

The Development of *ANTIC* (Anti Bullying Cards) as a Medium for Introducing the Characteristics of Bullying in Criminal Act

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Abstract

Bullying in Indonesian schools remains a serious problem because it may involve conduct related to violence, threats, humiliation, defamation, cyberbullying, and social exclusion. At the elementary school level, students often still need concrete learning media to distinguish ordinary conflict or joking from bullying behavior that may carry social and legal consequences. This study aims to design *ANTIC* (Anti-Bullying Cards) as a card-based educational medium for introducing bullying as conduct with potential criminal law relevance to elementary school students. This research applies a Research and

Development (R&D) approach using the ADDIE model, limited to the analysis and design stages. The needs analysis was conducted through behavioral observation, a homeroom teacher questionnaire, and literature review. The ANTIC model consists of 18 art-cartoon cards printed on 400 gsm material, covering threats, physical violence, verbal harassment, cyberbullying, rumors or defamation, and social exclusion. Each card presents visual illustrations, short explanations of social and psychological impacts, and simplified legal meanings related to Indonesian criminal law. The design was validated by three expert validators and one elementary school educator. The validation results showed that ANTIC was highly feasible, with an overall average feasibility score of 84.09%. Validators considered the media suitable for elementary school students, especially because of its visual form, age-appropriate presentation, and potential use in classroom discussion. This study concludes that ANTIC is feasible as a preliminary prototype for early criminal law literacy and preventive legal empowerment in school-based bullying prevention. Further research should test its effectiveness through classroom implementation and evaluation.

Keywords *Bullying, Anti-Bullying Cards, Criminal Law Literacy, Elementary Education, Learning Media*

A. Introduction

Bullying in Indonesian schools has long been recognized as a serious problem that affects students' psychological well-being, peer relationships, and the quality of the learning environment. At the elementary school level, bullying becomes particularly concerning because children are still developing their ability to distinguish between ordinary conflict, joking, intimidation, humiliation, and harmful conduct that violates the dignity of others. Bullying is therefore not merely a disciplinary problem within schools, but also a social and legal issue, especially when it involves physical violence, threats, humiliation, defamation, coercion, or technology-based harassment¹.

¹ Nunuk Sulisrudatin, "Kasus Bullying dalam Kalangan Pelajar: Suatu Tinjauan Kriminologi," *Jurnal Ilmiah Hukum Dirgantara* 5, no. 2 (2015), <https://doi.org/10.35968/jh.v5i2.109>

Recent data released by the Criminal Investigation Center of the Indonesian National Police indicate that bullying in the education sector involves elementary school students in a significant proportion. According to Pusiknas Polri, victims of bullying in educational settings are dominated by elementary school students, accounting for 26 percent of cases, followed by junior high school students at 25 percent and senior high school students at 18.75 percent². These figures are important not only because they show that elementary school students are a vulnerable group, but also because they reveal a practical gap in school-based bullying prevention. Children at this level are often exposed to rules and moral warnings against bullying, yet they may still struggle to understand why certain acts, such as mocking, threatening, pushing, spreading rumours, or excluding a peer, are harmful and may carry broader social or legal consequences. For international readers, this condition shows that bullying prevention in Indonesia is not only a matter of strengthening discipline or character education, but also of developing age-appropriate legal literacy. It is within this gap that ANTIC is proposed: not as a punitive instrument, but as a visual and interactive medium that translates abstract criminal law norms into concrete situations familiar to elementary school students. The concept of bullying itself contains several important elements. Bullying is not simply an isolated act of conflict among students, but usually involves repetition, imbalance of power, and the intention or effect of causing harm. Wiyani emphasizes that bullying in schools must be understood as behavior that cannot be reduced to ordinary conflict because it involves domination and intimidation³. Astuti also argues that bullying often persists because children, teachers, and school communities may fail to clearly distinguish between joking, conflict, and violent or

² Pusat Informasi Kriminal Nasional Kepolisian Negara Republik Indonesia, Data Gabungan: Jumlah Kasus Perundungan Naik Dua Kali Lipat, Pusiknas Polri, accessed May 11, 2026, https://pusiknas.polri.go.id/detail_artikel/data_gabungan%3A_jumlah_kasus_perundungan_naik_dua_kali_lipat

³ Novan Ardy Wiyani, *Save Our Children from School Bullying* (Yogyakarta: Ar-Ruzz Media, 2012), <https://bintangpusnas.perpusnas.go.id/konten/BK8002/save-our-children-from-school-bullying>

degrading conduct⁴. This lack of normative understanding may cause students to perceive bullying merely as mischief or play, even when the conduct harms the victim physically, psychologically, or socially.

