

A Qualitative Study on the Implementation of Character Education in Preventing Bullying

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Abstract

Bullying in junior high schools remains a persistent issue, indicating that character education has not been optimally implemented as a preventive strategy. This study aims to examine the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho and to identify supporting and inhibiting factors affecting its effectiveness. A qualitative case study approach was used to gain an in-depth understanding of practices within the natural school setting. Data were collected through interviews, observations, and document analysis involving the principal, civics teacher, and vice principal for student affairs. The findings show three main implementation patterns: preventive socialization on bullying awareness, habituation of character values through routine and extracurricular activities, and integration of values such as respect, empathy, and responsibility into classroom learning. The effectiveness of these efforts is supported by strong institutional commitment, collaboration among school members, and a positive school culture. However, several challenges were identified, including limited supervision, inconsistent student behavior, and lack of family support, which may hinder sustainability. These findings indicate that character education in bullying prevention should not be limited to classroom instruction but requires a holistic approach involving school culture, consistent supervision, and collaboration between schools and families. Strengthening systemic support and reinforcing value-based practices are essential to ensure long-term effectiveness.

Keywords: *Character education, Bullying prevention, School culture, Qualitative case study, Student behavior.*

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I. INTRODUCTION

Bullying in junior high school environments represents a complex and multidimensional educational issue, as it not only affects students' psychological well-being but also influences social interactions, learning climate, and the overall sense of safety within schools. Bullying may take various forms, including verbal harassment, social exclusion, intimidation, and repeated aggressive actions directed toward individuals perceived as weaker. This phenomenon indicates that bullying should not be understood merely as a disciplinary issue, but rather as a reflection of the failure to internalize essential character values such as empathy, responsibility, tolerance, and respect for others. In this context, character education emerges as a strategic approach because it emphasizes not only cognitive development but also the formation of sustainable attitudes and behaviors. This perspective aligns with contemporary educational research that positions character education as a fundamental foundation for promoting positive social behavior within school settings.

The issue of bullying is also evident in the local context of SMP Negeri 1 Hiliduho. Based on preliminary observations and interviews with civics teachers, various forms of bullying behavior were identified, including physical mockery, inappropriate references to family members, and social exclusion among students. These findings indicate that the character values expected to be developed through educational processes have not been fully internalized in students' daily behavior. This situation highlights that bullying is not merely an abstract issue but a real and pressing problem within the school environment. Broader studies have demonstrated that bullying has both short-term and long-term impacts, including decreased learning comfort, psychological distress, and reduced self-confidence among students. Therefore, a more systematic and context-sensitive approach is required to address this issue effectively.

From a theoretical perspective, character education is defined as a planned process aimed at instilling moral and social values through strategies such as habituation, role modeling, the development of school culture, and integration into the learning process. Character education

should not be treated as a standalone activity, but rather as an integral component of all school activities. This implies that character values must be internalized through consistent real-life practices in students' daily experiences. Previous studies indicate that the success of character education largely depends on the consistency of the school environment in fostering value-based practices. In the context of bullying prevention, this approach is crucial, as antisocial behavior cannot be effectively addressed solely through rules and regulations but requires the development of healthy social habits and value-based interactions.

Previous studies have also highlighted the relationship between character education and the prevention of negative behaviors in schools. Findings suggest that character education plays a significant role in shaping students' behavior and reducing the likelihood of bullying, particularly when values are not only taught but also embedded within school culture and daily practices. Furthermore, the role of teachers as role models and facilitators in character development is a key determinant of successful implementation. At a broader level, school management systems, role modeling, and continuous habituation of positive values contribute to creating a safe and conducive learning environment. These findings indicate that character education has strong potential as a strategy for bullying prevention, although its implementation requires a comprehensive and consistent approach.

However, there remains a significant research gap that warrants further investigation. Previous studies tend to emphasize the importance of character education or school culture in shaping student behavior, yet few have specifically examined how character education is implemented as a practical strategy for bullying prevention within a specific school context, particularly at the junior high school level. In other words, existing research is largely normative and conceptual, while empirical and context-based studies remain limited. Therefore, there is a need for research that not only highlights the importance of character education but also provides an in-depth understanding of its implementation, including supporting and inhibiting factors, as well as its practical role in preventing bullying in everyday school life.

