

The Urgency of Development Digital Comic Teaching Materials in Strengthening Character Education to Prevent Bullying Behavior for High School Students

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Abstract

The bullying phenomenon that occurs in the school environment shows that educational institutions are unable to provide a conducive and pleasant atmosphere for their students because the school climate seems like a "prison", and even acts of physical and verbal violence in the form of bullying often occur. Prevention of bullying behavior in the school environment can be done through strengthening character education. The lack of bullying educational teaching materials in schools is a serious problem amidst the massive bullying behavior that occurs in the school environment. Based on this phenomenon, the development of digital comic teaching materials to strengthen character education and prevent bullying is very necessary. This research aims to identify the urgency of digital comic teaching materials in strengthening character education to prevent bullying behavior. The method used in this research is quantitative-descriptive, with the research subjects being 259 high school students in Denpasar City. Research results based on student responses show that the character values that need to be instilled to prevent bullying behavior at school are 45% integrity, 23% religious, 20% independence, 10% mutual cooperation, and 2% nationalism. Meanwhile, regarding the condition of teaching materials to strengthen character education and prevent bullying behavior, 90% of students stated that there were no teaching materials. Students' perception of the development of digital comic teaching materials in strengthening character education to prevent bullying is that 84.2% are very interested in the development of digital comic teaching materials. Thus, based on students' perceptions of the development of digital comic teaching materials in strengthening character education to prevent bullying behavior, it is an urgency that must be carried out as a preventive measure in preventing bullying behavior that occurs in the school environment.

Keyword: urgency; digital comic teaching materials; character; bullying

1. Introduction

Education is an important pillar in forming the character of the younger generation. In the midst of technological advances and rapid social change, challenges in the world of education are also increasingly complex. Character education is an effort to instill moral and ethical values in students so that they are able to develop into individuals who are responsible, empathetic and have integrity. Character education does not only focus on cognitive aspects,

but also includes students' emotional and social development (Sukadari et al., 2020). In the current digital era, conventional teaching methods are often less effective in attracting students' interest and attention, so innovation in teaching materials is very important. One problem that is increasingly prominent is bullying behavior among high school students. Bullying behavior at school is a serious problem that requires special handling. Bullying not only has a negative impact on the victim, but also on the perpetrator and the school environment as a whole. The negative impacts of this behavior include decreased academic performance, mental health problems and discomfort in the learning environment.

Based on data from the National Commission for Child Protection, the number of cases recorded is much higher, there are around 16,720 cases of bullying in schools throughout 2023. This data covers various forms of bullying experienced by students at various levels of education throughout Indonesia (Sukmah et al., 2024). These cases were discovered after Komnas PA visited thousands of schools in various provinces in Indonesia. Meanwhile, based on data from the Volunteer School, cases of physical bullying are the form most frequently experienced by victims, namely 55.5%, followed by verbal bullying at 29.3%, and psychological bullying at 15.2%. In terms of educational level, elementary school (SD) students are the most victims of bullying with 26%, followed by junior high school (SMP) students with 25%, and senior high school (SMA) students with 18.75% (Rahmawati et al., 2024). These bullying cases not only harm students physically and mentally but also affect their overall learning environment. In some cases, bullying even triggers suicide among students. To overcome this problem, various preventive efforts have been carried out by related institutions, including providing educational seminars to children and parents about the dangers of bullying and how to deal with it.

The urgency of using digital comics in character education is not only based on the effectiveness of this media in attracting students' attention, but also on its ability to convey moral messages in more depth. Students tend to more easily remember and reflect on messages conveyed through picture stories. Strong narratives and well-developed characters in comics can provide concrete examples of the consequences of bullying behavior and the importance of treating others with respect (Aplin-Houtz et al., 2023). Research shows that effective character education can reduce bullying incidents in schools. In this context, digital comics can act as a powerful tool. Students can be actively involved in the learning process through group discussions, story analysis, and self-reflection. So they not only receive information passively, but also develop critical thinking skills and empathy, which are important components in preventing bullying. In addition, digital comics provide flexibility in their use. Teachers can easily integrate this comic into the existing curriculum, either as the main teaching material or as a supplement. Digital technology allows for regular updating of content and adaptation of stories according to student needs and development. This makes digital comics a relevant and dynamic tool in character education. The use of digital comics as teaching materials in strengthening character education in high school is a strategic step to prevent bullying behavior. By utilizing media that suits students' interests and learning styles, it is hoped that moral messages can be conveyed more effectively. The use of digital comics not only provides a fun learning experience, but also equips students with positive values that are essential for their future lives.

