

Effective Strategies to Prevent the Three Major Educational Sins: An Implementation Analysis in Elementary Schools

Akhmad Hanama^{1*}, Dian Hidayati²
Ahmad Dahlan University, Indonesia

Corresponding Author: Akhmad Hanama akhmad2107046016@webmail.uad.ac.id

ARTICLE INFO

Keywords: 3 Mortal Sins
Education, Prevention
Programs, Elementary
Schools

Received : 2, September

Revised : 15, October

Accepted: 29, November

©2024 The Author(s): This is
an open-access article
distributed under the terms
of the [Creative Commons
Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study examines the implementation of prevention programs for three major educational challenges in elementary schools through a literature review. Using Miles and Huberman's qualitative data analysis, the study follows four stages: data collection, data reduction, data display, and conclusion drawing. Findings suggest that prevention can be effectively achieved through targeted socialization, counseling programs, and character education. These initiatives aim to instill positive values and enhance student awareness, fostering an ethical and disciplined educational environment. The study highlights the importance of proactive measures and integrating prevention strategies into school programs to promote holistic student development

INTRODUCTION

Three major educational issues-bullying, sexual violence, and intolerance-are of primary concern in the field of education. Bullying, a pervasive psychosocial issue, involves demeaning behavior that harms both the victims and perpetrators, often with the latter wielding more power both physically and psychologically (Darmayanti & Kurniawati, 2019). Sexual violence refers to acts of coercion involving intimate or sexual relations, which cause both physical and psychological trauma to the victims. Intolerance, on the other hand, involves discrimination, exclusion, or restrictions based on religion, race, ethnicity, or skin color, undermining basic human rights and freedoms (Rijaal, 2021).

According to data from the Organization for Economic Cooperation and Development (OECD), Indonesia ranks fifth among 78 countries in terms of bullying, with 41.1% of students affected (Butar & Karneli, 2022). This statistic underscores the ongoing and serious nature of bullying in Indonesian schools. Additionally, sexual violence remains a pressing issue, with the Indonesian Child Protection Commission (KPAI) reporting 797 child victims of sexual

violence in January 2022 alone (Waruwu et al., 2024). Intolerance continues to hinder inclusive education, as discrimination based on religion, race, or ethnicity often affects student relationships and contributes to an unwelcoming school climate.

These issues have detrimental effects on students, creating an unsafe and uncomfortable learning environment that can lead to both physical and psychological trauma. Such conditions disrupt the learning process and impede students' academic and emotional development (Astiwi et al., 2024). These challenges directly contradict Indonesia's Child Protection Law (No. 35 of 2014), which guarantees children the right to be free from violence and discrimination, and to grow and develop in a safe and nurturing environment.

This study aims to explore the implementation of prevention programs targeting bullying, sexual violence, and intolerance in primary schools. Specifically, the research will focus on how structured, collaborative approaches involving various stakeholders such as government bodies, schools, and communities can effectively address these issues. By examining current programs, this research seeks to identify the gaps in existing literature and provide practical solutions for schools to create safer and more inclusive environments.

This study contributes to the literature by providing insights into how prevention programs can be integrated into the school curriculum and everyday practices to combat bullying, sexual violence, and intolerance. Additionally, it emphasizes the importance of character education, including values like tolerance, empathy, and respect, as essential components of a holistic educational approach. The research aims to bridge the gap in understanding how such programs can be effectively implemented in Indonesian schools, offering evidence-based recommendations for policy and practice to support student well-being and foster a positive school climate.

LITERATURE REVIEW

Bullying

Bullying is a serious issue that occurs in various environments, particularly in schools, and can have negative impacts on students' physical, psychological, and social development. According to Novitasari & Setyowati (2020), bullying is defined as aggressive behavior that is repeated and involves an imbalance of power between the perpetrator and the victim. This behavior includes various forms, ranging from physical, verbal, and social bullying to the increasingly prevalent cyberbullying due to technological advancements. A study by Kusumardi (2024) shows that victims of bullying often experience a decrease in self-confidence, learning difficulties, and psychological trauma that may persist over the long term.

