmosphere.

Keywords: *Peace character, pancasila education, bullying prevention, character education, quality education, sustainable development goals*

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INTRODUCTION

The phenomenon of bullying in schools has evolved into a serious threat to the quality of education, both nationally and globally. Data from the 2023 Programme for International Student Assessment (PISA) indicate that 41.1% of students in Indonesia have experienced bullying, far above the OECD average of just 22.7%, placing Indonesia fifth out of 78 countries with the highest incidence of bullying (Pratama et al., 2025). The Indonesian Teachers' Union Federation (FSGI) recorded 23 cases of bullying in educational settings between January and September 2023, with junior high schools accounting for the largest proportion at 50% (Fitriani et al., 2026). The Indonesian Child Protection Commission (KPAI) also recorded 861 cases of violence against children in educational institutions from January to August 2023, dominated by physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%) (Humairah, Himawati & Nopianti, 2024). At the regional level, the East Java Child Protection Agency recorded 90 cases of bullying during the January–July 2024 period, with an increasing level of severity, marked by the emergence of extreme cases that had a serious impact on students' psychological well-being. This phenomenon indicates that bullying is not merely an issue of individual behavior but a social and educational problem requiring systematic intervention through a learning process focused on character development.

Globally, bullying is also a major concern in efforts to create a safe and inclusive educational environment. The impact of bullying is multidimensional. For victims, bullying can trigger psychological trauma, social isolation, decreased motivation to learn, anxiety, and even depression (Najmi & Habiby, 2026). Meanwhile, for perpetrators, bullying behavior is associated with low empathy, a tendency toward antisocial behavior, and difficulty in building healthy social relationships. These conditions run counter to the goals of national education, as the National Education System emphasizes the development of students who are devout, possess noble character, are democratic, and are responsible. Therefore, efforts to prevent bullying must be directed not only toward addressing individual cases but also toward strengthening students' character through a continuous educational process (Syarif, Bahri, & Khairiah, 2022).

Efforts to prevent bullying through character education are also relevant to the global development agenda outlined in the Sustainable Development Goals (SDGs). This study contributes to the achievement of SDG 4 (Quality Education), particularly Target 4.7, which emphasizes the importance of education in fostering a culture of peace, respect for human rights, and the strengthening of global citizenship values (Cahyani & Kiptiah, 2026). Furthermore, this study also supports SDG 16 (Peace, Justice, and Strong Institutions), particularly Target 16.1, which focuses on reducing all forms of violence and creating a safe environment for all individuals. Thus, fostering a peace-loving character in learning is not only significant in the context of national education but also forms part of the effort to achieve sustainable development goals at the global level.

Various international studies show that *peace education* and character education are effective approaches to preventing aggressive behavior and fostering a positive school culture. Peace education and character education focus on developing students' knowledge, attitudes, values, and social skills so they can build harmonious relationships, resolve conflicts constructively, and develop behavior that respects others (Risansyah et al., 2024). These approaches also emphasize the importance of internalizing moral values, which are manifested through concrete behavior in daily life. The implementation of character education integrated into the learning process has been shown to enhance prosocial behavior while reducing the tendency toward aggressive behavior among students. These findings indicate that learning focused on reinforcing students' values and social experiences holds great potential for preventing bullying in school settings (Susanti, 2022).

One of the character traits relevant to bullying prevention efforts is a love for peace. The character trait of love for peace encompasses attitudes, words, and actions that encourage individuals to respect differences, resolve conflicts constructively, and build harmonious social relationships (Apriliani et al., 2024). This value is believed to foster empathy, tolerance, emotional self-regulation, and nonviolent conflict resolution skills all of which are crucial factors in bullying prevention. In the context of Indonesian education, Pancasila Education serves as a strategic vehicle for internalizing a peace-loving character, as its curriculum content is rooted in the values of Pancasila specifically the second principle, "Just and Civilized Humanity," which emphasizes respect for human dignity and mutually respectful behavior.