2. Literature Review

2.1 Digital Comic Teaching Materials

In the learning process, teaching materials are needed to help teachers with teaching and learning activities. Teaching materials are all forms of materials used in carrying out learning activities. According to Dick and Carey (2015), teaching materials are a collection of subject matter used by teachers and students in the learning process in a systematic arrangement. Meanwhile, according to the Department of National Education (2008), teaching materials are defined as materials that students must study as a means of learning. Comics are a form of presenting teaching materials through illustrated stories that combine pictures, written text, and dialogue. Comics are strong visual messages that convey deep and direct meaning in a way that conventional texts cannot (Khotimah & Hidayat, 2022). Comics are increasingly becoming the target of serious scholarly attention in the humanities (McCloud, 2022). Using comics as a visual aid will provide stimulation for students and make them focus on the topic to achieve planned targets (Linardatos & Apostolou, 2023). Based on research by Waskithasari and Setiasih (2008), non-academic reading that is popular with students includes novels (24.5%), comics (24.5%), magazines (15.1%), short stories (8.5%), scientific books (7.5%), psychology books (5.7%), religious books (4.7%), true story books (4.7%), scientific humor books (2.8%), and biography books (1.9%). Students' passion for reading comics can be used to prepare teaching materials. Both in the form of comic books and digital comics. Affective is a domain related to individual attitudes, emotions, behavior, character, interests, and values. The affective domain is related to attitudes and values. In this context, affectivity includes an individual's feelings, beliefs, and views towards an object, situation, or other person (Nababan et al., 2023). The attitudes that individuals have can influence their actions and behavior.

2.2 Strengthening Character Education

Character seen from a behavioral perspective places more emphasis on the somatopsychic elements that a person has from birth. Character is a series of traits, values, attitudes, and behaviors that characterize a person's identity. Character education is education that aims to help individuals understand, internalize, and apply important ethical values in everyday life. Character is also often associated with the term temperament, which places more emphasis on psychosocial definitions that are linked to education and environmental context (Demak & Rofiq, 2023). Meanwhile, character, seen from a behavioral perspective, places more emphasis on the somatopsychic elements that a person has from birth. Thus, it can be said that the process of character development in a person is influenced by many factors that are unique to the person concerned, which are also called innate factors (nature) and the environment (nurture) in which the person concerned grows and develops. Character education believes in the existence of absolute morals, namely that absolute morals need to be taught to the younger generation so that they truly understand what is good and right. Character education has a higher meaning than moral education because it does not just teach what is right and what is wrong; more than that, character education instills habits (habituation) about good things so that students come to understand (cognitive domain) about what is good and wrong, be able to feel (affective domain) good values, and habitually do it (behavioral domain) (Wahyuningsih et al., 2023). So character education is closely related to habits that are continuously practiced or carried out. A person can only be called a person of character if

his behavior is in accordance with moral rules. Thus, good character education must involve not only aspects of good knowledge (moral knowing), but also feeling well or loving the good (moral feeling) and good behavior (moral action). Strengthening character education (PPK) is an effort made by educational institutions such as schools and other educational institutions to form, develop, and strengthen positive character in individuals. Strengthening character education involves an educational process that aims to form moral values, ethics, attitudes, and behaviors that are considered positive in everyday life (Fikri et al., 2023). Character education does not only focus on developing cognitive aspects such as academic knowledge but also on developing affective and psychomotor aspects. The aim is to form individuals who have integrity, empathy, responsibility, honesty, cooperation, and other positive values needed to succeed in social, personal, and professional life.

2.3 Bullying

Bullying is defined as extreme, rude behavior. Although many children experience teasing or exclusion every day that does not meet the standard definition of extreme behavior, this behavior is still considered a form of bullying. Bullying does not only include the roles of the perpetrator and victim, which are important elements in the process, but also the roles of other people. Bullying often occurs in group situations where several members of the group participate in the bullying, and even those who do not participate directly are usually aware of what is happening. Bullying can also be seen as a reflection of violence in society in general and does not focus on individual aggression, which usually has its roots within the family (Imdad et al., 2020). This approach to bullying as social violence can also look at the social causes of bullying, including economic factors and social media. Bullying is aggressive behavior carried out repeatedly by one or more individuals against someone who is weaker or less powerful physically, emotionally, or socially. Bullying can take the form of insults, harassment, threats, or physical actions aimed at hurting, degrading, or dominating the victim. This often occurs in the school environment in various forms, including verbal (in the form of teasing), physical (such as punches or kicks), or even online (known as cyberbullying) (Nasti et al., 2023). Bullying is not an ordinary conflict between two equally balanced individuals, but rather the exploitation of power by one party to harm the other.

