



## Implementation of mental health-based Pancasila Education learning model for bullying prevention

Paiman<sup>1</sup>, Joko Wahono<sup>2</sup>, Ahmad Nasir Ari Bowo<sup>3</sup>, Luqman Novianto<sup>4</sup>, Oktavia Kurnia Wati<sup>5</sup>

<sup>1,2,3,4,5</sup> Universitas Cokroaminoto Yogyakarta, Yogyakarta, Indonesia

[paiman@gmail.com](mailto:paiman@gmail.com)<sup>1</sup>, [jokowahono@ucy.ac.id](mailto:jokowahono@ucy.ac.id)<sup>2</sup>, [ahmadnasir.ucy@gmail.com](mailto:ahmadnasir.ucy@gmail.com)<sup>3</sup>, [luqman.ucy@gmail.com](mailto:luqman.ucy@gmail.com)<sup>4</sup>, [oktaviakurniawati.ucy@gmail.com](mailto:oktaviakurniawati.ucy@gmail.com)<sup>5</sup>

### ABSTRACT

The implementation of Pancasila Education in schools has largely focused on theoretical instruction, with limited integration of mental health perspectives. As a result, teachers often have insufficient understanding of mental health concepts, while students experience various mental health challenges. This study aims to describe and develop an effective mental health-based model for implementing Pancasila Education to prevent bullying. Using an exploratory qualitative approach with a multiple-case study design, the research was conducted in six senior and vocational high schools in Yogyakarta. Data were collected through interviews, observations, and document analysis and were validated through triangulation of methods and data sources. Data analysis followed the interactive model of Miles and Huberman. The findings indicate that the implementation model comprises four key stages: establishing learning identity, identifying learning problems, formulating learning objectives, and implementing learning activities. Teachers function as facilitators who create safe and supportive learning environments, while students actively develop social and emotional awareness. This model positions schools as inclusive learning ecosystems that support character development and bullying prevention.

### ARTICLE INFO

#### Article History:

Received: 17 Oct 2025

Revised: 20 Jan 2026

Accepted: 28 Jan 2026

Publish online: 12 Feb 2026

#### Keywords:

bullying prevention; learning model; mental health; Pancasila Education

#### Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

### ABSTRAK

Implementasi Pendidikan Pancasila di sekolah masih cenderung menekankan penyampaian materi teoretis, dengan integrasi perspektif kesehatan mental yang relatif terbatas. Kondisi ini berdampak pada kurang optimalnya pemahaman guru terhadap konsep kesehatan mental, sementara murid menghadapi berbagai permasalahan psikologis. Penelitian ini bertujuan untuk mendeskripsikan dan mengembangkan model implementasi Pendidikan Pancasila berbasis kesehatan mental yang efektif dalam pencegahan perundungan. Penelitian menggunakan pendekatan kualitatif eksploratif dengan desain studi kasus jamak yang dilaksanakan di enam sekolah. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen, serta divalidasi melalui triangulasi metode dan sumber. Analisis data dilakukan menggunakan model analisis kualitatif interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa model implementasi terdiri atas empat tahapan utama, yaitu pembentukan identitas pembelajaran, identifikasi permasalahan pembelajaran, perumusan tujuan pembelajaran, dan pelaksanaan kegiatan pembelajaran. Guru berperan sebagai fasilitator yang menciptakan lingkungan belajar yang aman dan suportif, sementara murid terlibat aktif dalam penguatan kesadaran sosial dan emosional, sehingga sekolah berfungsi sebagai ekosistem pembelajaran yang inklusif dalam pencegahan perundungan.

**Kata Kunci:** kesehatan mental; model pembelajaran; pencegahan perundungan; Pendidikan Pancasila

### How to cite (APA 7)

Paiman, P., Wahono, J., Bowo, A. N. A., Novianto, L., & Wati, O. K. (2026). Implementation of mental health-based Pancasila Education learning model for bullying prevention. *Curricula: Journal of Curriculum Development*, 5(1), 275-288.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

### Copyright

2026, Paiman, Joko Wahono, Ahmad Nasir Ari Bowo, Luqman Novianto, Oktavia Kurnia Wati. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

<https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. \*Corresponding author: [paiman@gmail.com](mailto:paiman@gmail.com)

## INTRODUCTION

Mental health constitutes a fundamental foundation of quality of life, enabling individuals to manage life's challenges adaptively, optimally develop their potential, and engage actively and productively in social and community contexts. Mental health refers to a state of psychological well-being that enables individuals to cope with life's challenges, realize their potential, engage in productive learning and work, and actively contribute to society. Mental health is a state of psychological well-being that enables individuals to manage life stressors adaptively and to function productively and meaningfully within social, educational, and national contexts (Bowo et al., 2024). Overall, mental health can be defined as a state of psychological well-being that enables individuals to adaptively cope with life challenges, realize their potential, function productively, and contribute meaningfully to society.

Nevertheless, this ideal condition has not been fully achieved in current realities. Mental health problems remain a serious global issue, affecting approximately 332 million people worldwide (Vigo et al., 2022). Young people are particularly vulnerable, with excessive technology use contributing to anxiety, depression, sleep disturbances, and other psychological disorders. These conditions highlight the urgent need for comprehensive and coordinated mental health interventions, especially for the younger generation.