Theoretically, the strengthening of a peaceful character in Pancasila education can be explained through Vygotsky's social constructivism theory, which emphasizes that the learning process occurs through social interaction and collaboration among students as well as between students and teachers. Vygotsky proposed four key concepts *social interaction*, *the Zone of Proximal Development (ZPD)*, *scaffolding*, and *language mediation* which explain that knowledge and values are constructed through assistance and communication with the social environment (Tamrin, Sirate & Yusuf, 2011) In the context of this study, values of peace such as mutual respect, nonviolence, empathy, social concern, the ability to communicate politely, and humility can develop through collaborative learning activities that provide space for students to engage in dialogue, work together, and resolve conflicts constructively. This perspective is reinforced by Ki Hajar Dewantara's Tripusat Pendidikan philosophy, which emphasizes that character development is a shared responsibility among the family, school, and community (Febrianti & Ismail, 2025). The synergy among these three educational environments is a crucial factor in shaping students' habits and behaviors, ensuring that the values of love and peace are not only cognitively understood but also internalized in daily life. Furthermore, the Merdeka Curriculum prioritizes character development as a primary objective through the Pancasila Student Profile, which encompasses the dimensions of mutual cooperation, global diversity, and noble character (Hutagalung & Andriany, 2024).

Nevertheless, the curriculum's ideals have not yet been fully reflected in teaching practices at schools. Preliminary analysis of the Grade 8 Pancasila Education teaching module at Widya Darma Junior High School in Surabaya indicates that the character trait of love for peace has not been explicitly stated in either the learning objectives or activities. The learning process remains dominated by a cognitive approach through lectures and written assignments focused on mastering the subject matter. In fact, character development requires contextual and participatory learning experiences so that the values taught can be deeply internalized. On the other hand, Widya Darma Junior High School in Surabaya has complex social characteristics. The majority of students come from families where parental involvement in character development is relatively limited. Additionally, the diversity of ethnic backgrounds particularly between the Javanese and Madurese communities, creates social dynamics that have the potential to spark interpersonal conflicts if not managed appropriately. These conditions have led to verbal bullying, such as body shaming, insults, and exclusion becoming the most common forms of bullying found in the school environment.

In response to these conditions, the Project-Based Learning (PjBL) model is seen as having the potential to integrate the character trait of a love for peace into the learning process in a more meaningful way. PjBL provides students with opportunities to learn through real-world experiences, group collaboration, dialogue, reflection, and problem-solving relevant to daily life (Handayani & Nursikin, 2025). Through these activities, students not only understand the values of peace conceptually but also practice applying them in real-life social interactions. Thus, PjBL has the potential to be an effective learning strategy for fostering an anti-bullying culture in the school environment.

Several previous studies have examined the character trait of peacefulness and the prevention of *bullying*. One study examined the implementation of peace-loving character education based on social-spiritual values, but did not specifically link it to Pancasila education (Sholikha et al, 2025). Another study examined the development of a peace-loving character in civics education by emphasizing the role of teachers as role models, but did not integrate the *Project-Based Learning* model nor focus on the context of junior high school students. Thus, there remains room for research linking character education on a love for peace, Pancasila values, and project-based learning models in the context of *bullying* prevention (Fadilasari et al., 2024).

Based on the above description, the novelty of this study lies in the integration of the character trait of love for peace, the values of Pancasila particularly the second principle and the Project-Based Learning (PjBL) model into a single learning framework as a preventive strategy against bullying at the junior high school level. Unlike previous studies, which tended to examine character education in general or focus on teachers' exemplary behavior, this study positions Pancasila education as the primary instrument for strengthening the character of love for peace through contextual project activities. Therefore, this study not only provides a theoretical

contribution to the development of character education and Pancasila Education research but also offers a practical contribution in the form of a learning implementation model relevant to strengthening the Pancasila Student Profile and efforts to create a safe, inclusive, and bullying-free school environment (Prasetyo, 2025).

This study aims to analyze the strengthening of the character trait of love for peace in Pancasila Education learning based on Project-Based Learning (PjBL) as an effort to prevent bullying, as well as to identify the obstacles faced in its implementation at Widya Darma Junior High School in Surabaya during the 2025/2026 academic year. Theoretically, this study is expected to enrich the study of character education at the intersection of Pancasila Education, the PjBL model, and bullying prevention, grounded in Vygotsky's social constructivism theory and Ki Hajar Dewantara's Tripusat Education philosophy. Practically, the results of this study are expected to serve as a reference for educators, school administrators, and policymakers in designing learning experiences that support students' character development while contributing to the realization of quality education and a culture of peace, as mandated by the Sustainable Development Goals (SDGs).