3. Method

This research is quantitative descriptive research. Research activities were carried out to obtain information regarding the urgency of digital comic teaching materials in strengthening character education to prevent bullying behavior in Denpasar City High Schools. Data collection techniques in this research were observation and questionnaires. The data sources in this research are primary data, which was carried out by distributing observations, interviews, and questionnaires, and secondary data, which was carried out by collecting data through journal articles and books. The subjects of this research were 256 class X students at Denpasar City High School. Data analysis was carried out to identify the urgency of developing digital comic teaching materials to strengthen character education to prevent bullying behavior in high school. Data analysis was carried out using an interactive analysis model according to Miles & Huberman, which consists of 4 stages: 1) data collection was carried out by observation, interviews, and questionnaires; 2) data reduction was carried out to map data that

was relevant and in accordance with the problems in the research; and 3) presentation. The data in this research was processed through questionnaire results, and drawing conclusions is the final stage to answer problems related to the urgency of digital comic teaching materials in strengthening character education to prevent bullying behavior in high school.

4. Result

This research was conducted involving 259 student respondents at Denpasar City High School, Province, Bali. The research results show that there is an urgency to develop digital comics in strengthening character education to prevent behavior bullying. Strengthening character education is carried out at Denpasar City High School using a project to strengthen the profile of Pancasila students. In strengthening character education, the method used in learning is lectures which influence the urgency of developing digital comic teaching materials in Denpasar City High School which can be presented in Figure 1. Based on Figure 1, it is known that 80.2% of students stated the method used in strengthening character education in school is a lecture. Even though the characteristics and learning styles of class X students tend to be audio-visual. Where learning carried out audio-visually is more interesting than using the lecture method. The condition of teaching materials for strengthening character education to prevent bullying behavior is known to be 90% of students stating that there is no teaching material about strengthening character education to prevent bullying which is presented in Figure 2. This happens because when explaining material related to character education and bullying, the teacher only explains it in a lecture model without supporting teaching materials in learning because of the teacher's perception that character is a form of behavior that must be taught and exemplified directly in the classroom. Even though the output from strengthening character education is affective (attitude), the current teaching materials only focus on the cognitive (knowledge) and psychomotor (skills) domains. This condition shows that teachers are unable to prepare teaching materials in the affective domain, especially regarding strengthening character education and bullying.

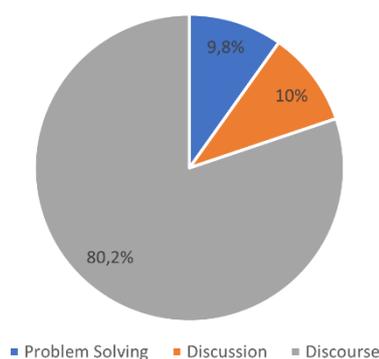


Figure 1. Learning Method Figure

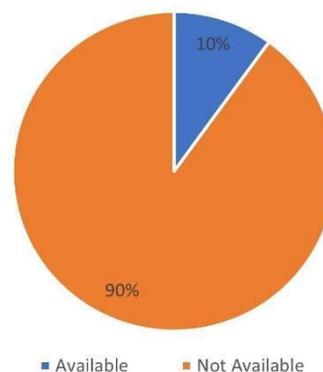


Figure 2. Condition of Teaching Materials

Data regarding the character values needed to prevent bullying behavior in the school environment is presented in Figure 3 below. Based on this picture, it is known that 45% of students stated that the character value that is very necessary to prevent bullying behavior in the school environment is integrity. This condition occurs because The value of integrity includes several important aspects such as honesty, responsibility, respect and respect for other

people. So it is very important for students to be given strengthened character education that places more emphasis on the value of integrity to reduce bullying behavior in the school environment. Based on a phenomenon that often occurs in the school environment, most students who bully their friends do not realize that this behavior constitutes bullying and hurts their friends (Wu et al., 2024). Data regarding the types of bullying behavior that occur in the Denpasar City High School environment is presented in figure 4. Based on this figure, it is known that the types of bullying behavior that often occur in the high school environment are 40% being teased, 27% spreading bad news/rumours, 12, 8% were excluded, 10.2% were hit/pushed and 10% were threatened. This shows that the intensity of bullying that occurs in Denpasar City High School is dominated by verbal bullying.