Mental health problems significantly contribute to the emergence of bullying behaviors, including physical, verbal, psychological, and cyber forms of violence (Purba et al., 2024; Saputri et al., 2023). In school settings, these forms of bullying are frequently observed and often reflect underlying psychological distress among students. This condition highlights the close relationship between mental health and bullying, wherein students with good mental health are less likely to engage in bullying behaviors. In contrast, those experiencing mental health problems face a higher risk of involvement in such behaviors (Puspitasari, 2023). Therefore, strengthening students' mental health plays a crucial role in preventing bullying in schools, whereas unresolved mental health problems may increase the prevalence of bullying behaviors.

One factor that can prevent bullying is mental health. Good mental health can help students develop the social and emotional skills needed to deal with bullying situations. An alternative solution to prevent mental health problems and bullying among students is the implementation of Pancasila Education learning. One of the goals of Pancasila Education is to foster mental health. The implementation of moral Education can minimize the occurrence of bullying (Noboru et al., 2021). Pancasila Education has a crucial contribution to bullying prevention (Sari & Devra, 2024). Pancasila Education helps students become more self-aware as citizens, understand their rights and responsibilities, learn to handle diverse situations, and develop good mental health, thereby preventing bullying (Husnunnadia & Slam, 2024; Isnawan, 2025).

The implementation of Pancasila Education has not been optimal, resulting in incomplete achievement of learning objectives, including improvements in mental health and the prevention of bullying. During the COVID-19 pandemic, changes in national curriculum policy affected teachers' understanding and ability to implement the curriculum effectively. Previous studies indicate that the understanding and implementation of Pancasila Education

remain low, particularly in teachers' capacity to design learning plans, develop instructional tools and materials, integrate digital media, and cultivate character values such as tolerance, diversity, and mental health (Bustomi et al., 2025; Nasra et al., 2022; Nurhayati et al., 2025). As a result, teacher performance, character development, leadership in integrating local wisdom and Pancasila values, and the implementation of work programs have not been fully realized (Oeschger et al., 2024). The negative effects of social media on students' lifestyles are well-documented. Adolescents increasingly face various challenges in the era of globalization, including student delinquency and difficulties in applying Pancasila values in daily life (Mulyatno et al., 2023; Nugroho et al., 2022; Rino et al., 2022).

The results of the researcher's grand tour in six senior and vocational high schools in Yogyakarta indicate that Pancasila Education learning remains predominantly theoretical and has not yet integrated mental health content. Many teachers lack an adequate understanding of mental health components in the learning process. At the same time, students experience mental health problems such as depression, emotional instability, and anxiety, which subsequently contribute to bullying cases. These findings are supported by previous studies showing that the theoretical orientation of Pancasila Education, limited integration of mental health, and low teacher understanding contribute to students' mental health problems and the emergence of bullying (Puspitasari, 2023).

Problems in the implementation of Pancasila Education have resulted in the learning objectives not being optimally achieved, particularly in enhancing students' mental health and preventing bullying. This study focuses on developing an effective mental-health-based Pancasila Education implementation model for bullying prevention in senior and vocational high schools in Yogyakarta. The novelty of this study lies in integrating Pancasila Education with mental health to address bullying. Previous studies on Pancasila Education have largely overlooked the integration of mental health components and bullying prevention, even though strengthening students' mental resilience and character is a core objective of Pancasila Education.

This study addresses the problem of how to implement an effective mental-health-based Pancasila Education learning model to prevent bullying among students. The urgency of the research is driven by the increasing cases of bullying rooted in student mental health issues, the need for innovative and relevant Pancasila Education models, and the importance of strengthening awareness of mental health and character development. The study is also expected to support policy recommendations and contribute to creating a safer and more conducive school environment. The purpose of this research is to describe and develop an effective model for implementing mental-health-based Pancasila Education in bullying prevention in SMA and SMK Yogyakarta.

## **LITERATURE REVIEW**

### **Model for Implementing Pancasila Education Learning**

Learning is a structured process that facilitates students' acquisition of knowledge, development of skills, and formation of attitudes through systematically designed instructional content (Bowo et al., 2025). A learning implementation model is an operational framework that guides the planned execution of learning activities, drawing on curriculum

documents, available facilities, and literacy strategies to achieve learning objectives. This model extends beyond written planning to encompass concrete instructional practices implemented by teachers, supported by collaboration among educational stakeholders, and informed by the effective use of school culture and learning environments. Pancasila Education is an educational process designed to instill, internalize, and actualize Pancasila values in students' daily lives through structured learning experiences. The implementation model of Pancasila Education learning serves as a systematic framework for organizing the learning process in accordance with curriculum guidelines and instructional tools. It encompasses stages such as program planning, development of syllabi and lesson plans, implementation of learning activities, and strengthened collaboration among relevant stakeholders to achieve the goals of developing students' attitudes, knowledge, and civic competencies.

The implementation model of Pancasila Education learning is a systematic framework for applying learning activities to instill and internalize Pancasila values through a planned, structured, and experiential learning process. This model encompasses not only the development of curriculum documents and instructional tools but also the operational steps undertaken by teachers, collaboration among educational stakeholders, the use of school facilities and culture, and the application of learning strategies that enable the manifestation of Pancasila values in daily actions and behaviors. Through this implementation model, Pancasila Education learning is expected not only to foster cognitive understanding but also to foster changes in attitudes and character, and to promote the practical application of Pancasila moral values in real life.

