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Student Collaboration in the "From Zero to Hero" Citizenship Project for Inclusive Anti-Bullying Practice

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Abstract:
Bullying and discomfort in peer relationships call for citizenship education that goes beyond knowing norms and trains cooperation, empathy, and respect for diversity, yet little is known about how students actually collaborate in civic projects on bullying prevention in inclusive Indonesian classrooms. This study aimed (1) to describe the design of the "From Zero to Hero" civic project, embedded in Chapter 3 (Compliance with Norms) of Pancasila Education, in which students produced A3 anti-bullying posters and declaration videos, and (2) to describe the level of collaboration among 32 Grade VII-B students of SMP Negeri 19 Surabaya. A descriptive quantitative, observation-based design was used because the aim was to describe behavior during group work, not to test effects. A 12-item observation sheet (scale 1–4) covering role responsibility, communication and respect, inclusive solidarity, and joint problem solving was applied to the poster and video activities; each student's final score was the mean of the two activity scores and was classified as excellent, good, adequate, or poor. Nineteen students (59.38%) were rated excellent, six (18.75%) good, seven (21.88%) adequate, and none poor; 78.13% reached good or excellent. The study contributes a documented project design, an openly reported observation instrument, and a baseline portrait of collaboration that can be replicated and tested further. Because the observation was a single one without a comparison group and the instrument has not yet been validated, the findings describe collaboration during the project and cannot support conclusions about reduced bullying.

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Introduction (مقدمة)

Bullying in schools is a relational problem that undermines students' right to a safe, equal, and dignified learning environment. Unlike momentary conflicts between friends, bullying generally involves repeated harmful acts and an imbalance of power between the parties involved (Olweus, 1993). Therefore, not every discomfort in peer relations can immediately be classified as bullying; precision in defining the phenomenon is needed so that prevention education does not turn into labeling that harms children (Gaffney et al., 2021a; Salmivalli et al., 2005). The impact of bullying is also real in terms of social behavior, the courage to participate in class, and learning outcomes (Daniati & Fatmariza, 2025; Fasya & Andaryani, 2026; Singamurti & Anggraini, 2022), so its prevention is a matter of learning, not only of discipline.

Heterogeneous classrooms add complexity to these dynamics. Students have diverse learning needs, communication abilities, friendship patterns, and levels of social acceptance. An inclusive school is not satisfied with merely placing students with special needs in the same room; it must ensure real access to participation, friendship, and meaningful contribution. Studies by Woodgate et al. (2020) and Van Ryzin et al. (2024) demonstrate the importance of peer relations and support in the experience of inclusion.

Preliminary information from Grade VII-B at SMP Negeri 19 Surabaya indicates that there are five students with special needs and two students who moved to another class because they felt uncomfortable with their peer environment. This contextual note shows the need to strengthen the classroom climate, but it is not sufficient to identify perpetrators, victims, forms of incidents, or the causal reasons for the class transfers. In this article, the information is treated as background to an educational need, not as a behavioral diagnosis.

Pancasila Education provides a pedagogical space for practicing the values of just and civilized humanity, unity, deliberation, social responsibility, and respect for the rights of others. These values are inadequate if they stop at rote memorization; students need to practice dividing roles, resolving differences, safeguarding their friends' dignity, and acting prosocially in shared activities. Studies of character education in Indonesian secondary schools consistently emphasize that values are instilled through planned implementation strategies, teacher role modeling, and the involvement of the entire school community (Buchory MS & Swadayani, 2015; Dalimunthe, 2015; Fadli, 2022; Maulana, 2023; Nova, 2017; Wening, 2012), including the strengthening of responsibility as a core value (Gestiardi & Suyitno, 2021).

In Chapter 3, *Compliance with Norms* (*Patuh terhadap Norma*) (Grade VII, Phase D), learning was designed using a civic project-based model and the three pillars of deep learning, namely meaningful, joyful, and mindful learning. After students identified violations of legal, courtesy, moral, and religious norms from everyday life, the class jointly agreed on one problem to work on, namely bullying at school. The "From Zero to Hero" project then repositioned students from recipients of anti-bullying messages to producers of such messages: they created A3 posters presenting the causes, effects, solutions, and moral message of bullying, as well as an anti-bullying declaration video of a maximum of eight minutes. Because students had to negotiate the content of the message, divide roles (*jobdesk*), and help one another, the project offers an opportunity to observe collaboration as a process rather than merely assessing the final product.