Several studies highlight the causes of bullying in schools, including family environment, classroom dynamics, and school culture. According to Pisriwati et al. (2024) and Syah et al. (2024), children who grow up in families with authoritarian or conflict-filled parenting styles tend to have a higher risk of becoming either perpetrators or victims of bullying. On the other hand, school environments with insufficient support, such as low teacher supervision

and weak anti-bullying policies, also contribute to the prevalence of bullying cases. Research also reveals that bullying not only affects the victims but also the perpetrators and witnesses, creating an unfavorable school atmosphere (Eryilmaz et al., 2023).

Various interventions have been developed to reduce bullying in schools, including school-based programs such as the Olweus Bullying Prevention Program (OBPP). This program emphasizes the importance of supervision, teacher training, and the involvement of the entire school community in creating a safe environment. Additionally, technology-based approaches, such as anti-bullying apps, have been implemented to facilitate case reporting and provide support to victims. Further research is needed to develop more effective and sustainable methods for addressing bullying in different contexts. With integrated efforts, it is hoped that bullying can be minimized, creating a learning environment that is safe and supports the holistic development of students.

Sexual Violence

Sexual violence against students in educational environments is a serious issue that negatively impacts the physical and mental well-being of the victims. According to Wardhani & Mulyanto (2023), sexual violence in schools can take the form of verbal harassment, unwanted physical contact, and sexual coercion. Sexual violence cases involving students often occur in contexts where there is a power imbalance, with the perpetrator typically being in a more dominant position, such as a teacher or senior student. Research by Poetri & Indraswari (2024) shows that victims of sexual violence often experience deep trauma, such as anxiety, depression, and Post Traumatic Stress Disorder (PTSD), which can affect their learning process and personal development.

The causes of sexual violence in schools are complex, involving power dynamics, gender inequality, and a lack of awareness about students' rights. According to Mahaye & Ajani (2023), sexual violence in schools is often overlooked due to insufficient supervision and a lack of clear policies to protect students. Ignorance or indifference toward signs of sexual violence also serves as a barrier to addressing this issue. Additionally, the strong patriarchal culture that persists in some school environments creates limited opportunities for victims to report the violence they experience, either due to fear or the belief that no meaningful action will be taken (Siswanto et al., 2024).

Efforts to prevent and address sexual violence in schools must involve a holistic approach, including education about gender equality, human rights, and clear anti-violence policies. Programs like the Safe Schools Program have been implemented in several countries, focusing on empowering students to recognize, report, and address sexual violence. Research by Fuentes et al. (2022) and Tarso et al. (2024) emphasizes the importance of involving all parties, including educators, parents, and the community, in creating a safe environment for students. Sexual education based on values of equality and mutual respect is also recognized as an important strategy to prevent sexual violence among students.

Intolerance

Intolerance in education is an issue that can hinder the creation of an inclusive and harmonious learning environment. According to Rijaal (2021), intolerance in schools often manifests as discrimination based on differences in religion, race, ethnicity, or culture, leading to the marginalization of certain groups. These cases of intolerance not only affect the students who are victims but can also worsen interpersonal relationships within the school community. Research by Nasriandi et al. (2023) shows that intolerance in schools can undermine mutual respect among students, increase social tension, and affect students' sense of safety and comfort within the educational environment.

The main causes of intolerance in education relate to a lack of understanding about diversity and the differences present in society. According to Afandi (2024), factors such as stereotypes, ignorance, and prejudice often contribute to the practice of intolerance in schools. Additionally, educational policies that fail to reflect diversity or impose certain values without considering the students' different backgrounds can exacerbate this issue. In some cases, the imposition of specific religious or cultural norms in schools can cause feelings of alienation for students who do not adhere to those beliefs or practices, as noted in several incidents in Indonesian schools.

Efforts to address intolerance in education require a comprehensive approach, starting with a curriculum based on values of tolerance, as well as training for educators to increase their awareness of diversity. Educational programs that teach empathy, appreciation for differences, and the importance of equal rights are expected to help students overcome prejudice and discriminatory attitudes. According to research by Siswanto et al. (2024), integrating tolerance education into the curriculum not only reduces intolerance but also builds social awareness and creates a more inclusive school environment. With the right approach, intolerance in schools can be minimized, creating a learning space that is safe and respectful of differences among students.