From the perspective of criminal law, several acts commonly associated with bullying may correspond to conduct regulated under Indonesian criminal law. Under the former Criminal Code, bullying-related conduct could be linked to provisions concerning assault, threats, extortion, insult, and defamation. Law Number 1 of 2023 concerning the Criminal Code reformulates and reorganizes these norms within a broader framework of protection of bodily integrity, personal dignity, coercion, and social harm⁵. The relevance of this comparison for elementary education does not lie in teaching statutory provisions textually to children. Rather, it lies in identifying the substance of criminal law norms that can be translated into simple, concrete, and age-appropriate learning situations. Children do not need to memorize criminal provisions, but they need to understand that certain acts, such as hitting, threatening, mocking, humiliating, spreading harmful rumors, or excluding others in a degrading manner, can harm others and may carry legal consequences.

Previous studies on bullying in Indonesia have contributed to different aspects of bullying prevention. Criminological studies have examined bullying as part of deviant behavior among students and as a phenomenon related to violence, intimidation, and unequal power relations⁶. Studies in character education have emphasized the importance of empathy, teacher supervision, school culture, and

⁴ Ponny Retno Astuti, *Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan pada Anak* (Jakarta: Grasindo, 2008). See also Muhammad Aldi Fahrizal, Achmad Tarmidzi Taher, and Abdul Kareem Abu Sulaiman. "Supporting Community Justice: Legal Interventions in Addressing Domestic Violence and Child Abuse". *Lentera Masyarakat Hukum* 1, no. 4 (2024). <https://doi.org/10.65815/cy46bn83>.

⁵ Republik Indonesia, Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana, Lembaran Negara Republik Indonesia Tahun 2023 Nomor 1, Tambahan Lembaran Negara Republik Indonesia Nomor 6842, <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>

⁶ Sulisrudatin, "Kasus Bullying dalam Kalangan Pelajar,"

parental involvement in preventing bullying⁷. Psychological studies have explained that bullying may be associated with domination, emotional gratification, and the perpetrator's search for recognition or control over others⁸. These studies are important, but they have not sufficiently addressed one specific problem: how criminal law norms can be translated into educational media that are understandable for elementary school students.

Existing anti-bullying interventions in schools generally rely on moral education, character building, counselling, teacher supervision, verbal warnings, prohibition posters, storybooks, and disciplinary sanctions. These approaches are valuable, but they do not specifically answer how legal norms can be introduced in a child-friendly manner. Posters usually communicate short prohibitive messages, such as "stop bullying" or "do not hurt your friends." Storybooks can strengthen empathy and moral understanding, but they often stop at the level of character education. Both media may support awareness, yet they do not always help students identify the normative elements of harmful conduct, distinguish ordinary conflict from bullying, or understand why certain acts such as hitting, threatening, humiliating, spreading defamatory rumours, or cyber harassment may be legally relevant. Learning media, therefore, must not only deliver moral messages, but also assist students in understanding the meaning, impact, and consequences of their actions⁹.

This limitation reveals the research gap addressed in this article. Previous studies have generally positioned bullying as a problem of student behaviours, school discipline, character education, or psychological harm. This gap is also relevant to the broader discussion on legal literacy and legal awareness. Legal literacy is not limited to the

⁷ Yuyarti Yuyarti, "Mengatasi Bullying melalui Pendidikan Karakter," *Jurnal Kreatif: Jurnal Kependidikan Dasar* 9, no. 1 (2018), <https://doi.org/10.15294/kreatif.v9i1.16506>

⁸ Muhammad Fajar Shidiqi and Veronika Suprpti, "Pemaknaan Bullying pada Remaja Penindas (The Bully)," *Jurnal Psikologi Kepribadian dan Sosial* 2, no. 2 (2013): 90-98, <https://repository.unair.ac.id/105679/>

⁹ Sapriyah Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar, *Prosiding Seminar Nasional Pendidikan FKIP* 2, no. 1 (2019): 470-477, <https://jurnal.untirta.ac.id/index.php/psnp/article/view/5798>

ability to read legal texts, but also concerns the capacity to understand legal information, recognize legal consequences, and develop proactive legal attitudes. In the context of bullying prevention, children should not only be told that bullying is wrong but should also be guided to understand why certain harmful conduct may violate dignity, safety, and legally protected interests¹⁰. However, limited attention has been given to the development of educational media that can translate criminal law norms into concrete, visual, interactive, and child-friendly learning experiences. As a consequence, criminal law literacy among elementary school students remains limited, particularly in recognizing the boundary between ordinary social interaction, bullying behaviour, and conduct that may have criminal implications.