Experimental studies show that cooperative learning structures are associated with increased empathy and peer relations and reduced bullying (Van Ryzin & Roseth, 2019; Low & Van Ryzin, 2024), and whole-school programs such as KiVa show positive results at large scale (Kärnä et al., 2011). However, this evidence comes from designs with comparison groups and measurement of bullying outcomes. A single-classroom practice with descriptive observational data cannot claim the same effects.

Bullying as a Problem of Peer Ecology

Bullying takes place within the classroom network, not only in the relationship between two individuals. The presence of other students as supporters, passive bystanders, or defenders influences whether harmful behavior continues or stops. The participant-role perspective shows that the formation of group norms is an important element of intervention strategies (Salmivalli et al., 2005; Salmivalli & Poskiparta, 2012). In Indonesia, the family and social environments have been identified as contexts that contribute to students' aggressive behavior (Alwi et al., 2023), and its impact on students' social behavior underscores the need for interventions that address interactions among students, not merely punishment (Daniati & Fatmariza, 2025).

Meta-analyses show that school-based anti-bullying programs are generally beneficial, with effect sizes that vary across programs and contexts (Gaffney et al., 2019b, 2019c, 2021a), and certain program components are more strongly associated with outcomes (Gaffney et al., 2021b). The same is reported for cyberbullying prevention programs (Gaffney et al., 2019a), which is relevant because cases of norm violations on social media are commonly used as learning material for adolescents. At the level of case handling, the KiVa approach also distinguishes strategies for dealing with acute cases from universal prevention (Garandeau et al., 2014), and group guidance services can help victims restore their ways of thinking (Habsy, 2018). All of this evidence must not be copied as a success percentage for the local project, because the outcomes measured differ from the collaboration indicators in this study.

Collaboration as a Citizenship Practice

Collaboration is understood as coordinated behavior to achieve a shared goal through the division of responsibilities, individual contributions, communication, and mutual support. In cooperative learning, members' success is interlinked, yet each student remains accountable for his or her role. These two dimensions, namely positive interdependence and individual accountability, distinguish genuine group work from merely dividing tasks without dialogue (Johnson & Johnson, 2009).

In this project, collaboration was observed through four groups of behavior, namely (a) participation and responsibility for roles, (b) communication and respect for opinions, (c) inclusive solidarity, that is, helping friends who are struggling and working together without discrimination, and (d) joint problem solving and decision making. Inclusive solidarity is understood not as pity, but as offering support that respects the autonomy, will, and contributions of friends.

Van Ryzin and Roseth (2019) reported that cooperative learning in a cluster-randomized trial improved affective empathy and reduced bullying in middle schools. Van Ryzin et al. (2024) reinforced the potential of cooperative learning for peer support and engagement among students with disabilities, but noted that effects on certain inclusion dimensions vary, so implementation quality and teacher facilitation remain decisive. Low and Van Ryzin (2024) added that student-centered, technology-supported cooperative learning can build social-emotional skills and peer relations.

Project-Based Learning, Inclusive Education, and Campaign Products

Project-based learning places students in real problems and demands a publishable product (Thomas, 2000). In the design of Chapter 3, learning experiences were directed toward three pillars: *meaningful learning* (connecting norms with real adolescent dilemmas), *joyful learning* (illustrated stories, video analysis, role play, and creative projects), and *mindful learning* (reflection on conscience and empathy). This design is also aligned with the graduate profile dimensions of noble character and critical reasoning, because students analyze cases of norm violations, trace their causes, and evaluate their consequences for perpetrators, victims, and society.

Social inclusion can be operationalized through access to shared activities, the quality of peer relations, acceptance, and opportunities to contribute (Woodgate et al., 2020). Accordingly, the success of a campaign product does not automatically show that all members have been involved fairly. Video allows messages to be communicated through dialogue, scenes, narration, and editing, whereas an A3 poster requires the selection of a concise slogan, visuals, and call to action. Both serve as media for practicing collective decision making.

The conceptual framework of this study follows social interdependence theory (Johnson & Johnson, 2009), in which shared goals, positive interdependence, and individual accountability are expected to promote constructive interaction among students. The project design (a class-chosen problem, assigned roles, and two shared products) is positioned as the context; observable collaboration (role responsibility, communication and respect, inclusive solidarity, and joint problem solving) is the measured variable; and improved peer relations, a safer classroom climate, and ultimately less bullying are long-term educational goals. Only the first two components are examined in this study. The linkage from collaboration to peer relations and bullying is argumentative, and a single-observation design does not test causal relationships.