### **Promoting Mental Health and Preventing Bullying in Schools**

Mental health is a state of psychological well-being that enables individuals to manage life's pressures, develop their potential, behave positively, and contribute to society. In the educational context, mental health is closely related to the ability to adapt, manage emotions, and develop character (Bowo et al., 2024). It explains that mental health encompasses emotional, psychological, and social well-being; it is not merely the absence of disorders but also the ability to adapt, manage stress, function productively, and build constructive relationships (Gautam et al., 2024). Mental health is a state of psychological, emotional, and social well-being that enables individuals to manage life's pressures, adapt to their environment, and develop their potential optimally. Individuals with good mental health can regulate their emotions, behave positively, function productively, build constructive social relationships, and contribute to society. Thus, mental health does not merely mean the absence of psychological disorders but also encompasses the ability to adapt, self-regulate, and develop a healthy character in daily life.

Bullying prevention is a series of systematic efforts carried out through school-based anti-bullying programs to reduce bullying behavior and the number of students involved as perpetrators or victims. These efforts include a whole-school approach, encompassing anti-bullying policies, classroom rules, and awareness-raising activities; peer involvement, particularly informal peer engagement such as class discussions, to encourage positive behavior and discourage bullying; and providing information to parents as an effective component for reducing bullying and victimization. Overall, bullying prevention aims to

create a safe school environment, lower the incidence of bullying, and minimize risks to students' social and emotional well-being. The article also emphasizes that although prevention programs can be effective, their impact varies and tends to be weaker among adolescents (Salmivalli et al., 2021). A series of proactive efforts to reduce, limit, and stop bullying behavior while creating a safe and inclusive school environment. Bullying prevention involves establishing a safe, supportive, and inclusive school climate through interventions that strengthen healthy social relationships and improve the overall school environment, thereby minimizing bullying behavior. Bullying prevention is a series of systematic and proactive efforts aimed at reducing, limiting, and stopping bullying behavior in schools, while creating a safe, supportive, and inclusive learning environment. These efforts are implemented through a whole-school approach that includes developing anti-bullying policies, classroom rules, awareness-raising programs, peer involvement, and collaboration with parents. Bullying prevention aims to promote healthy social relationships, improve the school climate, and protect students' emotional and social well-being. Although prevention programs are effective, their impact may vary, particularly among adolescents.

## **METHODS**

The purpose of this research is to describe and develop an effective model for implementing mental-health-based Pancasila Education in bullying prevention in SMA and SMK Yogyakarta. This study employs an exploratory qualitative approach with a multiple-case study design. The qualitative approach is used to explore and understand the meanings of individual or group behaviors that reflect social issues. This study adopts an exploratory qualitative approach with a multiple-case study design to provide an in-depth analysis of data on an effective mental-health-based Pancasila Education implementation model for bullying prevention among students in senior and vocational high schools in Yogyakarta. This approach allows the collection of comprehensive, credible, and meaningful data and supports the development of new theoretical insights to address existing problems and achieve the research objectives. The study was conducted in six schools: SMA Negeri 1 Kalasan, SMK Negeri 2 Depok, SMA Negeri 2 Banguntapan, SMK Negeri 1 Pleret, SMA Negeri 11, and SMK Negeri 6 Yogyakarta. The key informants were school principals or vice-principals responsible for curriculum affairs, who granted research permission and served as primary implementers at the school level. The main informants were Pancasila Education teachers, and the supporting informants were two students from each school. The stages of informant selection in this study included identifying the overall sample, determining the sample size based on information adequacy criteria, designing a purposive sampling method, and recruiting informants via snowball sampling. The researcher maintained a neutral relationship with all informants to ensure objectivity.

Data collection techniques included interviews, observations, and document analysis. Data validity was ensured through two types of triangulation, namely technique triangulation and data source triangulation. Data were analyzed using Miles and Huberman's interactive qualitative data analysis model. The research procedures were conducted in four stages: 1) an initial grand tour of six schools to identify existing problems, followed by problem identification and the formulation of alternative solutions; 2) field data collection; 3) cross-case data analysis across the six schools; and 4) formulation of research results, discussion,

and research findings. The research team has completed stage one, while stages two, three, and four are scheduled for implementation.

## **RESULTS AND DISCUSSION**

The results of the cross-case analysis across six senior and vocational high schools in the Special Region of Yogyakarta indicate that the implementation model of mental-health-based Pancasila Education learning for bullying prevention constitutes an integrated framework of school policies and programs.

### **Implementation of Bullying Prevention Based on Government Policy**

The implementation of bullying prevention is guided by government policy, as set out in the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Institutions (Child-Friendly Schools). Schools establish policies or regulations that emphasize the importance of mental health and bullying prevention, aiming to protect students, teachers, educational staff, and the entire school community from physical, psychological, and sexual violence, bullying, discrimination, and intolerance.

### **School Responsibilities in Mental Health Promotion and Bullying Prevention**

The school's responsibilities in promoting mental health and preventing bullying include preventive efforts, case handling, and establishing a task force to prevent and manage violence. Preventive measures are implemented through curricular activities, including Pancasila Education, and through orientation programs at the beginning of the semester, particularly for new students. In addition, extracurricular activities such as scouting, student organizations, religious programs, and other activities contribute to prevention efforts, as do co-curricular activities, including teacher guidance and mentoring outside classroom instruction.