Based on the above considerations, this study aims to analyze the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho and to identify the factors that support and hinder its implementation. This study is expected to contribute not only to the theoretical development of character education research but also to provide practical insights for schools in designing more effective strategies to prevent bullying. Ultimately, the findings are expected to support the development of more contextual, adaptive, and sustainable character education practices in creating safe, inclusive, and bullying-free school environments.

II. METHOD

This study employed a qualitative approach, as it focuses on gaining an in-depth understanding of phenomena, behaviors, and social processes occurring within the natural setting of the research, particularly regarding the implementation of character education in preventing bullying in schools. The study adopted a descriptive qualitative design, which aims to describe systematically, factually, and accurately the actual conditions found in the field. This approach was selected because the study was not intended to test quantitative hypotheses, but rather to explore practices, experiences, and meanings constructed by educational actors in their efforts to prevent bullying through character education. The study was conducted at SMP Negeri 1 Hiliduho during the second semester of the 2025/2026 academic year. Operationally, the research was carried out in three main stages: preparation, implementation, and completion. The preparation stage included the development of the research proposal, the design of the instruments, and the determination of the research focus. The implementation stage involved field data collection through observation, interviews, and documentation. The completion stage consisted of data analysis, interpretation of findings, and preparation of the research report.

The sources of data in this study consisted of primary and secondary data. Primary data were obtained directly from research informants through their statements, actions, and behaviors relevant to the focus of the study. Informants were selected using *purposive sampling*, meaning that participants were chosen based on their relevance and their ability to provide in-depth information related to the research problem. Based on these criteria, the main informants included the school

principal, the civics teacher, and the vice principal for student affairs. Secondary data were obtained from supporting documents, such as records of bullying cases, lesson plans containing character values, school archives, and documentation of school activities. These secondary data served to complement, strengthen, and verify the primary data collected in the field, thereby increasing the comprehensiveness and trustworthiness of the findings.

In qualitative research, the researcher serves as the primary instrument. Therefore, the researcher directly determines the research focus, collects the data, validates information, interprets findings, and draws conclusions. This role requires the researcher to remain sensitive, reflective, and open to the dynamics emerging in the field. To support the data collection process, several additional instruments were used, including semi-structured interview guides, observation sheets, and documentation tools such as a camera and audio recorder. The interview guide was designed based on indicators of character education and bullying prevention efforts, enabling the researcher to explore relevant information while still allowing informants the freedom to express their experiences and perspectives in depth. Observation sheets were used to guide the recording of behaviors, interactions, and situations related to the implementation of character education in the school context.

The data collection techniques in this study included observation, interviews, and documentation. Observation was conducted using passive participant observation, in which the researcher was present at the research site to observe student behavior and school activities without directly participating in them. This technique enabled the researcher to gain a realistic understanding of students' behavior, social interactions, and the application of character values in daily school life. Semi-structured interviews were conducted with the principal, civics teacher, and vice principal for student affairs. This type of interview was chosen because it allows flexibility in developing follow-up questions according to the context and informants' responses, while still maintaining the main focus of the study. Documentation involved collecting various relevant materials, such as the school profile, student data, records of bullying cases, instructional documents, and photographs of school activities related to the implementation of character education. The combination of these three techniques enabled the researcher to obtain richer, deeper, and more complementary data.

Data analysis in this study employed the interactive model of Miles and Huberman, which consists of four main stages: data collection, data reduction, data display, and conclusion drawing/verification. The data collection stage involved recording all findings obtained from observations, interviews, and documentation in a systematic manner. Data reduction was carried out by summarizing, selecting, and focusing on information that was relevant to the research objectives, so that only essential data were retained for analysis. Data display was conducted by organizing the data into a systematic descriptive narrative to facilitate interpretation. Finally, the stage of drawing conclusions and verification was carried out gradually through the interpretation of meanings derived from the presented data, followed by rechecking through comparison across different data sources, field notes, and discussions with colleagues. This process was intended to ensure the credibility and reliability of the research findings. Thus, data analysis was not conducted linearly, but rather continuously and interactively throughout the entire research process.