RESEARCH METHOD

This study is a case *study*. In this study, data were collected using qualitative methods with a descriptive approach. A case study is a research strategy for carefully investigating a particular subject by gathering comprehensive information through various data collection procedures. A descriptive qualitative approach is a process of research and understanding based on methods that investigate social and human phenomena (Creswell & Creswell, 2017). This study employs qualitative methods because they are considered capable of providing a complete, in-depth, and comprehensive picture of the topic under investigation.

The research subjects consisted of several parties directly involved in the educational process at the school, namely Pancasila Education teachers, the vice principal, and students at Widya Darma Junior High School in Surabaya. Pancasila Education teachers were selected because they play a direct role in planning and implementing lessons that integrate the character value of love for peace. The vice principal was selected because of their role in policy-making and oversight of school culture, including the handling of *bullying* cases. Meanwhile, students were chosen as the primary subjects who directly experience the learning process and character development, enabling them to provide insights into changes in their attitudes, behaviors, and social experiences within the school environment. Informants were selected through purposive sampling, based on the consideration that they possess knowledge, experience, and involvement relevant to the research focus.

Research participants were selected using purposive sampling, taking into account their involvement in the Pancasila Education learning process and character-building programs at the school. The research informants consisted of one 8th-grade Pancasila Education teacher, one vice principal for student affairs, and six

students selected based on variations in their social behavioral characteristics and involvement in learning activities. The students were selected to obtain diverse perspectives on the implementation of the character trait of love for peace and the phenomenon of bullying in the school environment. All participants were briefed on the research objectives and participated voluntarily.

Data collection was conducted using three main techniques: in-depth interviews, observation, and documentation. First, in-depth interviews were conducted with the Pancasila Education teacher, the vice principal for student affairs, and the students. The interviews used a semi-structured guide that allowed the researcher to obtain in-depth data while remaining focused on the research objectives. The aspects explored included understanding the character trait of love for peace, strategies for character building in Pancasila Education lessons, forms of bullying behavior occurring at school, prevention efforts that have been implemented, and obstacles faced in their implementation. Second, observations were conducted directly during Pancasila Education lessons. The observations utilized an observation checklist designed based on indicators of the character trait of love for peace and Project-Based Learning (PjBL)-based instructional activities. The observed indicators of the character trait of love for peace included the ability to respect differing opinions, cooperative behavior within groups, the ability to resolve conflicts constructively, the use of polite language, an attitude of mutual respect, and concern for peers. In addition, the observations also focused on the teacher's role in integrating the values of a love for peace into learning activities, as well as students' responses to the implemented learning activities.

Third, documentation was used to supplement and strengthen the data from the interviews and observations. The documents analyzed included Pancasila Education teaching modules, Project-Based Learning (PjBL) teaching materials, student attitude assessment sheets, project activity documentation, school rules and regulations, as well as school records and reports related to bullying cases and prevention efforts. The research instruments used consist of interview guidelines, observation guidelines, and document analysis sheets developed based on indicators of the character trait of love for peace and anti-bullying behavior. Character indicators of a love for peace include tolerance, empathy, cooperation, the ability to manage conflicts nonviolently, respect for diversity, and the use of polite communication. Meanwhile, the indicators of bullying behavior used refer to verbal, physical, social, and psychological forms of bullying that arise in student interactions within the school environment.

The data, collected in the form of primary and secondary data, were analyzed using the data analysis technique proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and verification of conclusions. In the data reduction stage, all data obtained from fieldwork and literature reviews were selected, simplified, and focused according to the research theme to ensure relevance to the study's objectives. Data not aligned with the research focus were then eliminated, while relevant data were reorganized to be more systematic and

focused. Next, in the data modeling stage, the results of the reduction are organized in a structured manner and presented descriptively based on field findings and literature reviews. The final stage is the verification of conclusions, which involves the iterative process of deriving and re-examining the meaning of the data to ensure consistency between the analysis results, the field data, and the theories employed. Data validity was tested through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information from Pancasila Education teachers, students, and school officials at Widya Darma Junior High School in Surabaya, while methodological triangulation was conducted by comparing the results of interviews, observations, and documentation. Thus, the data obtained were deemed valid and reliable to support the research findings.