Research Gap, Novelty, and Significance

Three gaps emerge from the literature reviewed above. First, the strongest evidence on cooperative learning and anti-bullying programs comes from studies that measure outcomes such as bullying incidence, empathy, or peer relations, whereas the process through which students actually collaborate during a civic project is rarely described in observable terms. Second, research on bullying prevention and research on inclusive education are often reported separately, so little is known about how collaborative civic tasks can be organized so that students with diverse needs have a real role. Third, within the literature reviewed here, descriptive evidence from Indonesian Pancasila Education classrooms that links a locally designed project to an openly reported observation instrument is scarce; the Indonesian studies cited above mostly address the causes and impacts of bullying or the implementation of character education in general terms.

The novelty of this study lies in three features. It treats collaboration as the observable process through which a civic project can practice anti-bullying values, instead of assuming that producing campaign materials is itself effective. It operationalizes collaboration in four behavior groups, including inclusive solidarity, defined as support that respects friends' autonomy rather than pity. And it reports the complete project sequence, observation sheet, scoring rules, and classification rules, so that other teachers and researchers can scrutinize, replicate, and test them. The study therefore offers an empirical portrait of collaboration in an inclusion-oriented anti-bullying project in an Indonesian classroom, not evidence of reduced bullying.

The significance is both practical and scientific. For Pancasila Education teachers, the article provides an adaptable project design and a process-oriented observation tool that separates how students work together from the quality of what they produce. For researchers, it provides a baseline distribution and explicit limitations that can guide validated, item-level, pre–post or comparison-group studies. For schools, it indicates where a collaborative civic project can fit within a wider bullying-prevention strategy that also includes safe reporting, bystander education, and support services.

Research Problems and Objectives

The research problems of this study are:

1. How are the design and implementation of the "From Zero to Hero" civic project in Chapter 3, *Compliance with Norms*, in Grade VII-B of SMP Negeri 19 Surabaya?

2. What is the level of collaboration among Grade VII-B students in completing the shared tasks of an A3 poster and an anti-bullying declaration video?

The objectives of this study are (1) to describe the design and stages of the project, and (2) to determine the distribution of students' overall levels of collaboration, as measured by an observation sheet that covers fulfilling roles, communicating and respecting opinions, helping group members who experience difficulties, and solving problems jointly.

Method (منهج)

Approach, Location, and Participants

The study used a descriptive quantitative approach based on observation in one class. The unit of analysis was the individual student within group activities. The study was conducted at SMP Negeri 19 Surabaya in the 2026/2027 academic year in the Pancasila Education subject, Chapter 3 *Compliance with Norms* (an allocation of 12 lesson periods, or six meetings of 2 periods each). The participants were all 32 Grade VII-B students who took part in the observation, so the sample is a total sample of the target class and is not intended to represent all classes in the school. The collaboration observation was carried out on 26 October 2026.

Information about the five students with special needs and the two students who changed classes was recorded as initial context. The data do not explain whether these groups were included among the 32 observed students or whether the two groups overlap. Therefore, no proportion calculations or subgroup analyses were carried out on this information.

Rationale for the Descriptive Quantitative Approach

A descriptive quantitative approach was chosen for three reasons that follow from the research problems. First, both problems ask what happened and how much (how the project was designed and how collaboration levels were distributed), not whether the project caused a change; a descriptive design matches this purpose, whereas experimental or quasi-experimental designs would require a comparison group and pre–post measurement that were not available. Second, collaboration is a behavior that unfolds during group work, so direct observation with a structured sheet is more appropriate than a student self-report, which in a class where students know one another is more exposed to social desirability and to differing interpretations of the items. Third, a rubric with fixed behavior descriptors allows every student to be classified by the same criteria, producing a transparent distribution that other teachers can replicate. The approach also has limits, stated in the Limitations section: it describes collaboration during one project and does not explain why students collaborated at the level observed.

Data Sources and Alignment with the Research Problems

Table 1 shows how each research problem was linked to its data source and analytical procedure. Research problem 1 relied on the project documentation and was analyzed as a descriptive account of the stages, whereas research problem 2 relied on the observation sheet and was analyzed through category frequencies and percentages. Because the overall measure combines the four behavior groups in Table 3, objective 2 concerns overall collaboration; the behavior groups are described to explain what the sheet covers, not analyzed separately.