III. RESULTS AND DISCUSSION

A. Results

The findings of this study are presented based on empirical data obtained through observations, in-depth interviews, and document analysis conducted at SMP Negeri 1 Hiliduho. The presentation focuses on providing a comprehensive description of how character education is implemented as a strategy for bullying prevention, including the patterns of practices developed within the school environment. In addition, the findings highlight the roles of key educational actors, such as the principal, teachers, and student affairs personnel, in establishing an integrated character development system. For clarity and systematic interpretation, the findings are organized into several main themes that represent key aspects of character education implementation, beginning with the forms of program execution and extending to their impact on student behavior.

1. Implementation of Character Education in Preventing Bullying at SMP Negeri 1 Hiliduhu

The findings of this study indicate that the implementation of character education at SMP Negeri 1 Hiliduhu is carried out systematically through various integrated strategies within school activities. Character education is not merely understood as instructional content but as a continuous developmental process that addresses cognitive, affective, and behavioral aspects of students. The school actively instills values such as respect, empathy, discipline, and responsibility as foundational elements in preventing bullying behavior. These efforts are implemented through preventive and educational approaches rather than relying solely on punitive measures. As a result, character education is directed toward fostering students' internal awareness, enabling them to regulate their behavior independently within the school environment.

The implementation of character education in bullying prevention is reflected in various structured programs and activities designed by the school. Based on interviews with the principal (T. Telaumbanua), one of the primary strategies is the routine socialization of bullying prevention, conducted at the beginning of each semester and during the student orientation program (MPLS). These activities are not only informative but also educational and reflective, involving external stakeholders such as local police officers to explain legal consequences, health professionals to discuss psychological impacts, and school counselors to provide guidance and support. In addition, the school promotes creative initiatives such as anti-bullying poster competitions, which aim to enhance students' awareness through visual and participatory approaches.

As stated by the principal:

"The implementation of character education in preventing bullying is carried out through various activities, including regular socialization, orientation programs, counseling sessions, and creative initiatives such as poster competitions. We also involve the police, health professionals, and school counselors to provide a comprehensive understanding of bullying."

In addition to socialization programs, character education is implemented through the habituation of positive values in routine and extracurricular activities. Based on interviews with the vice principal for student affairs (A. Laoli), character development is conducted through morning assemblies, student briefings, religious activities, and targeted guidance for students exhibiting problematic behavior. These activities serve as essential platforms for instilling discipline, responsibility, and mutual respect among students. Furthermore, the student affairs division plays a crucial role as a liaison between teachers, homeroom teachers, and students in addressing bullying cases, ensuring that character development efforts are conducted in a coordinated and continuous manner.

As explained by the vice principal:

"Character development is implemented through various activities such as morning assemblies, student guidance, religious programs, and targeted interventions for students with behavioral issues. We also collaborate with school counselors to ensure continuous support."

The implementation of character education is also evident in classroom learning processes, particularly through the integration of character values into subject content. Based on interviews with the civics teacher (E. Zendato), topics such as Pancasila and human rights are linked to real-life bullying cases experienced by students. Through group discussions, students are encouraged to respect others' opinions, avoid demeaning behavior, and develop empathy. This approach demonstrates that character education is not only delivered theoretically but also contextualized within students' real-life experiences.

As stated by the civics teacher:

"In classroom learning, topics such as Pancasila and human rights are connected to bullying cases. Students are encouraged to discuss and learn to respect others' opinions and avoid degrading behavior."

Overall, the findings indicate that the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho has been carried out through a comprehensive approach, including preventive socialization, value habituation, and integration into classroom learning. The roles of the principal, student affairs division, and teachers are key factors in the success of this implementation. Core values emphasized include discipline, responsibility, empathy, politeness, and mutual respect. However, these efforts still require consistency and the involvement of all stakeholders, including parents, to ensure the sustainability of a safe, comfortable, and bullying-free school environment.

2. Supporting and Inhibiting Factors in the Implementation of Character Education for Bullying Prevention at SMP Negeri 1 Hiliduho

The findings indicate that the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho is influenced by various supporting and inhibiting factors that interact dynamically. These factors reflect the complexity of character education practices within the school environment, which are shaped not only by internal school conditions but also by external influences, particularly family involvement. In this context, the success of character education cannot be attributed to a single program, but rather to the interaction of multiple interconnected elements. Therefore, examining both supporting and inhibiting factors is essential to understanding the effectiveness of character education in preventing bullying behavior.

a. Supporting Factors

Based on interviews with the principal (T. Telaumbanua), one of the main supporting factors is the school's strong commitment to continuously improving character education implementation, including efforts to actively involve parents in the educational process. Parental involvement is considered crucial, as it ensures continuity between school-based and home-based character development. This effort is planned through regular meetings between the school and parents to discuss students' behavioral development and determine appropriate follow-up actions collaboratively.