### **Bullying Management Procedures in Schools**

Bullying management in schools includes receiving case reports from guidance and counseling teachers and the violence prevention and management task force. Reports may be submitted directly or indirectly through reporting channels such as complaint boxes, email, or telephone numbers. The school team then conducts an in-depth investigation and analysis of the reported cases, provides immediate protection to victims, including psychological assistance, and applies corrective measures to perpetrators, such as counseling, warnings, and sanctions, in accordance with school regulations. Recovery and follow-up efforts are subsequently implemented through ongoing counseling services, character development, and social skills training.

### **Establishment of a School-Based Violence Prevention and Management Task Force**

Schools establish a task force to prevent and manage violence, comprising students, teachers, or other educational staff, and parents. This task force is responsible for implementing preventive measures, handling cases, supporting victim recovery, coordinating with external parties, and conducting documentation and evaluation.

## **Integration of Bullying Prevention into Curricular Learning, Including Pancasila Education**

Prevention activities are implemented through curricular learning, including Pancasila Education. The implementation model of mental-health-based Pancasila Education for bullying prevention comprises several components: 1) the integration of Pancasila Education content with mental health and bullying prevention; 2) the application of active learning methods, such as problem-based learning, project-based learning, and contextual learning, related to mental health and bullying issues; 3) the internalization of Pancasila values through reflection on bullying experiences and prevention efforts; and 4) the strengthening of social-emotional skills. Through these activities, students are positioned as active subjects who engage reflectively and collaboratively in various activities that foster empathy, tolerance, and social responsibility.

**Table 1.** Learning Activities

<b>No</b>	<b>Stage</b>	<b>Activities</b>
1	Introduction	<ol style="list-style-type: none"> <li>1. The teacher opens the lesson with greetings, prayer, and by creating a positive and inclusive atmosphere</li> <li>2. Delivering an apperception by connecting the lesson with previous material or current issues related to bullying in schools</li> <li>3. Guiding students through a brief mindfulness activity, such as breathing exercises or self-reflection, to foster emotional awareness</li> <li>4. Presenting the learning objectives, the benefits of the activity, and the Pancasila values to be integrated (for example: humanity, justice, and unity)</li> </ol>
2	Presentation/ Core Activities	<ol style="list-style-type: none"> <li>1. Exploration of Values and Emotions. Students discuss their experiences or feelings when witnessing or experiencing bullying. The teacher facilitates emotional identification and connects it with the principles of Pancasila (for example, respecting others as an expression of the second principle)</li> <li>2. Case Analysis and Values Reflection. Students analyze real cases of bullying in schools. The discussion focuses on identifying which Pancasila values were violated and on exploring alternative attitudes aligned with humanity and cooperation.</li> <li>3. Simulation and Social-Emotional Practice. Through role-play, students practice responding to bullying situations using assertive and empathetic communication. Other students provide feedback based on Pancasila values and mental health aspects (such as ways to calm oneself or help a friend)</li> <li>4. Mini Project (Real Action). Students create a simple campaign titled "Bullying-Free Friendly School" in the form of posters, short videos, or positive slogans that reflect Pancasila values</li> </ol>
3	Closing	<ol style="list-style-type: none"> <li>1. The teacher guides a collective reflection on what has been learned and the feelings experienced during the activity</li> <li>2. Students share one Pancasila value that is most meaningful to them in bullying prevention</li> <li>3. The teacher provides reinforcement and appreciation for students' participation</li> <li>4. Summarizing the key points of the lesson and encouraging students to commit to creating a mentally healthy, bullying-free school environment</li> </ol>

No	Stage	Activities
		5. The activity ends with a prayer and a collective positive affirmation, such as: "I am ready to protect my friends, not become a perpetrator of bullying."

*Sources: Research Data 2025*

## **Discussion**

Pancasila Education plays a role in fostering students' mental health by actualizing Pancasila values, the Bhineka Tunggal Ika principle, and the Undang-Undang Dasar Tahun 1945. Teachers need to guide, motivate, and raise awareness of the importance of mental health through project-based and problem-based learning, as well as other active, innovative approaches (Bowo et al., 2024). From this perspective, the main foundation is that Pancasila values strengthen mental health, thereby fostering healthy social behavior (bullying prevention). Mental health encompasses the ability to understand and manage emotions, empathy toward others, flexibility in coping with adverse situations, and healthy social functioning, including constructive relationships (Gautam et al., 2024). These aspects of mental health serve as a crucial foundation for anti-bullying behavior, as bullying often arises from a failure in emotional regulation, lack of empathy, and an inability to establish healthy social relationships (Martinez et al., 2021; Rueda et al., 2021). Pancasila Education serves as a value-based framework for strengthening students' mental health by fostering emotional regulation, empathy, and positive social functioning. These competencies are essential in promoting prosocial behavior and effectively preventing bullying within school contexts.

The Pancasila values are developed to foster mental health, including the actualization of humaneness, justice, and unity. The internalization of respect for differences; and the cultivation of empathy and positive social relationships (Bowo et al., 2024). These Pancasila values can contribute to bullying prevention, beginning with mental health, empathy, awareness of others' rights, and rejection of violence. Mental-health-based learning emphasizes emotional and social discussions, emotion regulation through reflective activities, strengthening resilience and coping skills, and raising awareness of the risks of negative behaviors such as violence, bullying, and risky social interactions (Bowo et al., 2024; Gautam et al., 2024). Mental-health-based learning contributes to bullying prevention. Students are trained to understand their own and others' feelings and to practice resolving conflicts non-violently (Kołodziejczyk et al., 2025; Ma & Niu, 2025). The internalization of Pancasila values through mental-health-based learning strengthens students' emotional regulation, empathy, and social awareness, thereby fostering prosocial behavior and effectively contributing to the prevention of bullying in school settings.