RESULTS AND DISCUSSION

RESULTS

Strengthening the Character of Love for Peace through Pancasila Education

This study revealed three main dimensions of fostering a character of love for peace in Pancasila Education instruction at Widya Dharma Junior High School in Surabaya, namely: (1) the integration of values-based content, (2) the application of participatory teaching methods, and (3) the use of character-oriented media and assessment systems.

[1] Integration of Value-Based Content

The most effective material for instilling a love of peace is a discussion of Indonesia's diversity, particularly as it relates to differences in ethnicity, culture, language, and social background among Indonesians. Teachers relate this material to real-life social phenomena in the students' communities, including issues of inter-ethnic stereotypes in Surabaya as well as incidents of taunting and exclusion that occur in the classroom.

"... the material I use most often to instill the value of peace is Indonesia's diversity. Through this material, students are encouraged to understand that everyone has different backgrounds, personalities, and customs. I emphasize that these differences must be respected and should not be used as a basis for ridicule or conflict" (Pancasila Education Teacher, interview, February 7, 2026).

This contextual approach encourages students to engage in self-reflection and realize that mocking or excluding peers runs counter to the values of diversity and the spirit of unity enshrined in Pancasila. Students' responses evolved gradually: from initially viewing differences as ordinary matters that could be the subject of jokes, to becoming more sensitive and courageous in reminding peers when they witnessed acts of "bullying" that could potentially harm others and disrupt the harmony of classroom interactions.

[2] Implementation of the Participatory Learning Method

The primary methods used were case-study-based discussions and Project-Based Learning (PjBL). Case-study discussions were conducted by presenting cases

of conflicts among students and instances of verbal bullying, which were then used as material for group analysis. Meanwhile, PjBL was implemented through projects to create a school bulletin board on Indonesia's ethnic diversity and posters promoting religious tolerance.

"... through discussions and Project-Based Learning (PjBL), students learn to collaborate, respect differing opinions, and solve problems together. In this process, the value of peace is put into practice by the students" (Pancasila Education Teacher, interview, February 7, 2026).

Both activities were conducted in groups, encouraging students to negotiate, divide tasks, and resolve disagreements without resorting to verbal aggression. Minor conflicts that arose during the project were actually used as a means of teaching the values of communication and humility.

[3] Use of Media and Character-Oriented Assessment

The media used included *PowerPoint* (PPT) presentations containing illustrations of *bullying* behavior and the values of Pancasila, print media in the form of images and case studies, and short videos depicting situations of conflict among students.

"... the media I use are primarily visual, such as PowerPoint presentations and simple images depicting bullying and the value of mutual respect. Through these materials, students find it easier to understand the subject matter and are guided to identify problems and seek peaceful solutions through discussion" (Pancasila Education Teacher, interview, February 7, 2026).

The use of visual media has been shown to improve students' focus—including that of students who are typically less active—while also facilitating spontaneous self-reflection. The assessment system implemented includes three types: (a) affective assessment at the beginning of the learning process through oral questioning and observation of interactions; (b) ongoing formative assessment that records how students communicate, collaborate, and resolve minor conflicts; and (c) summative assessment that combines attitude observations, written reflections, evaluation of the PjBL process, peer assessment, and the use of worksheets (Imeldasari et al., 2025).

"... assessment in the learning process is conducted on an ongoing basis, ranging from observations of students' attitudes and cooperation to their ability to complete group assignments. In addition, worksheets are also used to assess students' thought processes and understanding throughout the PjBL activities" (Pancasila Education Teacher, interview, February 7, 2026).

Furthermore, the learning contract developed together with students at the beginning of the semester serves as the class's normative foundation, which helps reinforce accountability for behavior.

Barriers to Strengthening a Peace-Loving Character

This study identified three main structural barriers that significantly affect the effectiveness of fostering a character of love for peace in the classroom. First, the low level of active participation by some students in discussions and group work poses a serious obstacle. This phenomenon is triggered by low self-confidence, fear of making mistakes, and the tendency of some students to dominate the conversation.

