

Bullying Prevention in Schools Through a Respect-Based CTL Learning Model

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ARTICLE INFO	ABSTRACT
Keywords: Bullying; CTL models; respectful approach	<i>Bullying remains one of the most pressing and persistent issues in educational settings, often leading to serious psychological and social consequences for students, including anxiety, depression, and social withdrawal. Given its damaging and widespread impact, effective intervention strategies are urgently needed. This study explores the implementation of the Contextual Teaching and Learning (CTL) model integrated with a respect-based approach as a response to the bullying crisis in schools. Employing a quasi-experimental design with a pretest-posttest control group, data were collected through questionnaires administered to 70 students. Analysis using a t-test revealed a significant reduction in bullying behavior in the experimental group, with a Sig. (2-tailed) value of less than 0.001. The findings suggest that embedding respect-oriented values into the CTL framework fosters a more inclusive and empathetic classroom climate, which in turn helps prevent bullying. The study concludes that a respect-based CTL model is a promising educational strategy for addressing and mitigating bullying behavior among students.</i>
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1. INTRODUCTION

Bullying is a longstanding issue that occurs in schools, and to this day, no formula has been found that effectively addresses this problem within the school environment. Bullying can be described as an action carried out by individuals or groups that may cause anxiety, despair, and lower the self-esteem of the victim (Hikmat et al., 2024). Bullying is also a form of physical and non-physical violence that often occurs among adolescents, involving aggressive behavior that causes discomfort to the victim and is carried out repeatedly (Kapile et al., 2023). Bullying is a serious issue that occurs in education. Bullying is a harmful behavior that can cause the victim to experience excessive anxiety, depression, personality disorders, and may even drive them to commit suicide (Halliday et al., 2021).

Based on the national assessment from the Ministry of Education, Culture, Research, and Technology, it is stated that 24.4% of students in Indonesia are at risk of becoming victims of bullying in schools (Rokom, 2024). According to the website of the Indonesian House of Representatives Commission VIII, it was reported that from January to February 2024, there were 1,993 cases of violence against children within the education sector, including bullying and sexual violence (Fahham, 2024). According to data collected by Databooks, it is mentioned that the proportion of bullying actions among students at the junior high school level is more than 50% higher compared to students at the elementary and senior high school levels (Annur, 2024).

The occurrence of bullying in schools certainly disrupts many aspects, such as encouraging students to imitate bullying behavior, fostering a lack of self-confidence, making it difficult to socialize with peers,

promoting destructive behavior, and even causing students to withdraw from their environment (Nurhayati et al., 2021). Bullying not only has a negative impact on the victim but also affects other individuals who witness the behavior (Sa'diyah & Nurhayati, 2023). Bullying cases generally occur among Generation Alpha, or those who are currently in junior high school. The generation possesses unique characteristics. Generally, this generation is very closely connected to technology, particularly social media, and strongly rejects anything that is based on traditional methods (Reis, 2018). Due to the close relationship between Generation Alpha and technology, this generation is easily exposed to content on social media that they should not be watching, leading to negative impacts from social media (Wantini et al., 2023).

One of the efforts to tackle bullying is by instilling social-emotional learning in students. Students are provided with good character education by integrating and focusing on the social-emotional components. Similar to the study conducted by (Divecha & Brackett, 2019) which suggests that preventing bullying is more effective when it involves the social-emotional aspects of students. The research conducted by (Wulandari, 2022) also mentions that one way to address bullying is by integrating character values into the learning process. The research by (Sakila et al., 2024) also mentions that implementing character education in learning is an effective action to address bullying cases. From the relevant research, it is explained that bullying can be addressed by managing the emotional aspects of students. It is accomplished here by emphasizing the importance of the emotional dimension of a proper character in students. However, the research does not provide a more practical discussion about the techniques, phases, or learning models aimed at addressing the emotional dimensions of students' behavior Megan (Amanda et al., 2024).