The implementation model of mental-health-based Pancasila Education for bullying prevention is a model that integrates Pancasila values to develop students' mental health (emotional regulation, empathy, and healthy social relationships), applies active learning strategies such as Project-Based Learning (PjBL) and Problem-Based Learning (PBL), fosters social and moral awareness through reflection and value actualization, and creates a supportive and collaborative school environment. This model aims to cultivate students who can understand their emotions, respect others, resolve conflicts peacefully, and actively reject bullying behaviors (Bowo et al., 2024; Gautam et al., 2024; Salmivalli et al., 2021). The conceptual model for implementing mental-health-based Pancasila Education in bullying

prevention combines Pancasila values as a foundation for character development with the strengthening of students' mental health, including emotional regulation, empathy, healthy social relationships, and resilience. These are implemented through active learning strategies, such as project-based learning, problem-based learning, case studies, and role-play. Through reflective and collaborative learning experiences, moral and social values are internalized into prosocial behavior, awareness of others' dignity, and the ability to resolve conflicts peacefully. The integration of all these components creates an inclusive and supportive school climate, effectively preventing the emergence of bullying behavior (Moreno & Jurado, 2024; Yang et al., 2020). The proposed model integrates Pancasila values with mental-health-based active learning to strengthen students' emotional regulation, empathy, resilience, and prosocial behavior, thereby fostering an inclusive school climate that effectively prevents bullying.

The implementation model of Pancasila Education learning based on mental health in bullying prevention includes several stages, namely:

1. The identity section also helps trace responsibilities, resource allocation, and the evaluation of implementation (Sabetra & Aziz, 2021). The learning identity is important because it serves as a marker of the structure and direction of the learning process that the teacher will implement (Kusumawati et al., 2021). Developing the learning identity, which includes the subject name, class level, semester, school address, and the teacher's name. By clearly outlining these identity elements in the planning document, the learning implementation becomes more systematic, structured, and accountable rather than merely improvised. The learning identity is an essential component in the planning and implementation of instruction because it provides clarity regarding the direction, structure, and context of the learning activities. Including a complete learning identity makes the learning process more systematic, well-planned, and accountable, and facilitates the tracing of responsibilities and evaluation. Thus, the learning identity prevents unfocused improvisation and ensures that the learning process aligns with students' needs (Moreno & Jurado, 2024; Yang et al., 2020). A clearly defined learning identity provides structure, clarity, and accountability in instructional planning, ensuring that learning activities are systematic, goal-oriented, and aligned with students' needs rather than improvised.
2. Identifying learning problems is crucial as an initial step to improving the quality of instruction (Meng, 2023; Zulyusri et al., 2023). Problem identification helps teachers understand the root causes so that the solutions provided are not misguided (Rino et al., 2022). Identifying problems in Pancasila Education learning, including students' mental health conditions and bullying issues, through observation, interviews, or surveys. Identifying learning problems is a crucial initial step in improving instructional quality. Through problem identification, teachers can understand the root causes of difficulties, ensuring that implemented solutions are accurate and appropriately targeted (Arias-Gundín & Llamazares, 2021). Systematic identification of learning problems in Pancasila Education, including mental health and bullying issues, enables accurate diagnosis and targeted instructional improvement.
3. Setting clear learning objectives helps teachers design the content, methods, and assessments, and also helps students understand what is expected from the learning process (Mahajan et al., 2017). Learning objectives are a fundamental component because

they provide direction, a reference point, and a foundation for the entire learning process (Kusumawati et al., 2021). Determining the learning objectives (learning outcomes), including the indicators of achievement, learning materials, and learning media. Establishing learning objectives is an important step because it provides direction and a foundation for the entire learning process. Clear learning objectives help teachers design appropriate materials, methods, and assessments, and make it easier for students to understand what is expected and what they need to achieve during the learning process (Albina & Pratama, 2025; Halim, 2024; Yunita et al., 2025). Clearly defined learning objectives, including achievement indicators, materials, and media, provide a foundational direction for instructional design and help align teaching strategies, assessment, and students' understanding of expected learning outcomes.

4. The learning steps are very important because they ensure that the learning process takes place systematically, in a well-directed manner, and in alignment with the intended objectives. Structured and well-planned learning design has a significant impact on improving students' academic achievement (Khan et al., 2024). Formulating learning steps is crucial because it ensures that the learning process is systematic and well-directed and aligns with the intended objectives. Well-structured learning planning has been shown to improve students' academic achievement significantly, making the learning process more effective and yielding optimal outcomes (Chaula et al., 2025). In conclusion, the systematic formulation of learning steps ensures alignment with instructional objectives and has been empirically shown to enhance instructional effectiveness and improve students' academic achievement.