“... some students remain passive in discussions due to a lack of self-confidence and fear of making mistakes, resulting in uneven participation within the group and sometimes causing minor conflicts during group work” (Pancasila Education Teacher, interview, February 7, 2026).

As a result, the process of internalizing the values of communication, tolerance, and respect for differences does not occur evenly throughout the class. Many students remain merely passive listeners, so the development of a peace-loving character has not yet reached the desired depth.

Second, the relatively short allocation of class time often results in in-depth discussions and value-based reflections being cut short or rushed.

“... the limited instructional time prevents the character-building process from being carried out in depth, as discussions that are just beginning to develop often have to be stopped to move on to the next topic” (Pancasila Education Teacher, interview, February 7, 2026).

This situation means that the reinforcement of a peace-loving character is more of an initial introduction than an intensive and sustained deepening of understanding. Furthermore, the diversity of students’ backgrounds—including differences between Javanese and Madurese ethnic groups, as well as the interaction patterns they bring from their respective family environments—has the potential to lead to communication misunderstandings.

“... differences in student personalities—such as some being dominant and others passive—influence the dynamics of discussions and pose a challenge for in fostering mutual respect in the classroom” (Pancasila Education Teacher, interview, February 7, 2026).

If not managed with the right strategies, these differences can escalate into conflicts and even bullying behavior. Together, these three structural barriers pose significant challenges that require serious attention in the design of character-building models in schools.

Table 1.

Summary of Findings on Character Building for Peace in Pancasila Education

Main Theme	Subtheme	Description of Findings	Data Sources
Value-Based Integration	Materials on Indonesia’s Diversity	Teachers relate materials on ethnic, cultural, and linguistic diversity to the phenomena of stereotypes, taunts, and exclusion	Teacher Interviews, Classroom

Main Theme	Subtheme	Description of Findings	Data Sources
Participatory Learning Methods	Case Study	that occur in students' environments.	Observations, Teaching Modules
	Discussions and Project-Based Learning (PjBL)	Students analyze cases of conflict and verbal bullying and discuss solutions based on the values of Pancasila. The diversity bulletin board and tolerance poster projects promote cooperation, communication, negotiation, and peaceful conflict resolution	Teacher Interviews, Classroom Observations, Project Documentation, Student Interviews, Teaching Modules
Character-oriented media and assessments	Learning materials and assessments	The use of PowerPoint presentations, case studies, and bullying videos helps students understand the impact of bullying and enhances self-reflection. Assessment is conducted through attitude observations, written reflections, project process evaluations, and peer assessments to monitor the development of a character that embraces peace	Classroom Observations, Student Interviews, Assessment Documents, Teacher Interviews
Implementation Challenges	Low student participation, limited learning time, differences in sociocultural backgrounds	Some students are passive during discussions; reflections and discussions do not go into depth; potential for conflict and miscommunication among students	Teacher Interviews, Classroom Observations

DISCUSSION

The findings of this study indicate that fostering a character of love for peace through Pancasila education can be explained not only through Vygotsky's social constructivist perspective but also aligns with the frameworks of peace education and character education that have emerged in the international literature. From Vygotsky's perspective, learning is a social process that occurs through interaction, mediation, and scaffolding within the Zone of Proximal Development (ZPD), where values such as empathy, tolerance, and nonviolence are built through dialogue and collaboration (Wijayanti, 2025). However, the findings of this study expand upon this perspective by demonstrating that the development of a peace-loving character occurs not only cognitively and socially but also ethically and emotionally through contextual learning experiences. This aligns with the concept of peace education which emphasizes that peace education aims to develop students' ability to manage conflicts nonviolently and build harmonious social relationships (Putra, 2025).

Findings regarding the integration of diversity-related material and reflective discussions indicate that students not only understand the concept of difference but are also beginning to internalize the value of respecting human dignity. This suggests that the learning process is not only oriented toward the acquisition of knowledge but also fosters the development of attitudes and behaviors that reflect humanistic values. Thus, value transformation occurs gradually through understanding, internalization, and application in daily life (Salma, 2021). In the context of this study, discussion-based Pancasila education and Project-Based Learning (PjBL) not only foster moral understanding but also facilitate the direct practice of these values in students' social interactions.