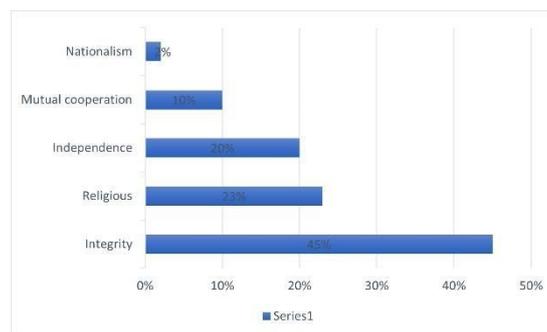


Figure 3. Character Values to Prevent Bullying

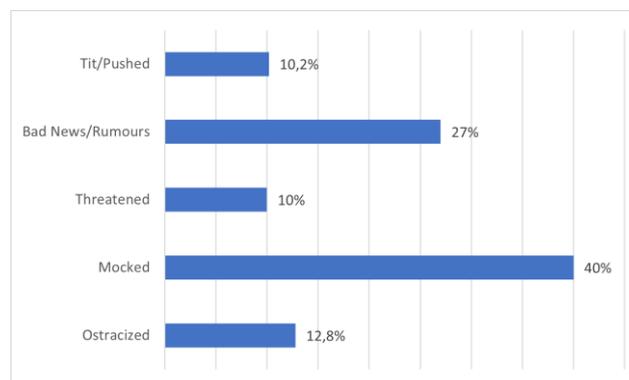


Figure 4. Types of Bullying Behavior that Occur in the School Environment

Meanwhile, 96% of students stated that they agreed with the development of digital comics as teaching materials. Digital comics in strengthening character education to prevent bullying behavior are presented in Figure 5. This condition shows that digital comics as teaching materials are very attractive for students who tend to have an audio-visual learning style. Apart from that, digital comics are very popular among high school students so digital comics can also be used as a preventative measure for bullying behavior. The average duration spent by students reading digital comics is presented in Figure 6. Based on this figure, it was found that the duration students spent reading digital comics ranged from 2-5 hours per day with the longest duration reaching 53.7%. Meanwhile, students who read digital comics with a duration of at least less than 1 hour reached 46.3%. This condition

shows that students' interest in reading digital comics at Denpasar City High School is quite high.

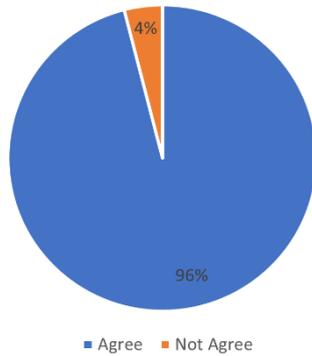


Figure 5. The Urgency of Developing Digital Comics as Teaching Materials

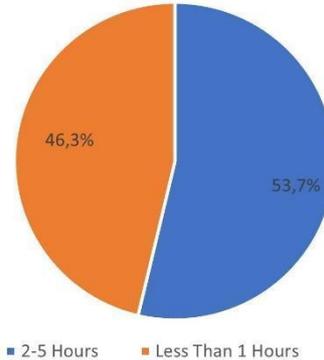


Figure 6. Duration of students reading digital comics

5. Discussion

Bullying among high school students has become a serious problem that disrupts students' character, mental development, and learning processes. Preventing bullying behavior requires an innovative and effective approach to character education. Character education is an important aspect of the modern education system, especially in preventing negative behavior such as bullying at school. This study shows that 45% of students stated that the character value that is very necessary to prevent bullying behavior in the school environment is integrity. Bullying is an aggressive act that involves using power or force to harm another person, either physically or emotionally. At the high school level, students are at a critical phase in their emotional and social development, so it is important to instill strong positive values. One innovative method that can be used is through digital comic teaching materials. Digital comics as teaching materials have strong visual and narrative appeal, which can be used to convey moral and ethical messages in a way that is interesting and easy for students to understand.

The fact that the majority of instructional materials created nowadays solely concentrate on the development of the cognitive and psychomotor domains is a phenomenon that can be observed in many schools. One issue that requires attention is the dearth of instructional resources in the affective domain that are available in schools (Sari & Ritonga, 2021). One way to get around these issues is to use digital comic teaching resources. The idea that the affective domain is an attitude that is taught directly through the learning process and does not require teaching materials is one of the factors that influences the dearth of resources, media, and facilities in schools. Other factors that influence this perception are a lack of teaching staff who are competent in developing teaching materials in the affective domain. This is shown by the results of this research, as many as 80.2% of students stated that the learning method used in the affective domain was lecture.