Table 1. Alignment of research problems, data sources, and analysis

Research problem and objective	Data source and instrument	Analysis and reported output
Research problem 1 / Objective 1: design and stages of the "From Zero to Hero" project	Chapter 3 learning sequence and teaching module; learning documentation and jobdesk lists (Appendix 2)	Descriptive account of stages and roles (Table 2; Results: Project Implementation)
Research problem 2 / Objective 2: distribution of students' collaboration levels	Student Collaboration Observation Sheet, 12 items scored 1–4 for the poster and the video (Appendix 1; Table 3)	Activity score = (total ÷ 48) × 100; final score = mean of the two activity scores; classification by Table 4; frequencies and percentages (Table 5, Figure 1)

Project Design and Stages

The project was implemented as part of the Chapter 3 learning sequence and is presented in Table 2. At the first meeting, students were divided into groups to explore violations of four types of norms. Examples produced by the groups on the whiteboard included violations of legal norms (breaking traffic rules; spreading photos without permission), courtesy norms (shouting at or pointing impolitely at older people), moral norms (taking a friend's money; speaking harshly), and religious norms (disturbing the worship of another religion; spreading slander about another religion's teachings). From this collection of problems, the class agreed on one problem, namely *an anti-bullying declaration at school*.

Table 2. Learning sequence and civic project roles

Stage	Main activities	Civic project role
Meeting 1: Me, you, and the need for norms	Illustrated trigger story; oral diagnostic assessment; self-identification as individual and social beings; literacy on the meaning of norms; reflection	Groups explore violations of four types of norms and compile challenges–obstacles–solutions
Meeting 2: When norms are violated	News case study (e.g., bullying on social media); literacy on causal factors; group analysis presentations; empathy reflection	Online news analysis: norms violated, possible causes, consequences for perpetrators, victims, and society
Meeting 3: Acting in accordance with norms	Observation of a video of positive actions; literacy on norm-compliant behavior in family, school, and society; "Ayo, Tampilkan" ("Let's Perform") activity	Practice demonstrating norm-compliant behavior within the group
Meeting 4: Assessment and project planning	Chapter review; group summative assessment; problem launch; project planning	Agreeing on the problem (anti-bullying declaration), dividing *jobdesk* for the poster and video
Meetings 5–6: Project presentation and reflection	Enrichment/remedial; presentation of results; discussion and Q&A; end-of-chapter reflection	Presentation of the poster and video; collaboration observation using the observation sheet

The project task consisted of two products. The **A3 poster** presents (1) the causes of bullying at school, (2) the effects of bullying at school, (3) the proposed solutions, and (4) the moral message drawn from the bullying case. The anti-bullying **declaration video** had a maximum duration of eight minutes. The division of roles was recorded in two *jobdesk* lists, one each for the video and the poster, and the work was completed over two weeks. To maintain confidentiality, the list of student names is not included in this article.

Instrument and Operational Definition

Collaboration is defined as students' ability to contribute to a collective task and respond to the needs of their group mates. Data were collected using the Student Collaboration Observation Sheet, which contains 12 behavior items. Each item was scored from 1 to 4 based on the behavior actually shown by the student during group activities, with the following rubric: 4 = excellent (consistently shows the behavior without needing reminders), 3 = good (often shows the behavior, occasionally needs direction), 2 = adequate (sometimes shows the behavior and still needs guidance), and 1 = poor (rarely or never shows the behavior despite being given direction and opportunity). The sheet was completed separately for the poster and video activities, so the maximum score per activity was 48 and the minimum was 12. The instrument items were conceptually grouped in Table 3 (grouping by the authors for discussion purposes; scores per item were not analyzed separately).

Table 3. Grouping of items on the Collaboration Observation Sheet

Behavior group	Items	Examples of observed behavior
Participation and role responsibility	1, 2, 3, 4	Actively discussing; directly involved in making the poster/video; completing own tasks; carrying out the role as agreed
Communication and respect	5, 6, 7, 8	Conveying ideas clearly and politely; listening; respecting differing ideas; accepting joint decisions
Inclusive solidarity	9, 10	Helping members who are struggling; willing to work together without discriminating among friends
Problem solving and joint decisions	11, 12	Helping find solutions when facing obstacles; participating in making decisions to complete the task

The score for each activity was calculated as (total score ÷ 48) × 100, and each student's final score is the mean of the poster score and the video score. The final score was categorized according to Table 4. The complete instrument is presented in Appendix 1. The results of expert content validity testing and inter-rater reliability testing are not yet available and are noted as limitations. Observations were conducted by a peer colleague of the teacher in charge.