As stated by the principal:

"We continuously strive to optimize character education implementation, including involving parents through regular meetings to discuss students' behavior."

Furthermore, the civics teacher (E. Zendato) emphasized that the success of character education depends on collaborative and continuous efforts among all members of the school community. Character education is not solely the responsibility of a specific subject teacher, but rather a collective responsibility involving all teachers, homeroom teachers, and student affairs personnel. This collaboration ensures that character values are consistently applied across different contexts within the school environment.

As stated:

"Character education must be implemented collaboratively and continuously, involving all school members and supported by cooperation with parents."

Similarly, the vice principal for student affairs (A. Laoli) highlighted that additional supporting factors include strengthening socialization programs, enhancing supervision, and adopting more humanistic and sustainable approaches to student development. Such approaches are believed to foster stronger emotional connections between students and the school, thereby facilitating the internalization of character values.

As stated:

"We aim to strengthen collaboration, increase socialization activities, and improve supervision using a more humanistic approach."

Overall, the supporting factors for character education implementation at SMP Negeri 1 Hiliduho include strong institutional commitment, collaboration among school members, parental involvement, and continuous program reinforcement. These factors serve as a

foundation for creating a conducive educational environment for character development and bullying prevention.

b. Inhibiting Factors

On the other hand, the findings also reveal several inhibiting factors affecting the implementation of character education in preventing bullying. Based on interviews with the principal (T. Telaumbanua), one of the primary challenges is the limitation of resources, particularly in terms of time and teaching personnel, which restricts the ability to provide comprehensive character development. Additionally, supervision of students remains limited, especially outside school hours, creating opportunities for students to engage in inappropriate behavior beyond the reach of school control.

As stated by the principal:

"The main challenges include limited time and personnel for comprehensive character development, as well as insufficient supervision outside school hours."

The civics teacher (E. Zendato) also identified inconsistency in students' behavior as a significant barrier. Character values taught in the classroom are not always reflected in students' interactions outside of it, indicating that value internalization has not been fully achieved. This suggests the need for more consistent habituation of positive behavior in daily student life.

As stated:

"Character values taught in class are not always reflected in students' behavior outside the classroom, indicating the need for more consistent habituation."

In addition, the vice principal for student affairs (A. Laoli) emphasized that insufficient family support is a critical inhibiting factor. Character development efforts carried out at school are often not reinforced at home, resulting in recurring negative behaviors among students. This condition highlights the importance of synergy between schools and families in ensuring the effectiveness of character education.

As stated:

"Character development at school is often not supported at home, which causes repeated behavior and becomes a challenge for us."

Overall, the inhibiting factors include limited resources, inadequate supervision, inconsistent student behavior, and weak family support. These findings suggest that character education cannot be effectively implemented if it relies solely on the school, but requires broader support from families and the surrounding community.

B. Discussion

1. Implementation of Character Education in Preventing Bullying at SMP Negeri 1 Hiliduho

The findings of this study indicate that the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho does not occur through a single approach, but rather through the integration of multiple complementary strategies. The three main patterns identified—preventive socialization of bullying, habituation of character values through routine and extracurricular activities, and integration of character values into classroom learning—demonstrate a comprehensive and layered approach. This suggests that bullying prevention is not merely perceived as rule enforcement, but as a continuous process of behavior formation through repeated learning experiences. From an educational perspective, this approach reflects that character education operates not only at the cognitive level but also at the affective and behavioral levels, enabling the development of positive social habits in students' daily interactions. These findings are consistent with Ramli (2024), who emphasizes the strategic role of character education in shaping student behavior, and Maya (2025), who highlights its effectiveness as a preventive approach to addressing bullying in educational settings.