The effectiveness of Project-Based Learning (PjBL) and case study discussions in this study can also be situated within the global discourse on experiential learning in character education. A learning approach that provides direct social experiences allows students to practice moral values in real-life situations, so that the process of character internalization does not only take place in the cognitive realm but also develops through experience, reflection, and social interaction during learning (Syaidah, 2023). In this study, the tolerance-themed wall magazine and poster projects served as social spaces where students practiced negotiation, cooperation, and conflict resolution. Thus, learning was not only oriented toward academic outcomes but also toward fostering social experiences that support the internalization of the value of peace. This reinforces the argument that bullying prevention cannot be achieved solely through a normative approach but must be carried out through structured and repeated social experiences (Hasibuan, 2024).

The use of visual media in this study reinforces the process of perspective-taking, which serves as the foundation for empathy in peace education. These findings align with the social-emotional approach in education, which emphasizes the importance of developing empathy as the basis for preventing aggressive behavior (Junita et al., 2022). Visual media such as videos and images depicting bullying cases serve not only as cognitive aids but also as triggers for students' emotional reflection on their own social experiences. This indicates that the internalization of the value of peace occurs through a combination of cognitive understanding, emotional experience, and social interaction (Atika & Nuh, 2026).

From a broader perspective, these findings have direct implications for the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). Regarding SDG 4, this study contributes to Target 4.7, which emphasizes the importance of education in fostering a culture of peace, respect for human rights, and the strengthening of global citizenship values. Meanwhile, regarding SDG 16, the cultivation of a peace-loving character through Pancasila Education contributes to Target 16.1, which focuses on reducing all forms of violence, including bullying in educational settings. Thus, Pancasila Education is not only relevant in the national context but also contributes to the global agenda of creating a peaceful and inclusive society (Karliani et al., 2023).

The barriers identified in this study also need to be understood within a broader educational ecology framework, in line with Ki Hajar Dewantara's Tripusat Pendidikan concept. Character education is not determined solely by the learning process at school but is also influenced by the family and the social environment. A discrepancy between the values taught at school and the practices students encounter at home can weaken the process of internalizing the value of love for peace. Therefore, as emphasized in modern character education literature, the success of bullying prevention requires an ecosystemic approach involving collaboration between schools, families, and the community (Zakinah, 2025). In this context, Pancasila Education serves as a center for strengthening values, but it cannot function in isolation without consistent support from the social environment.

Overall, the findings of this study indicate that fostering a character of love for peace is a multidimensional process involving cognitive, emotional, and social aspects. The integration of social constructivism, character education, and peace education demonstrates that effective learning must provide space for students to experience, reflect on, and directly practice the values of peace. Thus, Pancasila education based on Project-Based Learning serves not only as a learning tool but also as a systemic strategy for building an inclusive, safe, and bullying-free school culture.

CONCLUSION

Based on the results of research and discussion on strengthening the character of peace-loving in learning Pancasila Education as an effort to prevent bullying in students at Widya Darma Junior High School Surabaya, it can be concluded that strengthening the character of peace-loving has been implemented in the learning process through the integration of Pancasila values in teaching materials, the application of social interaction-based learning methods such as discussions and Project Based Learning (PjBL), The use of contextual learning media, as well as the implementation of assessments that not only focus on cognitive aspects, but also on student attitudes and behaviors. Although the implementation has gone quite well, there are still several aspects that need to be optimized, especially in more systematic learning planning and learning evaluations that emphasize more on measuring attitude development and internalizing the value of peace love in a sustainable manner. This shows that character strengthening does not only depend on the implementation of learning in the classroom, but also on the consistency of learning design and evaluation oriented towards character formation.

This research has limitations, namely the scope is limited to one school and one subject so that the results of the research cannot be generalized widely in the context of other schools with different characteristics. In addition, the research data is more qualitative and descriptive so that it has not quantitatively measured changes in student behavior. Based on these limitations, further research is suggested to expand the scope of research in several schools with different characteristics and combine qualitative and quantitative approaches (mixed

methods) in order to provide a more comprehensive picture of the effectiveness of strengthening peace-loving characters in preventing bullying. Advanced research can also develop a more measurable character-based learning model that can be implemented more widely in the context of education in Indonesia.

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