Table 4. Interpretation categories of collaboration

Final score range	Equivalent mean raw score (out of 48)	Category
81.25–100	39–48	Excellent
62.50–<81.25	30–<39	Good
43.75–<62.50	21–<30	Adequate
25–<43.75	12–<21	Poor

Data Analysis and Ethics

Data were analyzed descriptively by calculating the frequency of each category, then the percentage = frequency ÷ N × 100 (N = 32), rounded to two decimal places. The combined good and excellent categories were calculated from the number of students in both categories, and cumulative percentages and the modal category were derived from the same frequencies to describe the shape of the distribution. Because the available data were final categories per student (and because the aim was to describe, not to test hypotheses), no tests of difference, tests of effect, or item-level analyses were conducted. To uphold child research ethics, the manuscript contains no names, diagnoses, or identities of students. The study was conducted with school institutional permission, parental/guardian consent, and permission to publish documentation.

Result (نتائج)

The results are presented according to the two research problems: first the implementation of the project (research problem 1; Table 2 and Appendix 2), then the distribution of collaboration levels (research problem 2; Table 5 and Figure 1), followed by the data limits that qualify both.

Project Implementation (Research Problem 1)

All stages in Table 2 were carried out in Grade VII-B. The learning documentation shows the teacher's presentation of the concept of norms, group discussions that produced examples of violations of the four types of norms, the assignment of the project on the whiteboard, and the division of video and poster *jobdesk* (Appendix 2; Figures 2 and 3). The class's agreement on the problem, namely the anti-bullying declaration, shows that students were involved in determining the project focus rather than merely receiving a task. The examples of violations raised by students (harsh speech, taking a friend's money, spreading photos without permission) are close to forms of verbal, social, and digital bullying, so the final project had a foundation in experiences close to students' world.

In sequence, the stages in Table 2 moved from exploring norm violations (Meeting 1), through analyzing a bullying case (Meeting 2) and practicing norm-compliant behavior (Meeting 3), to project planning with role division (Meeting 4) and the presentation of products with collaboration observation (Meetings 5–6).

Distribution of Students' Collaboration Levels (Research Problem 2)

Observation of 32 students yielded 19 students in the excellent category, 6 in the good category, 7 in the adequate category, and none in the poor category. All frequencies sum to 32, so no student was left unclassified. Table 5 reports the frequencies and percentages, and Figure 1 shows the same distribution graphically.

Table 5. Distribution of Grade VII-B students' collaboration levels (N = 32)

Category	Frequency (students)	Calculation	Percentage
Excellent	19	19/32 × 100%	59.38%
Good	6	6/32 × 100%	18.75%
Adequate	7	7/32 × 100%	21.88%
Poor	0	0/32 × 100%	0.00%
Total	32	32/32 × 100%	100.00%∗
Good + excellent	25	25/32 × 100%	78.13%

∗ The sum of the rounded percentages is 100.01%; the figure of 100.00% is calculated from the raw frequencies.

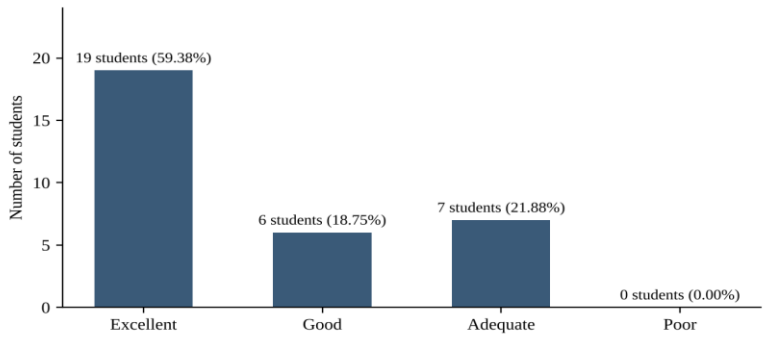

Figure 1. Distribution of Grade VII-B students' collaboration categories (N = 32)

More than half of the students (59.38%) were in the highest category, which according to the rubric means consistently showing collaborative behavior without needing reminders. As many as 18.75% were in the good category, and 21.88% in the adequate category. Combining the two highest categories, 78.13% of students reached at least a good level of collaboration. Cumulatively, 59.38% of students were excellent, 78.13% were good or higher, and all students (100%) were adequate or higher. The modal category was excellent and, because 19 of 32 students were excellent, so was the median student; the distribution is therefore concentrated at the upper end of the scale, with a smaller group in the adequate category and no lower tail. The absence of students in the poor category indicates that no student generally rarely or never showed collaborative behavior during the project.