Anti-bullying socialization conducted through counseling sessions, guidance activities, and visual media such as posters can be interpreted as an initial stage in developing students' moral awareness. Through these activities, students are introduced to the concept of bullying, its consequences, and its impact on victims. From a pedagogical perspective, this stage is crucial, as awareness forms the foundation for behavioral change. However, the findings reveal that socialization alone is insufficient to produce stable and sustained behavioral change. This indicates that moral knowledge does not automatically translate into practice without consistent reinforcement. The study at SMP Negeri 1 Hiliduho contributes significantly by demonstrating that socialization becomes effective only when followed by continuous character development through routine activities and classroom learning. This finding supports Khamisah (2025), who identifies character education as a key strategy in bullying prevention, while also emphasizing that moral awareness must be reinforced through habitual practice.

Routine activities such as morning assemblies, student guidance programs, and extracurricular activities illustrate that character formation is strongly reinforced through social habituation. Values such as discipline, responsibility, politeness, and mutual respect are not only taught conceptually but are consistently practiced in daily social interactions. This process enables students to internalize these values as habitual behaviors rather than mere theoretical knowledge. These findings align with Hanifa et al. (2024), who argue that character education can be effectively developed through a positive school culture, and are further supported by Indrianingrum et al. (2024), who emphasize the importance of habituation as a primary medium for value internalization. Thus, habituation functions not only as reinforcement but also as a transformative process that converts moral knowledge into actual social behavior.

The integration of character values into classroom learning, particularly in subjects such as civics and religious education, indicates that the classroom remains a strategic space for embedding moral meaning in students' social behavior. When teachers connect topics such as Pancasila, social norms, and human rights with real-life bullying cases experienced by students, learning becomes more contextual and meaningful. This approach allows students not only to understand theoretical concepts but also to reflect on and apply these values in their daily lives. These findings are consistent with Rizkiyana et al. (2024), who emphasize the central role of teachers in character development through contextual learning, and Laura et al. (2024), who highlight the importance of mutual respect in fostering healthy social interactions. Consequently, classroom learning becomes not only a medium for knowledge transfer but also a space for value internalization.

Overall, the implementation of character education at SMP Negeri 1 Hiliduho aligns with previous studies that emphasize the importance of habituation, school culture, and teacher involvement in shaping student behavior. However, this study also provides a critical contribution by demonstrating that the success of character education is not automatic, even when programs are implemented. Its effectiveness depends heavily on consistency, sustainability of implementation, and the alignment between classroom learning and students' social experiences outside the classroom. In other words, bullying prevention through character education requires a simultaneous synergy between moral awareness, social habituation, and a supportive environment. This finding expands existing perspectives by highlighting that character education is not merely a pedagogical intervention but a comprehensive behavioral ecosystem that must be maintained continuously.

2. Supporting and Inhibiting Factors in the Implementation of Character Education for Bullying Prevention at SMP Negeri 1 Hiliduho

The findings of this study indicate that the successful implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho is strongly influenced by a number of supporting factors operating at both institutional and cultural levels. These findings confirm that character education cannot be treated as an individual teacher's initiative or as the isolated responsibility of a single unit within the school, but rather as an institutional

agenda requiring structural support, collective commitment, and sustained implementation. Schools that demonstrate strong commitment are more likely to direct activities effectively, maintain consistency in the moral messages conveyed to students, and build a school culture that reflects the values being promoted. In this sense, institutional commitment functions as the foundation that enables character education to move beyond planning and become embedded in everyday school practices. This finding is in line with Raharja and Nurachadija (2023) as well as Suryana and Nurachadijat (2023), who emphasize that character formation becomes more effective when it is supported by a value-conscious school system, consistent habituation, and organized role modelling.

In addition to institutional commitment, the study also shows that the involvement of multiple school actors is a crucial supporting factor in the implementation of character education. The principal operates at the policy and program-support level, teachers integrate character values into the learning process, and the student affairs division provides behavioral guidance beyond formal classroom hours. This division of roles is especially important because bullying does not occur only in the classroom, but also in informal social spaces such as schoolyards, corridors, and peer interaction settings. Therefore, character education requires cross-role collaboration so that guidance is not fragmented but instead functions as an integrated system. This finding reinforces the study of Rizkiyana et al. (2024), which highlights the important role of teachers in character development, while the present study extends that argument by showing more clearly that teachers alone are not sufficient without the support of school leadership, student affairs staff, and other school actors.