To effectively navigate the emotional landscape of students, it's essential to have a teaching model in place. After all, the classroom is where the most meaningful connections between students and teachers happen, and these interactions shape how emotions are understood and managed. To truly ignite student engagement, teachers need to foster deeper connections with their students in the classroom, making every interaction meaningful and personal (Widiastuti et al., 2022). The interaction between students and teachers holds great significance, as it deeply shapes and influences the growth and development of students, both academically and personally (Widiastuti et al., 2023). To reduce bullying in schools, it is necessary to introduce a model of learning that is based on respect and concern to others (Ihsan et al., 2024).

The Contextual Teaching and Learning (CTL) model which is underlined by respect can be used to address bullying in schools. The CTL learning model is an educational method which seeks to relate lesson material with real life situations (Sabarudin et al., 2023). This way of looking at things encourages students to link the experiences or situations they encounter in their day to day life with the notions or theories they are taught in school (Soleha et al., 2021). The CTL learning model has an objective of promoting the interaction between students aiming at collaboration and positive social relationships (Syaifuddin et al., 2021). The CTL model is not only useful for achieving cognitive objectives but also helps in the development of the students' attitudes and values (Amirudin et al., 2022). The combination of the CTL model with a respect based approach should indeed support the enhancement of such attitudes and values. By combining the respect response model within the CTL model, the CTL model possesses a greater value as it seeks to build an atmosphere where students are able to practice respect and empathy toward each other (Rohman Hakim, 2022).

The purpose of this study is to investigate the effectiveness of integrating a Respect-based approach into the Contextual Teaching and Learning (CTL) model in creating a safe, inclusive, and non-discriminatory classroom environment. This model emphasizes the importance of valuing diversity in terms of students' status, cultural background, and individual abilities (Aningsih et al., 2022). It is hypothesized that such an environment will reduce the prevalence of bullying by fostering mutual respect and minimizing feelings of exclusion (Noboru et al., 2021). Specifically, this research aims to determine the extent to which the Respect-based CTL model can serve as an effective pedagogical strategy to prevent and reduce bullying behavior among students (Putro et al., 2024).

2. METHODS

The study was conducted at SMP 41 Palembang, using an experimental method with pretest-posttest control group design which is a type of quasi-experiment (Musriana et al., 2024). The researcher will conduct measurements of bullying occurrences both prior and after the experiment in order to analyze the relationships of causation among the variables in the study (W. Creswell, 2012). The sample selection here uses a purposive sampling technique with the type of typical case sampling (Nursahid et al., 2024). In this technique, the researcher will choose samples by considering the number of bullying cases that occur within the sample of the research population. The sample in this research consists of class IX 5 and class IX 9, with a total of 70 students. The sample in this research will be divided into two groups: the group that receives the treatment (IX 5) and the control group (IX 9).

The research instrument used by the researcher here is a questionnaire on pretest and posttest with a 4-point Likert scale. The research instrument contains 20 questions that have been validated using SPSS 27, with a Pearson Correlation value greater than 0.3, and all are significant at below 0.05. The reliability test showed a calculated R value greater than the table R value (0.361). The research was conducted over four sessions/four weeks (Musriana et al., 2024). In the first meeting, a pre-test will be conducted for both groups. Then, in the second, third, and fourth weeks, treatments will be applied to the experimental class, while in the control class, no treatment will be applied by the researcher (Amelia et al., 2025a). Then, at the end of the learning in the fourth week, the researcher took the posttest results using the same questionnaire as the pretest (Amelia et al., 2025b).

After the pretest and posttest data for the experimental and control classes were collected, the researcher conducted tests for normality and homogeneity to ensure that the data analysis was performed correctly and would yield accurate conclusions (Martono, 2014). In the normality test of the data using the Shapiro-Wilk technique, it can be concluded that the pretest and posttest data for both classes (IX5 and IX9) are normally distributed, as the significance values for all the data are greater than 0.05, as shown in Table 3 below :

Tabel 1. Data Normality Test

Class	Data	Sig
Experiment (Class IX 5)	Pretest	0.827
Control (Class IX 9)		0.152
Experiment (Class IX 5)	Posttest	0.323
Control (Class IX 9)t		0.051

With the normally distributed data, the researcher conducted a homogeneity test to ensure that the data variances in the experimental and control groups are the same or homogeneous. Instead of the pretest for the control and experimental classes, the data based on the mean shows a Sig value of 0.535, and for the posttest data of the experimental and control classes, the Sig value is 0.409. All of the data have a significance value greater than 0.05 and are considered homogeneous, meaning that the two compared samples have the same variance (Ihsan et al., 2024). The research results were then analyzed using an Independent t-test to examine the comparison between the experimental group and the control group after the treatment was applied. The researcher also used the N-Gain test to measure the improvement in learning outcomes or behavior changes before and after the treatment in the experimental class (Ihsan et al., 2024).