The Adequate Category and Data Limits

The seven students in the adequate category still needed guidance in demonstrating collaborative behavior, but this category must not be interpreted as a tendency to engage in bullying. The available data are final categories, so it cannot be stated which item was lowest for these students, for example whether the difficulty lay in fulfilling roles, communication, or support for friends. Therefore, targets for guidance need to be determined through item-by-item observation and student reflection. Likewise, the data do not yet separate poster scores from video scores, so it is not yet known whether collaboration differed between the two types of tasks.

Project Products

The two products specified were an A3 poster and an anti-bullying declaration video. Documentation regarding the number of completed products, content quality, campaign reach, and school community responses is not yet available, so this study reports the products as project tasks and does not assess the effectiveness of the media.

Summary of Results

Taken together, the results show that (1) the project was implemented through the five-stage sequence in Table 2, with the problem chosen by the class and roles recorded for both products, and (2) most students (78.13%) showed good or excellent collaboration, with seven students in the adequate category and none in the poor category. The data do not show which behaviors were weakest, whether collaboration differed between the poster and the video, or what the products contained.

Discussion (مناقشة)

This study set out to describe how a civic project on bullying was designed and how well students collaborated in it. The main findings are that the project was built on a class-chosen problem with recorded roles for two products, and that 78.13% of the 32 students were observed collaborating at a good or excellent level, with none at the poor level. This discussion interprets the distribution critically, compares it with earlier research, considers alternative explanations, and draws out implications for civic education and inclusive anti-bullying practice.

Collaboration Achievement: 78.13% in the Good Category or Higher

The proportion of 78.13% is the main finding that directly answers the second research problem. This percentage shows a concentration of results in the good and excellent categories in one series of classroom observations. However, this figure cannot be called the "success rate of the program in overcoming bullying," because what was measured was the quality of collaboration, not the frequency of bullying, sense of safety, or experiences of victimization.

The distinction between process achievement and social impact needs to be maintained. A student who completes his or her role excellently will not necessarily defend a friend upon

witnessing bullying. Conversely, a student who needs adjustments in ways of working may appear slower but can make important social contributions. Interpretation of the categories therefore needs to consider context and accessibility, not merely speed in completing tasks.

These results are consistent, at the level of activity design, with cooperative learning that is associated with improved peer relations when joint work is organized through positive interdependence and individual accountability (Van Ryzin & Roseth, 2019; Low & Van Ryzin, 2024). In this project, positive interdependence emerged because the poster and video could only be completed if all roles were fulfilled, and individual accountability emerged through the *jobdesk* lists and the per-student observation sheet. Nevertheless, the strength of evidence in this study is not equivalent to those studies because there was no comparison group or pre–post measurement.

Compared with earlier work, this study differs in what it measures. Van Ryzin and Roseth (2019) and Low and Van Ryzin (2024) estimated the effects of cooperative learning on empathy, peer relations, and bullying in cluster-randomized designs, and Kärnä et al. (2011) evaluated KiVa through large-scale outcome measures. Those studies ask whether cooperative structures change outcomes; the present study addresses a prior question, namely whether students in a civic project actually enact the collaborative behaviors through which such structures are expected to work. The finding that most students did so is therefore a necessary but not a sufficient condition for the outcomes reported in those studies: without observable collaboration, positive interdependence would remain a design on paper, but with it, effects on peer relations still have to be tested. Van Ryzin et al. (2024) also caution that effects on some inclusion dimensions vary with implementation quality, which is why the inclusive solidarity items and teacher facilitation deserve closer examination in later studies.

A project that combines creative production and social messaging has two learning pathways. The internal pathway is the group process: organizing work, resolving differences of opinion, and helping one another. The external pathway is communicating the norm of rejecting bullying through posters and videos. The two pathways can reinforce each other if the teacher ensures that group work practices are consistent with the values conveyed in the products. This is in line with the three pillars of deep learning in the teaching module: selecting a problem from real dilemmas (meaningful), making posters and videos (joyful), and empathy reflection (mindful).

A high percentage does not remove the need for critical evaluation. The seven students in the adequate category show that the collaborative experience was not uniform. Teachers can use formative notes to identify obstacles in role division, unbalanced interaction, or unmet learning accommodation needs, with follow-up oriented toward improving group structure, not shaming individuals.