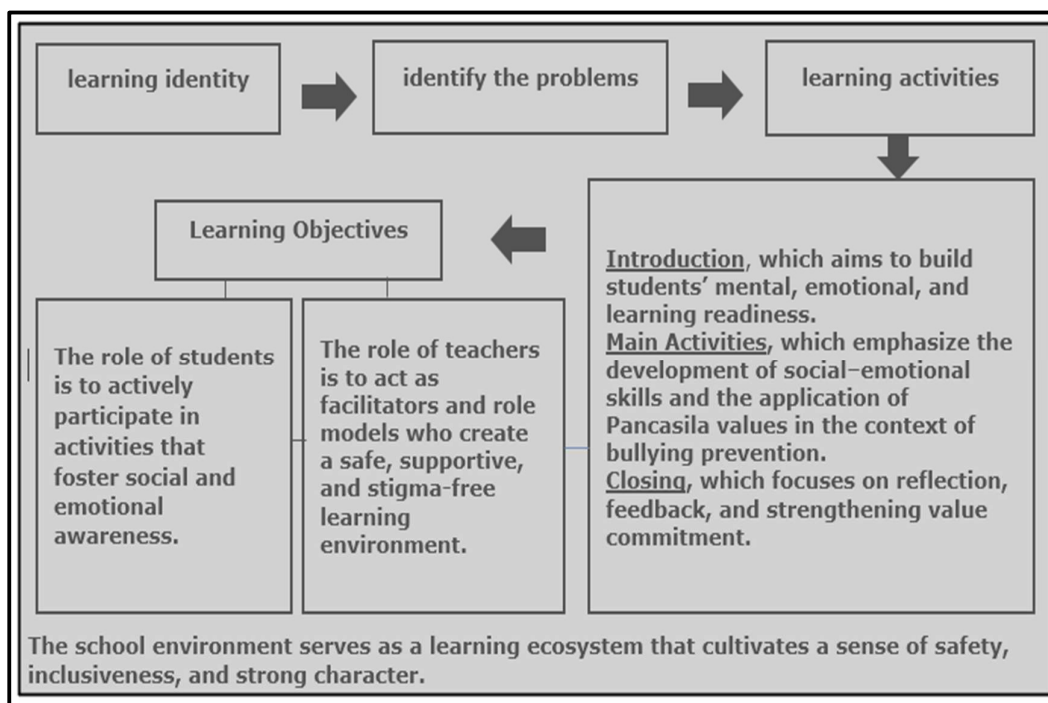
The teacher's role is to serve as a facilitator and role model, creating a safe, supportive, and stigma-free learning environment. Teachers also play a role in the early detection of potential bullying and in providing emotional support to students. In bullying prevention efforts, teachers function as facilitators of social-emotional learning and as role models who uphold school norms. This role includes fostering a safe classroom environment, teaching emotional regulation and conflict-resolution skills, and implementing early interventions when signs of bullying emerge. Cross-national studies emphasize that teacher involvement and intervention practices contribute significantly to the success of anti-bullying programs, particularly when integrated into a whole-school approach.

Students play an active role in activities that foster social and emotional awareness, such as sharing experiences, resolving conflicts peacefully, and creating mentally friendly school campaigns. Effective prevention strategies leverage peer support (Gaffney et al., 2021). The school environment becomes a learning ecosystem that fosters safety, inclusivity, and character development. Collaboration among guidance counselors, homeroom teachers, and the school community is essential to implementing this model. In the school context, relationships among families, teachers, homeroom teachers, and the community (the mesosystem) determine the effectiveness of school interventions in fostering a safe and inclusive environment. This theory supports the idea that cross-stakeholder collaboration (guidance counselors, homeroom teachers, parents, and the community) strengthens the support provided to students (Tong & An, 2024).

Teachers serve as facilitators and role models in building a safe and supportive learning environment. In bullying prevention, teachers teach social-emotional skills, enforce

classroom norms, and implement early interventions, all of which have been shown to affect the effectiveness of anti-bullying programs significantly. Students become agents of change through cooperation, peaceful conflict resolution, and participation in mentally friendly school campaigns. Peer-based approaches are effective for bullying prevention.

The school environment, as a learning ecosystem, must be collaboratively built by guidance counselors, homeroom teachers, parents, and the community. In accordance with ecological theory, stakeholder relationships determine the effectiveness of interventions in creating a safe and inclusive school. The implementation model of Pancasila Education-based learning on mental health in bullying prevention at the senior high school level is illustrated in **Figure 1**.



**Figure 1.** Implementation Model of Mental Health-Based Pancasila Education in Bullying Prevention.  
*Sources: Research Finding 2025*

**Figure 1** illustrates a systematically structured and sequential model for implementing mental-health-based Pancasila Education learning in bullying prevention. The learning process begins with establishing learning identity as an administrative and pedagogical foundation, followed by identifying problems relevant to students' conditions, particularly those related to mental health and bullying. This stage serves as the basis for formulating learning objectives that guide the overall design and learning activities, aligning them with the reinforcement of Pancasila values, mental readiness, and bullying prevention.

Subsequently, the learning objectives are addressed through learning activities comprising three stages: introduction, core activities, and closing. The introductory stage focuses on building students' mental, emotional, and learning readiness. The core activities emphasize the development of social-emotional skills and the application of Pancasila values in bullying prevention, with students positioned as active agents and teachers as facilitators and role models, thereby creating a safe and stigma-free learning environment. The closing stage

focuses on reflection, feedback, and strengthening value commitment. The school environment supports the entire process as a learning ecosystem that fosters safety, inclusiveness, and strong character.