3. FINDINGS AND DISCUSSION

The results of the descriptive analysis using inferential statistics with the help of SPSS, for both the experimental and control classes, will be presented in detail only for the data considered relevant to the research objective, which is to determine the effectiveness of the CTL model based on the respect approach in addressing bullying.

3.1. Data from the pretest results of the experimental class and the control class

The pretest data collected from the experimental class (Class IX 5) and the control class (Class IX 9) show that the bullying levels in both groups are relatively similar. This can be seen in Table 1, as follows :

Tabel 2. Pretest data of the experimental class and the control class

Statistics	Class	
	Experiment (Class IX 5)	Control (Class IX 9)
N	35	35
Minimum	43	46
Maximum	75	70
Mean	59.69	59.43
Std Deviation	7.356	6.344
Variance	54.104	40.252

From the data, it can be seen that the average (mean) pretest scores for both groups are very close, with 59.69 for the experimental class and 59.43 for the control class. Additionally, the minimum and maximum values that are relatively close indicate that the level of bullying in both classes is not significantly different. The small standard deviation value also indicates a distribution that is not highly varied among the students in both classes. This indicates that before the treatment was given, the bullying levels in both groups were relatively the same.

Before the intervention was administered to the experimental group, the pretest data indicated that there was no significant difference in the levels of bullying between the two groups. Both the experimental (Class IX-5) and control (Class IX-9) classes showed similar mean scores (59.69 and 59.43, respectively), suggesting a comparable tendency toward bullying behavior across students in both settings. This similarity indicates that bullying had become a normalized pattern of social interaction among students, not isolated to one group but prevalent in both learning environments. Such behavior can be understood through the lens of Albert Bandura's social learning theory, which posits that individuals learn both positive and negative behaviors by observing and imitating others within their social context (Ilmiani et al., 2021). In this case, students tend to engage in bullying due to modeling behavior they have seen from peers such as name calling, exclusion, or intimidation further reinforced by the social dynamics within the classroom. Moreover, this pattern reflects a lack of structured intervention or character education that promotes empathy, mutual respect, and emotional intelligence competencies essential in 21st-century learning (Aslamiah et al., 2021). Without purposeful efforts to instill these skills through relevant pedagogical models, the school environment may unintentionally allow harmful behaviors to persist.

In line with the TPACK framework (Technological, Pedagogical, and Content Knowledge), teachers are expected to integrate not only subject content but also technological tools and ethical social behavior into their teaching practices (Mutiani et al., 2021). However, when this integration is absent or underdeveloped, the social environment of the classroom may fail to function as a space of safe interaction, allowing bullying behaviors to go unchecked. Educational innovation in social studies, including the use of relevant and contextual learning sources, is thus necessary to counteract these tendencies (Pebriana et al., 2021). Students require exposure to values-based content that promotes global citizenship, empathy, and anti-bullying awareness especially in the face of increasing exposure to digital content that may normalize aggression (Lasdya et al., 2021). Finally, this finding confirms the urgency for implementing innovative anti-bullying educational models, particularly those that address not only the academic but also the socio-emotional needs of students (Abdurrohim et al., 2024). The respect-based CTL approach used in this study is one such innovation that aims to change the behavioral culture within classrooms by targeting the very roots of aggressive behavior through respectful interaction and contextual learning

In other words, the equal level of bullying which has persisted in both of the classes points to the need of strategies for intervention, indeed the need for looking up to and encouraging positive practice. By using the CTL learning model together with a respect approach, it is possible to develop a positive social interaction framework. The fact that the crests cannot bootstrap indicates the uniformity of the practical purpose which is treatment based on a sense of respect in raising issues regarding behavior patterns of the experimental group. It goes without saying that the principal concepts of Social Learning Theory are unequivocal on the subject since those who articulate this theory believe that students gain knowledge and skills by observing others and receiving reinforcement in diverse social contexts (Abdullah et al., 2020).