Alternative Explanations for the Distribution

The concentration of students in the upper categories can be read in at least four ways, and the present data cannot separate them. First, it may reflect genuinely strong collaboration, supported by a design in which the class chose the problem, roles were assigned in jobdesk lists, and both products required every role to be fulfilled. Second, it may reflect a ceiling effect: when behaviors such as listening to other members' opinions are rated on a four-point scale by one observer, ratings can cluster at the favorable end, and the instrument may not discriminate well among students who collaborate well. Third, observation by a colleague of the teacher in charge, in a class that knew it was being observed, may have produced more favorable behavior or more lenient judgments (reactivity and observer effects). Fourth, the same task structure that creates positive interdependence also compels participation, so high scores may show that students complied with assigned roles rather than collaborated by choice. Because content validity and

inter-rater reliability have not been tested, the first interpretation cannot be preferred over the others; the distribution is best treated as a baseline to be re-examined with independent raters, item-level scores, and students' own perspectives.

Collaboration as an Intermediate Process in Civic Anti-Bullying Education

The findings suggest a way of framing civic anti-bullying projects that goes beyond campaign output. Following social interdependence theory (Johnson & Johnson, 2009), collaboration can be treated as an intermediate process: a project design with shared goals and accountable roles is expected to produce constructive interaction, which may in turn improve peer relations and classroom climate and, only then, reduce bullying. Most evaluations test the end of this chain; this study makes its first link observable. In the Indonesian context, the same process resembles gotong royong (mutual cooperation), a practice that Pancasila Education seeks to cultivate. Treating collaboration as a civic competence, rather than as a by-product of group work, allows teachers to assess it, give feedback on it, and design accessible roles for students who need them. The chain remains a hypothesis here: its later links require pre–post or comparison-group designs with measures of classroom climate and victimization.

Linking the Project to Bullying Prevention

Effective bullying prevention usually involves more than disseminating messages. Relevant components include forming group norms, teacher involvement, consistent handling of reports, support for affected students, and changes in bystander responses (Gaffney et al., 2021b; Salmivalli et al., 2005). The large-scale evaluation of KiVa also shows that programs with structured curricular components can reduce bullying (Kärnä et al., 2011). Therefore, posters and videos should be part of a broader school strategy, not the sole intervention.

The civic education approach adds normative force because it links anti-bullying efforts to the obligation to respect the rights of every student. The poster structure (causes, effects, solutions, moral message) encourages students to move from describing the problem toward formulating action, while the news analysis in Meeting 2 trains students to weigh the consequences of norm violations for perpetrators, victims, and society. However, the actual content of the posters and videos was not analyzed in this article, so no claim is made that specific messages were included in the students' products.

Social Inclusion and Sensitivity toward Friends with Special Needs

The presence of five students with special needs adds relevance to the inclusive solidarity items (items 9 and 10). The barriers experienced by students with special needs do not stem solely from individual conditions, but also from task design, access to information, classroom norms, and peer relationship patterns. Social engagement includes acceptance, relationships, the experience of belonging to a group, and opportunities to contribute (Woodgate et al., 2020).

Group activities can foster solidarity when tasks are made flexible and accessible to every member. In the video project, contributions can take the form of developing ideas, arranging the storyline, filming, voicing the narration, or reviewing the message; in the poster, choosing slogans, giving feedback, drawing, laying out the design, or delivering the campaign. This list is a pedagogical recommendation, not documentation of individual student activity.

Van Ryzin et al. (2024) reported benefits of cooperative learning for peer support and participation among students with disabilities, yet cooperative interventions do not automatically overcome exclusion. It is also important to distinguish helping from being paternalistic: ethical inclusive support is provided by confirming the student's needs, not assuming incapacity without basis, and giving opportunities for independent learning. If all tasks of students with special needs are done by other members, the product may be completed but the

goal of inclusion is not achieved. This dimension cannot yet be tested with final-category data; follow-up observations need to assess whether students feel valued, are given role choices, and can ask for help without stigma.

Friendship Discomfort and Caution in Concluding That Bullying Occurred

The information that two students moved classes because they felt uncomfortable with friendship relations is an important signal for examining the classroom climate. However, a class transfer does not automatically prove that bullying occurred. Identifying bullying requires tracing the form of the act, the pattern of repetition, positional imbalance, students' perspectives, and supporting information from teachers or other relevant parties. This article deliberately does not state that the transfers were "caused by bullying" because the available evidence mentions only discomfort; this decision protects students from stigma while maintaining scientific accuracy.

Healthy friendships are not merely the absence of aggression. A positive classroom climate is also characterized by willingness to include isolated friends, equal distribution of voice, respect for differences, and trust to ask for help. Campaign products can help spread these norms, while group work provides a space to practice them. If the school wishes to conduct a more complete evaluation, anonymous assessments of sense of safety, connectedness with peers, and experiences of witnessing or experiencing harmful acts can be carried out under child protection protocols.