Another important supporting factor identified in this study is the existence of a positive school culture, namely an environment that habituates students to respect others, maintain politeness, take responsibility for their actions, and comply with shared norms. Such a school culture works as a subtle yet powerful mechanism of social control, because students do not learn solely from written rules, but also from daily routines, interactions, and examples they encounter continuously. Under these conditions, character education does not rely entirely on verbal instruction from teachers; instead, it is reinforced by an environment that consistently models the expected behavior. This finding closely aligns with Hanifa et al. (2024) and Indrianingrum et al. (2024), both of whom emphasize the importance of school culture and habituation in character formation. However, this study adds an important dimension by showing that school culture not only builds positive habits, but also functions as a social prevention system that reduces the likelihood of aggressive behavior, including bullying.

At the same time, the study also identifies several serious inhibiting factors in the implementation of character education. One of the major obstacles is the limited time and number of educators available to carry out comprehensive character development. This condition means that character education often has to compete with other academic and administrative demands, thereby reducing the intensity and continuity of guidance. In addition, student supervision cannot always be conducted optimally, especially outside school hours or in spaces beyond the direct reach of teachers. This suggests that character education cannot be fully controlled by the school alone, since students' behavior is also shaped by broader social contexts. This finding is consistent with Maya (2025), who argues that the implementation of character education in bullying prevention requires support not only from schools but also from the wider social environment surrounding students.

Another important finding is the inconsistency of students' behavior after receiving character guidance. Students may understand values such as empathy, responsibility, and mutual respect in the classroom, but this understanding does not necessarily translate immediately into their actual social interactions. This indicates that character internalization is a long-term, gradual, and non-linear process. Character education, therefore, cannot stop at the cognitive transmission of values, but must be strengthened through affective reinforcement and repeated habituation in everyday school life. When the values taught in class are not supported by consistent practices beyond the classroom, students are likely to return to previous patterns of behavior. In other words, one of the central challenges in

implementing character education lies in maintaining continuity between value comprehension and value enactment in real social situations.

Another significant barrier identified in this study is the weak support from families in reinforcing character education efforts initiated by the school. Although the school has attempted to instill positive values through socialization, classroom learning, and routine habituation, the outcomes are not always sustained because the home environment does not consistently provide similar reinforcement. This discontinuity between school and family means that behaviors shaped in school may not last and may even reappear in the form of negative conduct. These findings underscore that students' character is not shaped solely by the school institution, but also by their interactions within family and broader social environments. Therefore, character education is likely to be more effective when strong synergy exists between schools and parents in providing supervision, modelling, and consistent value reinforcement. Without such collaboration, efforts to prevent bullying may remain partial and are unlikely to reach optimal outcomes.

Overall, the discussion of supporting and inhibiting factors demonstrates that the implementation of character education in bullying prevention will be effective only when three major elements operate simultaneously: strong institutional commitment, a consistent school culture, and collaboration between school and family. The similarity between this study and previous research lies in the shared recognition that character is formed through habituation, role modelling, and the involvement of multiple actors. However, this study offers a more contextual contribution by showing concretely how these factors operate within a specific school setting, including the weak points encountered in practice. Accordingly, the contribution of this study lies not only in confirming existing theoretical perspectives, but also in clarifying that the core challenge of character education often lies in the continuity between educational environments, especially between school and family.

IV. CONCLUSION

Based on the findings, it can be concluded that the implementation of character education in preventing bullying at SMP Negeri 1 Hiliduho is carried out through three main strategies: preventive socialization of bullying, habituation of character values through routine and extracurricular activities, and the integration of character values into classroom learning. These findings indicate that character education is not merely positioned as instructional content, but as a continuous process of behavioral formation embedded in school culture and students' daily social interactions. The effectiveness of this implementation is supported by strong institutional commitment, active involvement of the principal, teachers, and student affairs personnel, as well as efforts to establish a positive and conducive school culture. However, its effectiveness is still constrained by several challenges, including limited supervision, inconsistency in students' behavior, and insufficient support from the family environment. Therefore, this study highlights that bullying prevention through character education depends on the consistency of program implementation and the sustained synergy between school and family to ensure the effective internalization of character values in students' lives.

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