3.2. The post-test data of the experimental class shows a reduction in bullying

The results in the posttest demonstrated how the use of the CTL model based on Respect Education was quite useful in the reduction of the bullying level in the experimental class. This can be more precisely understood by referencing the works of Albert Bandura and specifically the Social Learning Theory which explains that behaviour is developed by going through experiences especially from observing role models. In the present study the target group in the experimental group is class 9 5 who are treated with the intervention of the respect-based contextual teaching and learning approach. The TL model is an approach in education which aims to relate the material to the everyday lives of the students (Tarwi & Naimah, 2022). assert that "The CTL learning model was implemented in three cycles or sessions, four class hours (4 x 40 minutes) each time. The sessions were conducted to implement the CTL model. CTL model, application of a respect based approach in the CTL model also integrated". A respectful approach is based on the need to promote mutual respect while at the same time fostering the appreciation of different persons (Birhan et al., 2021). According to the respect approach, people believe that their appreciation and mutual respect will create a better society.

The CTL Model in conjunction with the respect approach is meant to use behavioral objectives in the changing of the students' behavior. Behavioral change according to (Ahmed et al., 2022). means a change of practice in individuals or groups who can be said is of positive or negative implications. In this case, the change in behavior focuses on fewer incidences of bullying behavior. According to the CTL model, the goal is to integrate the curriculum with the actual experiences of the learners as a means of making education relevant to their normal everyday life activities (Hakim et al., 2020). This CTL model emphasizes the respect approach in answering how bullying can be addressed by helping students alter their perceptions on social relations. It helps them to not only appreciate the need to achieve academically but to also cultivate the respect amongst themselves which is evident in their actions and reactions towards their classmates. As such, a decline in the number of bullying practices by students becomes an endorsement of the behavioral approach to change.

After the treatment was administered, the researcher went through the positest data for the experimentation class IX5 and control class IX 9 to determine how varied the two sets of subjects are. As can be seen in Figure II below, it can be said that :

Tabel 3. The data from the Posttest results of class IX 5 and IX 9

Statistics	Class	
	Experiment (Class IX 5)	Control (Class IX 9)
N	35	35
Minimum	30	31
Maximum	65	79
Mean	42.49	59.94
Std Deviation	7.942	11.857
Variance	63.551	140.585

Based on the table above, the mean posttest score for the experimental class (IX-5), which received the Respect-based CTL treatment, was 42.49, while the mean for the control class (IX-9) was 59.94. At first glance, this difference may appear to suggest that the control class performed better. However, a deeper interpretation of the data indicates otherwise. The lower mean score in the experimental class reflects a reduction in bullying behavior, as the scoring instrument was designed such that lower scores represent fewer bullying tendencies among students. This outcome demonstrates that the Respect-based CTL model had a significant effect on decreasing students' involvement in bullying behavior. Notably, the standard deviation in the experimental class (7.942) is smaller than that of the control class (11.857), which indicates a more uniform behavioral improvement among the students who received the intervention. The consistency of results within the experimental class highlights that the treatment not only worked effectively for a few individuals but was impactful across a majority of participants.

These findings emphasize the relevance of integrating social and emotional learning (SEL) within instructional strategies, a practice closely tied to 21st-century skills development (Aslamiah et al., 2021). By using the CTL model, students engage with real-life contexts, allowing for more meaningful understanding of social norms and empathy. The Respect-based approach embedded in CTL reinforces the cultivation of prosocial behavior, directly addressing issues of exclusion, discrimination, and aggression in the classroom. Moreover, the successful application of this learning innovation aligns with the TPACK framework, which supports the balanced integration of pedagogy, content, and socio-ethical values in education (Mutiani et al., 2021). In this context, the Respect-based CTL model bridges academic instruction with character development—particularly important in social studies education, where values of tolerance and cooperation are central (Lasdya et al., 2021). The educational impact of this model is also supported by the development and exploration of diverse learning resources that are contextually relevant and value-laden (Pebriana et al., 2021). These resources serve as tools to embed anti-bullying values in a tangible, student-centered manner. The overall result reinforces the argument made by Abdurrohim et al. (2024), who advocate for innovative anti-bullying educational models that integrate respect, empathy, and community-building as central principles in preventing aggression and promoting harmony within learning environments.