## **CONCLUSION**

The implementation model of Mental Health-Based Pancasila Education in bullying prevention begins with the preparation of the learning identity, which includes the subject name, class level, semester, school address, and the subject teacher's name. Clearly stating this learning identity in the lesson plan ensures that the learning process is systematic, well-structured, and accountable, rather than relying on improvisation. The next stage involves identifying learning problems in Pancasila Education, particularly those related to students' mental health conditions and bullying behaviors, which can be explored through observations, interviews, or surveys. Based on this identification, learning objectives are formulated, encompassing learning outcomes, achievement indicators, learning materials, and instructional media to guide the learning process effectively.

The learning activities are implemented in structured stages comprising an introduction, core activities, and a closing session. The introductory stage focuses on building students' mental, emotional, and motivational readiness to learn. The core activities emphasize the development of social-emotional skills and the application of Pancasila values in bullying prevention. The closing stage focuses on reflection, feedback, and strengthening students' commitment to positive values. In this model, teachers serve as facilitators and role models, creating a safe, supportive, and stigma-free learning environment. At the same time, students are positioned as active participants in activities that foster social and emotional awareness. The school environment functions as a learning ecosystem that nurtures safety, inclusiveness, and character development. This study recommends strengthening teachers' roles in facilitating active student participation in bullying prevention and fostering a safe and inclusive school ecosystem through collaboration among guidance counselors, homeroom teachers, parents, and the wider community. In addition, schools are encouraged to provide adequate mental health support, while further research is needed to examine the effectiveness of this model in broader educational contexts.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest related to the publication of this article. The author affirms that the data and content of this article are free from plagiarism. The author also expresses sincere gratitude to all parties who have provided support during this research.

## **REFERENCES**

- Albina, M., & Pratama, K. B. (2025). Peran tujuan pembelajaran dalam perencanaan pembelajaran: dasar untuk pembelajaran yang efektif. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(2), 55-61.
- Arias-Gundín, O., & Llamazares, G. A. (2021). Efficacy of the RTI model in the treatment of reading learning disabilities. *Education Sciences*, 11(5), 209, 1-25.

- Bowo, A. N. A., Nugroho, T., Wahono, J., Restin, O., & Esawati, A. (2024). Muatan materi pendidikan Pancasila dalam menumbuhkan kesehatan mental peserta didik dan implementasinya dalam pembelajaran. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, 9(2), 413-426.
- Bowo, A. N. A., Wahono, J., & Paiman, P. (2024). Pancasila Education curriculum planning model in senior high school. *JEID: Journal of Educational Integration and Development*, 4(4), 248-257.
- Bowo, A. N. A., Wahono, J., Paiman, P., & Esawati, A. (2025). Model pengorganisasian kurikulum pendidikan Pancasila jenjang sekolah menengah atas Provinsi Jawa Tengah. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 23(2), 171-185.
- Bustomi, A. A., Khosiah, N., & Fathurrohman, A. (2025). Developing Pancasila learning strategies through culture-based interactive media in elementary schools. *Assyfa Learning Journal*, 3(1), 43-56.
- Chaula, E., Kasumba, F. O., & Mmbaga, J. S. (2025). Evaluation of the impact of lesson plan implementation on pupils' learning outcomes in Iringa Municipality Public Primary Schools. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(10), 1830-1841.
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). Effectiveness of school-based programs to reduce bullying perpetration and victimization: an updated systematic review and meta-analysis. *Campbell Systematic Reviews*, 17(2), 1-102.
- Gautam, S., Jain, A., Chaudhary, J., Gautam, M., Gaur, M., & Grover, S. (2024). Concept of mental health and mental well-being, its determinants and coping strategies. *Indian Journal of Psychiatry*, 66(2), 231-244.
- Halim, A. (2024). Efektivitas asesmen sumatif dalam pengukuran capaian pembelajaran peserta didik Kelas IV MIN 19 Bireuen. *Journal of Comprehensive Science (JCS)*, 3(6), 2072-2081.
- Husnunnadia, R., & Slam, Z. (2024). Pencegahan bullying di sekolah: mengimplementasikan pendidikan dan kewarganegaraan untuk penguatan hak dan kewajiban anak. *JPK (Jurnal Pancasila dan Kewarganegaraan)*, 9(1), 28-42.
- Isnawan, F. (2025). Pencegahan cyberbullying melalui pendidikan karakter dan pendidikan hukum bagi siswa sekolah. *Jurnal Civic Hukum*, 10(1), 24-38.
- Khan, S., Siraj, D., & Ilyas, Z. (2024). Effect of lesson planning on academic performance: evidence from the elementary level classroom. *Pakistan Social Sciences Review*, 8(1), 169-177.
- Kołodziejczyk, J., Kołodziejczyk, J., & Walczak, B. (2025). An evaluation of social and emotional learning-based program for kindergarten and primary schools in Poland. *Scientific Reports*, 15(1), 1-10.
- Ma, J., & Niu, X. (2025). How teachers' social-emotional competence affects bullying in rural schools: the chain mediating effect of students' social-emotional competence and classmate relationship. *Frontiers in Psychology*, 16(1), 1-11.
- Mahajan, M., & Singh, M. K. S. (2017). Importance and benefits of learning outcomes. *IOSR Journal of Humanities and Social Science*, 22(3), 65-67.
- Meng, S. (2023). Enhancing teaching and learning: aligning instructional practices with education quality standards. *Research and Advances in Education*, 2(7), 17-31.
- Moreno, A. G., & Jurado, M. D. M. M. (2024). Intervention programs for the prevention of bullying and the promotion of prosocial behaviors in adolescence: a systematic review. *Social Sciences & Humanities Open*, 10(1), 1-10.
- Mulyatno, A. D., Triwinarso, A., & Nugroho, T. (2023). Pendidikan Pancasila bagi penguatan kebangsaan terhadap dampak globalisasi. *Asas Wa Tandhim: Jurnal Hukum, Pendidikan dan Sosial Keagamaan*, 2(2), 189-200.
- Nasra, N., Kusumawati, I., & Paiman, P. (2022). Kinerja guru PPKn dalam meningkatkan nasionalisme siswa (studi kasus pelaksanaan mata pelajaran PPKn di SMP Negeri 3 Bau-bau). *Academy of Social Science and Global Citizenship Journal*, 2(1), 11-20.