Links to Pancasila Education and Character Education

Pancasila Education at the junior high school level encompasses not only an understanding of formal rights and obligations but also democratic habits in daily interaction. Fair division of tasks, commitment to completing roles, and care for friends are practices of responsibility and solidarity. Values education plays an important role in the formation of national character (Wening, 2012), and its implementation in schools depends on strategy, teacher role modeling, and the involvement of the school community (Buchory MS & Swadayani, 2015; Dalimunthe, 2015; Maulana, 2023). Character education practices in the classroom also face implementation obstacles (Nova, 2017) and require adjustment to the socio-cultural context (Fadli, 2022), while strengthening responsibility requires sustained habituation (Gestiardi & Suyitno, 2021).

Creating anti-bullying materials provides an action-oriented learning opportunity: knowledge of harmful behavior is translated into public messages, while students adjust to the opinions and needs of the group. If facilitation goes well, students not only know that bullying is wrong but also practice creating a friendlier social environment. Nevertheless, behavior during the project is a context-based snapshot; prosocial character needs to be observed consistently across various situations, including outside structured tasks. The results of this study are read as an achievement of collaboration during the project and as a basis for habituation programs, not as evidence that character change has become permanent.

Practical Implications for Schools

Planning. Teachers communicate academic and social goals simultaneously. Each group can make agreements on respectful language, a clear list of roles, procedures for asking for help, and rules for content creation that do not expose victims or portray bullying sensationally. Students who need adjustments are given meaningful choices of contribution.

Implementation. Teachers observe two domains separately, namely task completion and the quality of interaction, using the observation sheet in Appendix 1 periodically throughout the process, not only at the end of the project.

Evaluation. Process assessment is not equated with the assessment of poster or video quality. The process rubric covers accuracy in completing roles, communication, individual responsibility, and inclusivity, whereas the product rubric assesses message accuracy, clarity of the target audience, readability, and ethical sensitivity. This distinction prevents technically skilled students from being automatically regarded as the most cooperative.

Case follow-up. If disclosure of bullying experiences emerges during the project, handling is done privately, without forcing students to speak in front of the class, and is directed to the homeroom teacher, the guidance and counseling teacher, and the applicable student protection mechanisms. Creative activities are not a substitute for case support.

Limitations of the Study

1. The single-observation design without a comparison group does not support causal conclusions or claims of reduced bullying.
2. The data analyzed were final categories per student; item-level scores, separate poster and video scores, and the mean and dispersion of scores have not been reported.
3. The content validity and inter-rater reliability of the instrument have not been tested; the observer was a peer colleague of the teacher in charge, so the independence of the assessment is not fully assured.
4. The actual content of the posters and videos, as well as students' perceptions of safety and inclusion, have not been analyzed.
5. The relationship among the five students with special needs, the two students who changed classes, and the 32 observed students has not been verified, so no subgroup analysis was carried out.

Conclusion (خاتمة)

Conclusion

This study described how the "From Zero to Hero" civic project was designed and how well 32 Grade VII-B students collaborated in it. In answer to the first research problem, the project was built into Chapter 3 *Compliance with Norms* as a five-stage sequence: exploring norm violations, analyzing a bullying case, practicing norm-compliant behavior, planning with class agreement on the problem, and producing A3 posters and anti-bullying declaration videos with roles recorded in jobdesk lists. In answer to the second research problem, collaboration was concentrated in the upper categories: 19 students (59.38%) were excellent, 6 (18.75%) good, and 7 (21.88%) adequate, with none poor, so 25 students (78.13%) reached at least a good level. Together, these findings indicate that a project in which students choose the problem and share accountable roles can make collaboration, a core civic practice, observable and achievable for most students in an inclusive classroom. The contribution is a documented project design, an openly reported observation instrument, and a baseline distribution, not evidence of impact: bullying was not measured, the observation was a single one with an instrument whose validity and reliability are untested, and the distribution cannot be attributed to the project itself. The next step is to validate the instrument, collect item-level and activity-level scores with independent observers, and test whether collaboration in such projects is related to peer relations and bullying in pre–post or comparison-group designs.

Recommendations

1. **For teachers:** use the observation sheet periodically during the project, provide directed and non-judgmental guidance to students in the adequate category, and provide accessible role choices for students with special needs.

2. **For schools:** combine campaign products with education for bullying witnesses, safe reporting mechanisms, and guidance and counseling services, and measure the classroom climate anonymously.
3. **For future researchers:** test the validity and reliability of the instrument, report scores per item and per activity, use pre–post designs or designs with a comparison group, and add student perception data and content analysis of the products.

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