The standard deviation in the experimental class is 7.942, whereas in the control class, it is 11.857. This suggests that the data in the experimental class is less spread out compared to the control class. This suggests that the posttest results in the experimental class showed greater consistency after the intervention, implying that the approach used successfully influenced most students to demonstrate more positive behavioral changes in terms of bullying prevention. The results show that while there was a noticeable difference in the posttest scores between the experimental and control groups, the use of Respect-based CTL significantly reduced bullying behavior in the experimental group, suggesting that this approach could be a highly effective strategy for tackling bullying in schools.

The posttest results from both classes clearly show that the Respect-based CTL model had a profound impact, significantly lowering the levels of bullying in the experimental class (class IX5). It's truly heartening to see how this approach created a more positive and supportive environment for the students. When we look at this through the lens of Albert Bandura's Social Learning Theory, it becomes clear that behavior isn't just something we inherit or are born with—it's something we pick up by watching others, imitating them, and following the examples they set for us (Samsudin et al., 2017). In this study, the CTL model is used as a powerful tool to inspire students to adopt positive attitudes, helping them see and mirror the encouraging behaviors demonstrated during the teaching and learning process. It's more than just learning; it's about creating an environment where students feel motivated to embrace the good habits that can shape their future. Albert Bandura emphasized that individuals learn by observing the behavior of others (modeling) (Tambunan, 2023). In this study, the students in the experimental class (IX5) actively engaged with and observed the model of respectful behavior that was introduced throughout the CTL-based learning process, creating a deeper connection to the values being taught. The values of respect like embracing differences, showing empathy, and fostering mutual respect serve as powerful examples of positive behavior. These values are deeply ingrained in students

as they interact with one another in the classroom, helping them to truly internalize these important life lessons.

Through the implementation of Respect Education, students in the experimental class are given the chance to witness and experience the behaviors we hope to see, by engaging in real-life scenario simulations, participating in group discussions, and being actively involved in the learning journey. This aligns perfectly with Bandura's idea that our behavior isn't just shaped by what we directly experience, but also by what we observe in others and the social influences around us (Yildirim et al., 2020)

Bandura's theory highlights how crucial reinforcement is in the learning process. In this study, students were warmly rewarded whenever they showed respectful behavior and made a conscious effort to avoid bullying, reinforcing the positive impact of kindness and empathy in the classroom. The learning environment in the experimental class plays a crucial and powerful role in shaping the students' experience and success. Building a nurturing and inclusive environment, where bullying has no place and respect is at the core, inspires students to genuinely embrace and follow the social values that bind them together. Bandura emphasizes that a nurturing social environment is crucial in fostering positive behavior, as shown by the remarkable decline in bullying incidents in class IX5 following the intervention.

One of the most powerful aspects of Social Learning theory is self-efficacy it's that deep belief within ourselves that we have the power to take on a challenge and succeed, no matter how tough it seems. In this study, using CTL with a focus on Respect doesn't just teach students how to show respect it empowers them to embrace it confidently, carrying that positive behavior into their everyday interactions. As the learning process progressed, the students in the experimental class developed the belief that they could change their behavior and become agents of change in addressing bullying.

According to Bandura, the social learning process involves four stages: attention, retention, reproduction, and motivation (Mujahidah & Yusdiana, 2023). In this research, Attention: Students in the experimental class pay attention to the respect behavior model taught during the CTL learning process. Retention: Through practical activities and discussions, students recall the values of respect they have learned. Reproduction: The students then try to mimic the respectful behavior they have learned both inside and outside the classroom. Motivation: The positive reinforcement provided by teachers and a supportive environment encourages students to consistently exhibit respectful behavior and reduce bullying. The decrease in bullying incidents in the experimental class can be seen as a result of an effective social learning process, where students successfully internalized the value of respect and significantly changed their behavior.