- Noboru, T., Amalia, E., Hernandez, P. M. R., Nurbaiti, L., Affarah, W. S., Nonaka, D., ... & Kobayashi, J. (2021). School-based education to prevent bullying in high schools in Indonesia. *Pediatrics International*, *63*(4), 459-468.
- Nugroho, T., Masruri, S., & Arifi, A. (2022). Religious tolerance education in Al Mukmin Islamic Boarding School of Ngruki. *Ta'dib: Jurnal Pendidikan Islam*, *27*(1), 67-83.
- Nurhayati, L., Supriadi, U., Jenuri, J., & Karim, A. (2025). Integrating digital citizenship and religious moderation in open and distance education: a holistic approach to character development in Indonesia. *Asian Association of Open Universities Journal*, *20*(3), 261-276.
- Oeschger, T. P., Makarova, E., Raman, E., Hayes, B., & Döring, A. K. (2024). The interplay between teachers' value-related educational goals and their value-related school climate over time. *European Journal of Psychology of Education*, *39*(4), 3633-3660.
- Purba, N., Manik, A., Harahap, N., & Natser, R. (2024). Maraknya bullying yang terjadi di sekolah dasar. *Jurnal Motivasi Pendidikan dan Bahasa*, *2*(2), 107-118.
- Puspitasari, P. (2023). Mengembangkan kesadaran diri pada siswa untuk mencegah tindak perundungan di sekolah dasar. *Dharmas Education Journal (DE\_Journal)*, *4*(1), 16-22.
- Rino, R., Bowo, A. N. A., & Wahono, J. (2022). Implementasi nilai-nilai Pancasila dalam menanggulangi kenakalan siswa SMP Bina Jaya Banguntapan Bantul. *Academy of Social Science and Global Citizenship Journal*, *2*(1), 1-10.
- Rueda, P., García-Bacete, A., & Márquez, R. (2021). The role of emotional intelligence in adolescent bullying: a systematic review. *Psicología Educativa*, *27*(1), 1-10.
- Sabetra, F., & Aziz, I. (2021). The component of lesson plan on classroom management. *International Journal of Humanities Education and Social Sciences (IJHESS)*, *1*(3), 206-211.
- Salmivalli, C., Laninga-Wijnen, L., Malamut, S. T., & Garandeau, C. F. (2021). Bullying prevention in adolescence: solutions and new challenges from the past decade. *Journal of Research on Adolescence*, *31*(4), 1023-1046.
- Saputri, R. K., Pitaloka, R. I. K., Nadhiffa, P. A. N., & Wardani, K. K. (2023). Edukasi pencegahan bullying dan kesehatan mental bagi remaja Desa Sukowati Kecamatan Kapas Kabupaten Bojonegoro. *Jurnal Penelitian dan Pengabdian kepada Masyarakat UNSIQ*, *10*(1), 44-49.
- Sari, N., & Devra, D. D. (2024). Peran Pendidikan Kewarganegaraan (Pkn) dalam mengatasi kasus bullying pada peserta didik. *Diklat Review: Jurnal Manajemen Pendidikan dan Pelatihan*, *8*(1), 82-87.
- Tong, P., & An, I. S. (2024). Review of studies applying Bronfenbrenner's bioecological theory in international and intercultural education research. *Frontiers in Psychology*, *14*(1), 1-17.
- Vigo, D. V., Kazdin, A. E., Sampson, N. A., Hwang, I., Alonso, J., Andrade, L. H., ... & Kessler, R. C. (2022). Determinants of effective treatment coverage for major depressive disorder in the WHO World Mental Health Surveys. *International Journal of Mental Health Systems*, *16*(1), 1-13.
- Yang, C., Chan, M. K., & Ma, T. L. (2020). School-wide Social Emotional Learning (SEL) and bullying victimization: moderating role of school climate in elementary, middle, and high schools. *Journal of School Psychology*, *82*(1), 49-69.
- Yunita, V., & Afriani, T. (2025). Examining the aspects of curriculum objectives: the key to educational success. *TOFEDU: The Future of Education Journal*, *4*(3), 799-805.
- Zulyusri, Z., Elfira, I., Lufri, L., & Santosa, T. A. (2023). Literature study: utilization of the PjBL model in science education to improve creativity and critical thinking skills. *Jurnal Penelitian Pendidikan IPA*, *9*(1), 133-143.