METHODOLOGY

The research method employed in this study is a literature review, or bibliographic study. This approach involves reviewing books, academic articles, reports, and other relevant documents that address the research problem (Widoyoko, 2017). By relying on secondary sources, the researcher analyzes materials that are pertinent to the topic of interest, without the need for field research. The focus is on reviewing journals that discuss the implementation of prevention programs for the “three major sins” bullying, sexual violence, and intolerance in elementary schools. Secondary data is collected through these sources, which provide indirect insights into the studied issues (Sugiyono, 2019). After gathering the data, the researcher proceeds with a thorough analysis of the information obtained from the literature.

In terms of data analysis, the study applies the qualitative data analysis method proposed by Miles & Huberman (1994). This technique involves four distinct stages: data collection, data reduction, data presentation, and conclusion drawing. The first step, data collection, involves gathering relevant documents, followed by data reduction. Data reduction refers to the process of

organizing and categorizing the data into manageable sections, identifying key themes related to the research objectives. The next step involves presenting the reduced data in formats such as descriptive text, field notes, matrices, graphs, networks, and images. The purpose of this presentation is to facilitate the drawing of conclusions and to take appropriate action based on the findings. Finally, the conclusion drawing stage, which occurs throughout the entire research process, ensures that the results are validated and lead to new insights about the implementation of prevention programs for bullying, sexual violence, and intolerance in elementary schools (Pringgar & Sujatmiko, 2020).

The selection of literature sources for this study follows a clear and systematic process. Sources were primarily selected based on their relevance to the key topics of bullying, sexual violence, and intolerance, with a particular emphasis on those discussing prevention programs within the context of elementary education. The year of publication was also an important consideration; sources from the last five years were prioritized to ensure that the study incorporates the most up-to-date research and reflects current trends in the field. The justification for utilizing Miles and Huberman's method is based on its suitability for qualitative research, particularly in organizing and synthesizing complex data from diverse sources. Their framework allows for a structured and systematic approach to analyzing qualitative data, which is crucial in synthesizing literature on such a multifaceted issue as school-based prevention programs. This method ensures that the findings of the study are not only comprehensive but also lead to actionable recommendations for educational policy and practice

RESEARCH RESULT

Prevention of the Three Major Educational Sins

Socialization is an essential process in internalizing group norms and developing an individual's unique personality (Syah et al., 2024). In schools, socialization functions to prevent the occurrence of the three major educational sins: bullying, sexual violence, and intolerance. This is related to the role of schools as agents of socialization, providing knowledge, skills, and shaping students' attitudes. Schools play a crucial role in developing children's intelligence, independence, and sense of responsibility (Putri et al., 2024). As formal educational institutions, schools are where children engage in broader social interactions and learn to appreciate differences, making socialization at school a tool to create a safe and conducive environment for student development.

Socialization to prevent bullying, sexual violence, and intolerance has been conducted in various schools. For instance, research by Prihartono & Hastuti (2022) shows that socialization with the theme "Stop Bullying" in elementary schools can increase students' understanding of bullying, its types, and its impact on victims. Through this program, students are taught to recognize the dangers of being a perpetrator or victim of bullying and how to prevent it. Another study by Rahman et al. (2021) also emphasized that socialization at 020 Balikpapan Utara State Elementary School helped students understand the negative effects of bullying and fostered tolerance and

cooperation. This socialization not only prevents discrimination but also supports the development of mutual respect among peers.

In the field of sexual violence prevention, socialization has also proven effective. A study by Wulandari et al. (2019) demonstrated that providing material on reproduction and puberty helped students become more aware of their rights to protect themselves from sexual harassment. This kind of socialization provides students with essential skills to recognize and report acts of sexual violence. Furthermore, research by Nurjaya et al. (2020) revealed that socialization about sexual violence enhanced students' understanding of its types and impacts, enabling them to avoid and address it if it occurs. This socialization equips children with critical self-protection skills to create a safe school environment.

Moreover, intolerance, as one of the three major educational sins, can also be prevented through socialization. Research by Yunas (2024) shows that socialization in schools can reduce intolerance by instilling values of mutual respect, helping, and caring without regard to religion or background. Increased understanding of religious and cultural differences in schools can prevent discrimination, persecution, or religious-based violence. This socialization not only educates students to respect differences but also introduces them to the importance of maintaining harmony in the school environment.

Thus, structured socialization programs have proven effective in preventing the three major educational sins. Effective socialization enhances students' understanding of bullying, sexual violence, and intolerance, helping them avoid or report such behaviors. Overall, socialization serves as an important strategy to create a safer and more inclusive school environment for all students, supporting their positive social development.