Based on the results of this research, it shows that 89.9% of students stated that there were no teaching materials in the affective domain. Based on the data that has been presented, it shows that there is an urgency to develop digital comics as teaching materials in the affective domain to prevent bullying behavior in high school. This urgency arises from the absence of teaching materials on strengthening character education and bullying and the existing teaching

materials focus on the cognitive and psychomotor domains even though the output of character education subjects is affective. This is also shown in the data, as many as 90% agree with the development of digital comics to prevent bullying behavior.

Bullying is defined as intentionally harming or demeaning other individuals through a pattern of continuous hostility. Bullying has negative consequences for the bully, the victim, and the person who bullies them (Widiharto et al., 2020). Bullying has become a concerning worldwide issue that primarily impacts children and adolescents. Bullying can occur in a variety of forms, such as verbal, physical, or even cyberbullying (Hikmat et al., 2024). bullying can have long-term impacts on a victim's mental and emotional well-being, in addition to creating a hazardous and inappropriate learning environment (Fuentes et al., 2020). Because of this, preventing bullying necessitates a multidimensional approach that incorporates instruction that promotes equality, cooperation, and tolerance for individual diversity. According to the study's findings, 29% of students had witnessed bullying behavior both inside and outside of their school. Making digital comics as teaching tools is an important step in the fight against bullying behavior in schoolchildren and teens (Al-ghifary & Subroto, 2024). Digital comics could be an entertaining and simple tool for the target audience (students) to learn about anti-bullying themes (Wulansari et al., 2022).

Physical bullying is one of the easiest types to recognize, namely hitting/pushing. In high school, this may occur in school hallways, classrooms, or other areas where teacher supervision is not as strict (Schütz et al., 2022). Based on the results of this study, it shows that physical bullying occurred in the form of 10.2% being hit/pushed. While it may be occurring on a smaller scale compared to a few years ago, it is still a serious concern. Verbal bullying is also a common problem in high school (Menin et al., 2021). This involves insults, ridicule, intimidation, the use of harsh words towards the victim and the spreading of bad news/rumours. This data is shown through the results of research that has been carried out that verbal bullying is occurs in high school in the form of 40% were ridiculed, 27% spread bad news/rumours, 12.8% were ostracized, and 10% were threatened. Verbal bullying can occur in front of many people or in the form of demeaning text or social media messages (Busby et al., 2022). Often, victims of verbal bullying suffer serious psychological impacts, such as low self-esteem or depression.

Students are especially drawn to digital comics. Comics may make difficult concepts easy to grasp and recall by combining eye-catching text and graphics (Wang et al., 2024). Furthermore, comics may now be distributed more easily because to developments in digital technology, which can be accessed via mobile applications and web platforms (Suri & Chandra, 2021). This makes it possible for the intended audience to more broadly and successfully receive anti-bullying messages (Rueda et al., 2022). As many as 53.7% of students spent time reading digital comics ranging from 2-5 hours. This shows that digital comics are an interesting choice to use as teaching materials in the affective domain in the learning process at school to prevent student bullying behavior. Through these stories, readers can understand more deeply the characteristics and symptoms of each problem bullying, and how to manage it (Sri Parindu Purba, 2023). In addition, digital comics can present various strategies or techniques that can help overcome problems bullying, such as relaxation techniques, meditation, or cognitive behavioral therapy (Linardatos & Apostolou, 2023). With educational digital comic teaching

materials bullying, it is hoped that it can increase students' awareness and knowledge regarding the importance of maintaining good behavior.

6. Conclusion, Implication, and Recommendation

According to the research findings, there is an urgent need to develop digital comic teaching materials to strengthen character education and prevent bullying behavior in high school. The development of digital comics as teaching materials to prevent bullying behavior offers an innovative approach to increasing students' awareness and understanding of bullying behavior. The narrative and visual diversity in comics allows students to identify and internalize the characters' values more contextually. By utilizing the advantages of teaching materials in conveying moral and social messages, digital comics can be a powerful tool in efforts to prevent bullying in high school environments. It is very important for the government, schools, communities, and non-governmental organizations to increase efforts to prevent and handle bullying. Implementing concrete policies and enforcing strict rules is very necessary to reduce the number of bullying cases and create a safe school environment for all students. We need to conduct further research to evaluate the long-term impact of using digital comics on students' bullying behavior.

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