3.3. There was a decrease in bullying after the implementation of the respect-based CTL model

The results of the independent t-test indicate a significant difference between the experimental group and the control group after the treatment (the CTL learning model based on Respect Education) was implemented. This suggests that the treatment was effective in reducing the level of bullying in the experimental class compared to the control class. The results of the Independent t-test, derived from the post-test outcomes of the experimental and control classes, show a significant difference, as presented in Table 3 below :

Table 4. Results of the Independent t-test

Class	Data collection	Sig. (2-tailed)	Condition
Class IX5 (Experiment) Class IX9 (control)	Posttest	0.001	There is a difference

With a Sig. (2-tailed) value of < 0.001 , the Independent Samples t-test reveals a statistically significant difference between the experimental group (Class IX-5) and the control group (Class IX-9)

in the post-test results. This strongly suggests that the implementation of the Respect-based Contextual Teaching and Learning (CTL) model has a meaningful impact on reducing bullying behavior in the classroom setting. In addition to the t-test, the researcher employed an N-Gain test to assess the effectiveness of the intervention in changing students' behavior. The N-Gain score of 0.43 categorizes the effectiveness as moderate. This figure implies that although the intervention did not lead to an extreme shift in behavior, it did result in a substantial and measurable reduction in bullying actions among the students in the experimental class. The improvement, although categorized as moderate, is valuable in educational practice especially considering the complexity of modifying social behaviors such as aggression and intimidation. This outcome is significant because it shows that the Respect-based CTL model functions not merely as a method of content delivery, but as a transformative pedagogical tool that engages students in ethical behavior formation. The integration of respect values in daily classroom interaction has proven effective in shaping student character and fostering inclusive peer relationships, aligning with the principles of 21st-century skills education that emphasize collaboration, empathy, and communication (Aslamiah et al., 2021).

From the lens of instructional innovation, these findings support the importance of integrating pedagogical content with ethical and social dimensions of learning. The Respect-based CTL model incorporates these dimensions effectively, making the classroom not only a place of academic learning but also a space for the internalization of values that discourage bullying (Mutiani et al., 2021). Furthermore, the selection of learning resources that are relevant and contextual to students' lives strengthens the meaningfulness of the lessons and reinforces prosocial behavior (Pebriana et al., 2021). This model of instruction also serves as a counterweight to the effects of modernization and globalization that may inadvertently normalize aggressive or exclusionary behaviors, especially among adolescents exposed to uncontrolled media and digital content (Lasdya et al., 2021). By embedding structured, respectful interaction into the classroom routine, students are guided toward building a more humane and democratic learning environment. In broader perspective, this study supports the growing scholarly call for anti-bullying education models that are proactive, value-driven, and contextual. As highlighted by Abdurrohim et al. (2024), such models are crucial for creating safe and nurturing environments where all learners feel respected and protected. The Respect-based CTL model used in this research exemplifies this approach by allowing students not only to receive lesson content, but also to experience the practice of empathy, equality, and ethical decision-making in real classroom contexts.

4. CONCLUSION

The Contextual Teaching and Learning (CTL) model is an instructional approach that emphasizes the relevance of academic content by connecting it to students' real-life experiences. This model not only facilitates better comprehension and application of learning materials but also promotes social development when integrated with a respect-based approach. Specifically, the respect-based CTL model fosters mutual respect and positive social interactions among students by embedding values of empathy, appreciation, and inclusiveness throughout the learning process. These values are reinforced during various classroom activities, including discussions, group work, and reflective sessions guided by the teacher. Teachers play a pivotal role as facilitators in this process, ensuring that the classroom remains a safe, respectful, and inclusive environment. By modeling respectful behavior and encouraging prosocial interactions, teachers help students internalize values that discourage bullying and promote harmony. However, this study has several limitations. First, the duration of the intervention was relatively short, limited to only four weeks, which may not be sufficient to capture long-term behavioral changes. Second, the sample size was restricted to two classes in a single school, which may limit the generalizability of the findings to broader populations. For future research, it is recommended to extend the intervention period to observe the sustainability of behavior change over time. Additionally, involving a larger and more diverse sample across multiple schools or grade levels could provide deeper insights into the scalability and adaptability of the respect-based CTL model.

Future studies could also explore the integration of digital tools within the CTL framework to enhance student engagement and reinforce respectful behaviors in both online and offline learning environments.

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