Character Education

One way to prevent the occurrence of the three major educational sins in elementary schools is through character education. Character education is a conscious effort to help individuals understand, uphold, and act based on noble values of virtue (Yogyanto et al., 2024). Character education is crucial because it provides the foundation for developing a good character in children. This process involves not only knowledge but also moral values that must be understood and applied by students in their daily lives. Thus, character education serves as the foundation for shaping children's personalities with ethics and social responsibility.

Character education plays a key role in shaping students' character. This is achieved through role models, habituation, and the creation of a conducive environment in schools. What students see, hear, feel, and do will shape their character, meaning that a positive and supportive environment greatly influences their personality development. The role model provided by teachers, along with the habits formed in daily activities, has a significant impact on shaping students' character. Therefore, it is important for schools to create a climate and culture that supports this character education process.

Through character education conducted by teachers, students are taught to appreciate the positive values essential in social life. This will help them avoid behaviors that may harm themselves or others, such as bullying, sexual violence, and intolerance. When students understand the harmful effects of such actions, they will be more aware of not engaging in negative behaviors. For example, with a good understanding of the impact of bullying on victims, students are more likely to avoid such behaviors and contribute to creating a safer school environment.

Character education also plays an important role in teaching values such as tolerance, respect for differences, and empathy (Siswanto & Hanama, 2024). By developing mutual respect among peers, character education can prevent intolerance in schools. The values of mutual respect and helping others, instilled through character education, help students embrace the differences around them, whether it be differences in religion, ethnicity, or culture. This also reduces the potential for discrimination and persecution in the school environment, which is often the root cause of intolerance issues.

This perspective is supported by research conducted by Amadori et al. (2023), Carrera-Fernández et al. (2021) and Domínguez-Martínez & Robles (2019). These studies show that bullying, sexual violence, and intolerance can be prevented through character education in schools. By prioritizing character education, students can develop healthy personalities and emotional maturity, which significantly helps them face various challenges, including issues related to the three major educational sins. Character education provides students with essential social skills to interact well and fosters positive attitudes toward themselves and others.

Overall, character education is one of the effective strategies for creating a safe and positive school environment. By instilling strong moral values and emphasizing role modeling and good habits, schools can help prevent negative behaviors such as bullying, sexual violence, and intolerance. Therefore, it is crucial for schools to continue strengthening character education programs, which should not only focus on academics but also on shaping students' attitudes and behaviors to improve their social lives.

DISCUSSION

Counseling and character education are two crucial approaches in preventing the three major educational sins: bullying, sexual violence, and intolerance in elementary schools. Socialization in schools plays a key role in raising student awareness about unacceptable behaviors and teaching better ways to interact with others. This is consistent with Venkatesan & Prabakar (2024), where socialization not only imparts knowledge but also shapes more positive attitudes and behaviors among students.

Furthermore, socialization related to sexual violence has also proven effective in providing students with the knowledge and skills to protect themselves. Through this counseling, students learn to identify signs of sexual violence and how to report it if it occurs. This also leads to the development of a healthier and safer mindset. Additionally, in alignment with McDermott et al.

(2023), students feel empowered to protect their safety and that of their peers in the school environment.

Intolerance, as one of the major educational sins, can also be prevented through socialization aimed at instilling mutual respect and helping behaviors, regardless of religious or cultural backgrounds. Such socialization is essential in creating a harmonious school environment where students are taught to respect differences and avoid religious-based discrimination or violence. This aligns with Benjamin et al. (2024), where through effective socialization, students are expected to develop strong tolerance attitudes, which in turn reduces the potential for religious persecution or violence.

In addition, character education is a strategic effort that can prevent the three major educational sins. Character education implemented in schools, particularly through modeling and habituation, plays an important role in shaping students' personalities. With character education, students are not only taught theory but also trained to apply moral values in their daily lives. This aligns with Lloyd & Bradbury (2023), where this approach helps students avoid negative behaviors such as bullying, sexual violence, and intolerance because they become more aware of the harmful effects of these behaviors.

Good character education also focuses on developing mutual respect among peers. This has been shown to prevent intolerance, which often stems from an inability to accept differences. By teaching empathy, respect for differences, and mutual respect, character education creates a more inclusive and safer environment for all students. Research by Amadori et al. (2023), Carrera-Fernández et al. (2021) and Domínguez-Martínez & Robles (2019) shows that character education can reduce the potential for bullying, sexual violence, and intolerance because students are equipped with good social skills to interact with their peers.

Overall, both counseling and character education are highly effective approaches in creating a safe, inclusive, and understanding school environment. Structured counseling provides students with the knowledge and skills to avoid and address issues related to bullying, sexual violence, and intolerance. On the other hand, well-implemented character education strengthens students' moral and ethical attitudes, ultimately preventing the occurrence of the three major educational sins. Therefore, it is important for schools to continuously reinforce these two aspects as part of efforts to create a better environment for students' social and emotional development.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings and discussions, it can be concluded that the three major educational sins bullying, sexual violence, and intolerance are still prevalent in elementary school environments. Therefore, more concrete efforts are needed to prevent these issues. The research shows that the implementation of socialization or counseling programs, as well as character education for students, is an effective step in addressing and preventing these three major educational sins. These programs not only provide students with knowledge but also equip them with essential moral values that help shape better attitudes and behaviors within the school environment.

ADVANCED RESEARCH

Based on the research findings, several recommendations to prevent the three major educational sins in elementary schools are as follows: First, schools should regularly conduct socialization or counseling programs about bullying, sexual violence, and intolerance, involving students, teachers, and parents to raise awareness about creating a safe environment. Second, character education should be reinforced through teacher role modeling, the habituation of positive values, and creating a supportive school climate. Third, cooperation with parents is crucial to strengthen the values taught in school. Lastly, continuous evaluation and monitoring of these programs are necessary to ensure their effectiveness in preventing the three major educational sins.

ACKNOWLEDGMENT

The author would like to express their gratitude to colleagues who have assisted in completing this article.

REFERENCES

- Amadori, A., Intra, F. S., Taverna, L., & Brighi, A. (2023). Systematic Review of Intervention and Prevention Programs to Tackle Homophobic Bullying at School: a Socio-emotional Learning Skills Perspective. *International Journal of Bullying Prevention*, 0123456789.
- Astiwi, W., Siswanto, D. H., & Suryatama, H. (2024). Description regarding the influence of teacher qualifications and competence on early childhood learning achievement. *Asian Journal of Applied Education (AJAE)*, 3(3), 347–358.
- Benjamin, S., Koirikivi, P., Salonen, V., Gearon, L., & Kuusisto, A. (2024). Safeguarding social justice and equality: Exploring Finnish youths' 'Intergroup Mindsets' as a novel approach in the prevention of radicalization and extremism through education. *Education, Citizenship and Social Justice*, 19(2), 292–312.
- Carrera-Fernández, M. V., Lameiras-Fernández, M., Blanco-Pardo, N., & Rodríguez-Castro, Y. (2021). Preventing violence toward sexual and cultural diversity: The role of a queering sex education. *International Journal of Environmental Research and Public Health*, 18(4), 1–15. <https://doi.org/https://doi.org/10.3390/ijerph18042199>
- Domínguez-Martínez, T., & Robles, R. (2019). Preventing Transphobic Bullying and Promoting Inclusive Educational Environments: Literature Review and Implementing Recommendations. *Archives of Medical Research*, 50(8), 543–555. <https://doi.org/https://doi.org/10.1016/j.arcmed.2019.10.009>
- Eryilmaz, A., Deniz, M. E., Uzun, G., & Kurtulus, H. Y. (2023). Examination of university students' experiences regarding the university adaptation process. *Yildiz Journal of Educational Research Yildiz Technical University*, 8(1), 11–27. <https://doi.org/https://doi.org/10.14744/yjer.2023.017>
- Fuentes, M. C., Garcia, O. F., Alcaide, M., Garcia-Ros, R., & Garcia, F. (2022). Analyzing when parental warmth but without parental strictness leads to more adolescent empathy and self-concept: Evidence from Spanish homes.

- Frontiers in Psychology*, 13(December), 1–15.
<https://doi.org/https://doi.org/10.3389/fpsyg.2022.1060821>
- Kusumardi, A. (2024). Strategi Pembelajaran Sosial Emosional Dalam Pencegahan Perundungan , Bullying Pada Kurikulum Merdeka. *LENTERNAL: Learning and Teaching Journal*, 5(1), 10–26.
<https://doi.org/https://doi.org/10.32923/lenternal.v5i1.4161>
- Lloyd, J., & Bradbury, V. (2023). Zero tolerance to sexual harm in schools—from broken rules to broken systems. *Journal of Sexual Aggression*, 29(2), 226–242.
<https://doi.org/https://doi.org/10.1080/13552600.2022.2057605>
- Mahaye, N. E., & Ajani, O. A. (2023). Exploring the Factor and Strategies for Ensuring Educational Stability in Kwazulu-Natal: A Focus on Mitigating School Violence and Promoting a Favorable Learning Environment. *International Journal of Innovative Technologies in Social Science*, 3(39), 1–17.
<https://doi.org/https://doi.org/10.31435/rsglobal>
- McDermott, E., Kaley, A., Kaner, E., Limmer, M., McGovern, R., McNulty, F., Nelson, R., Geijer-Simpson, E., & Spencer, L. (2023). Understanding How School-Based Interventions Can Tackle LGBTQ+ Youth Mental Health Inequality: A Realist Approach. *International Journal of Environmental Research and Public Health*, 20(5). <https://doi.org/https://doi.org/10.3390/ijerph20054274>
- Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded Sourcebook. In *Qualitative Data Analysis: An Expanded Sourcebook* (pp. 1–318).
- Nasriandi, N., Pajarianto, H., & Makmur, M. (2023). One World, Many Religions: the Local Wisdom Value and Social Religious Organizations in Strengthening Tolerance. *Al-Qalam*, 29(1), 112.
<https://doi.org/https://doi.org/10.31969/alq.v29i1.1224>
- Novitasari, D. I., & Setyowati, R. N. (2020). Penerapan Strategi Guru Dalam Menangani School Bullying Siswa Di Sekolah Menengah Pertama Taman Siswa Kota Mojokerto (Studi Kasus Di SMP Taman Siswa Kota Mojokerto). *Kajian Moral Dan Kewarganegaraan.*, 8(3), 1104–1116.
- Nurjaya, N., Subriah, S., & Hidayati, H. (2020). Sosialisasi dan Simulasi Pencegahan Kekerasan Seksual Terhadap Anak pada Orang Tua dan Murid SD Inpres Sambung Jawa III Kota Makassar. *Media Implementasi Riset Kesehatan*, 1(2), 12–16.
- Pisriwati, S. A., Hardi, Y., & Siswanto, D. H. (2024). Enhancing organizational development through principal leadership to improve teacher and staff work discipline. *Journal of Organizational and Human Resource Development Strategies*, 1(1), 52–62.
<https://doi.org/https://doi.org/10.56741/ohds.v1i01.670> Enhancing
- Poetri, A. A., & Indraswari. (2024). Content Analysis of Law Number 12/ 2022 on Sexual Violence based on Due Diligence Framework rights and is generally related to unequal power relations between men and women . According to the National Commission on Violence Against Women (Komnas Perempuan. *Contemporary Public Administration Review (CoPAR)*, 1(2), 61–93. <https://doi.org/https://doi.org/10.26593/copar.v1i2.7683.61->

- Prihartono, D., & Hastuti, S. (2022). Sosialisasi Penyuluhan Stop Bullying di SD Negeri 02 Lengkong Wetan Serpong Kota Tangerang Selatan. *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ, September 2019*, 1-5. <http://jurnal.umj.ac.id/index.php/semnaskat>
- Putri, H. A., Hardi, Y., Alghiffari, E. K., & Siswanto, D. H. (2024). Penerapan teknik mindfulness dalam proses pembelajaran di sekolah menengah atas. *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren*, 3(03), 152-162. <https://doi.org/https://doi.org/10.56741/pbpsp.v3i03.733>
- Rahman, A. F. S., Sriwahyuni, W., Hakim, A. R., Azha, F., Cahyani, M. O., Elyunandri, H. P., Prayitno, T., & Latif, A. (2021). Sosialisasi Pencegahan Tindakan Bullying Di Sekolah Dasar Negeri 020 Balikpapan Utara. *JMM - Jurnal Masyarakat Merdeka*, 3(2), 8-14. <https://doi.org/https://doi.org/10.51213/jmm.v3i2.50>
- Siswanto, D. H., & Afandi, M. M. (2024). Analysis of the Implementation of Mindfulness in Senior High School Students' Learning. *Asian Pendidikan*, 4(1), 79-85. <https://doi.org/https://doi.org/10.53797/aspen.v4i1.9.2024>
- Siswanto, D. H., Maretha, D. G. A., Alghiffari, E. K., & Mahmudah, K. R. (2024). Design and Testing of Scientific-based SPLDV Flip Worksheets. *Indonesian Journal of Educational Science and Technology (Nurture)*, 3(2), 75-88. <https://doi.org/https://doi.org/10.55927/nurture.v3i2.9312>
- Siswanto, D. H., Wibowo, W. A., Saputra, Y. D., Ramadhan, Rozaq, R., Suryatama, H., & Saputra, S. A. (2024). Qualitative Study on the Dynamics of Social Interaction Between Boarding Students and the Local Community. *International Journal of Scientific Multidisciplinary Research (IJSMR)*, 2(9), 1275-1288. <https://doi.org/https://doi.org/10.55927/ijsmr.v2i9.11385>
- Siswanto, H., & Hanama, A. (2024). The Influence of Pocket Money on the Desire to Learn Mathematics Among Elementary School Students. *International Journal of Learning Reformation in Elementary Education*, 3(03), 164-175. <https://doi.org/10.56741/ijlree.v3i03.652>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Syah, A. B. P. D. A. F., Rachmawati, L., & Siswanto, D. H. (2024). Validity and practicality of the game-based learning media for mathematical logic using the quiz whizzer application. *JOELI: Journal of Educational and Learning Innovation*, 1(2), 107-118. <https://doi.org/http://doi.org/10.72204/xpxg2d74>
- Syah, A. B. P. D. A. F., Suwarta, & Siswanto, D. H. (2024). Enhancing teacher self-management and skills in designing teaching materials through a merdeka curriculum workshop at muhammadiyah 1 sleman vocational high school. *Jurnal Pengabdian Masyarakat Bestari (JPMB)*, 3(9), 585-598.
- Tarso, Fitriana, E., & Siswanto, D. H. (2024). Keefektifan Fitur-Fitur pada Aplikasi Telegram sebagai Media Pembelajaran Matematika Siswa Sekolah Menengah Kejuruan. *Papanda Journal of Mathematics and Sciences*

- Research (PJMSR), 3(2), 99–109.
<https://ejournal.papanda.org/index.php/pjmsr/article/view/958>
- Venkatesan, K., & Prabakar, S. (2024). The effect of cultural socialization on the development of prosocial behavior and academic performance in young adults. *International Journal of Education and Practice*, 12(2), 240–252.
<https://doi.org/https://doi.org/10.18488/61.v12i2.3675>
- Wardhani, D. W., & Mulyanto, M. (2023). Restitution as a Form of Legal Protection for Child Victims of Sexual Violence with Perpetrators of a Biological Father Based on the Principles of Justice. *Technium Social Sciences Journal*, 40(February), 166–173.
<https://doi.org/https://doi.org/10.47577/tssj.v40i1.8308>
- Waruwu, E., Sinulingga, A. A., Sitepu, A. G., & Sugiyana, F. X. (2024). Project on Strengthening the Profile of Pancasila Students : Implementation, Role of Teachers, and Student Character. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 10(1), 169. <https://doi.org/https://doi.org/10.33394/jk.v10i1.9946>
- Widoyoko, E. P. (2017). *Evaluasi Program Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik*. Pustaka Pelajar.
- Wulandari, M. D., Widhayanti, A., Hidayat, M. T., Fathoni, A., & Abduh, M. (2019). Identifikasi Pengetahuan dan Keterampilan Perlindungan Diri Anak dari Pelecehan Seksual di SD Muhammadiyah 1 Surakarta. *Profesi Pendidikan Dasar*, 1(1), 61–68.
<https://doi.org/https://doi.org/10.23917/ppd.v1i1.8374>
- Yogyanto, N., Pisriwati, S. A., & Siswanto, D. H. (2024). Education on the contextual utilization of information technology based on the iot in the daily lives of senior high school students. *Civitas : Jurnal Pengabdian Masyarakat*, 1(1), 21–27.
- Yunas, N. S. (2024). The Existence of Pancasila Values and its Threats in the Digital Space of the Millenial Generation Novy Setia Yunas. *Journal of Civic and Moral Studies*, 9(1), 1–12.
<https://doi.org/https://doi.org/10.26740/jcms.v9n1.p1-12>