The novelty of this research lies in the development of ANTIC (Anti-Bullying Cards) as an interactive card-based educational medium for early criminal law literacy. ANTIC is not designed merely to tell children that bullying is morally wrong. Instead, it aims to help students understand why certain acts are harmful, what makes them different from ordinary conflict or joking, how such acts affect victims, and why they may carry social and legal consequences. Through visual illustrations, short narratives, reflective questions, and simple explanations, ANTIC seeks to bridge abstract criminal law norms and children's concrete daily experiences in school. In this sense, ANTIC differs from conventional anti-bullying media because it does not merely communicate prohibition, but guides students to recognize the characteristics, impacts, and legal relevance of bullying behaviour.

This study applies a Research and Development approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation¹¹. However, the present study is deliberately limited to the analysis and design stages. This limitation is based on the objective of this article, namely to construct and validate a

¹⁰ Cahya Wulandari, Sugianto Sugianto, Anggyi Trisnawan Putra, Zidney Ilma Fazaada Emha, and Muhamad Sayuti Hassan, "Literacy, Compliance, and Digital Legal Awareness: The Role of JDIH UNNES in Disseminating Legal Information," *Indonesian Journal of Advocacy and Legal Services* 7, no. 1 (2025): 233-254, <https://doi.org/10.15294/ijals.v7i1.26600>

¹¹ Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springer, 2009), <https://doi.org/10.1007/978-0-387-09506-6>

preliminary educational media design before classroom implementation. The study does not yet aim to measure the effectiveness of ANTIC in changing students knowledge, attitudes, or behaviours. Such effectiveness testing requires further development, classroom trials, pre-test and post-test instruments, and a separate evaluation stage.

The design stage in this study is operationalized through the formulation of the main components of ANTIC, including the bullying categories, the relevant legal meaning of each category, the visual illustration, the short narrative, the reflective question, the learning instruction, and the validation indicators. The design stage is considered complete when these components have been systematically formulated and assessed by validators in terms of legal substance, pedagogical suitability, media design, and relevance to the cognitive development of elementary school students. This operational limitation is important because the present study focuses on producing a feasible prototype, while empirical testing of effectiveness is recommended for subsequent research.

Based on the above background, this study addresses the following research questions. First, how can bullying behaviours with potential criminal relevance be translated into an educational medium suitable for elementary school students? Second, why are conventional anti-bullying media insufficient for introducing the normative boundaries between ordinary conflict, bullying, and criminally relevant conduct? Third, how is the design stage of ANTIC operationalized within the ADDIE-based Research and Development model? Fourth, to what extent is the ANTIC prototype feasible as an early criminal law literacy and preventive legal empowerment medium for bullying prevention in elementary schools?

This article aims to design ANTIC as an educational medium for introducing the characteristics of bullying that may be relevant to criminal law, to explain the conceptual difference between ANTIC and conventional anti-bullying media, and to assess the feasibility of the ANTIC design as a prototype for early criminal law literacy in elementary education. The article is structured by first discussing the relationship between bullying and criminal law literacy, then explaining the limitations of conventional anti-bullying media, followed by the

design and validation of ANTIC, and finally presenting the implications of this prototype for bullying prevention education in elementary schools.

B. Reconstruction of the Understanding of Bullying as a Criminal Act through the ANTIC Educational Media

The reconstruction of the understanding of bullying in this study begins from the premise that bullying should not be reduced to ordinary misconduct, school discipline, or peer conflict. Bullying involves repeated harmful conduct, unequal power relations, and acts that may injure the victim physically, psychologically, socially, or digitally. In certain circumstances, such conduct may also intersect with criminal law, especially when it involves violence, threats, coercion, humiliation, defamation, or the dissemination of harmful digital content. From this perspective, anti-bullying education should not only teach students that bullying is morally wrong, but also help them understand the normative boundaries between acceptable social interaction, harmful conduct, and behavior that may carry legal consequences¹².

This approach differs from conventional anti-bullying education, which often relies on moral appeals, prohibition posters, storybooks, verbal warnings, and disciplinary sanctions. Such instruments are useful for raising awareness, but they have limitations in translating criminal law norms into child-friendly learning. Posters generally present short normative messages, such as stop bullying, without explaining the elements of the act, the harm suffered by the victim, or the possible legal relevance of certain conduct. Storybooks may develop empathy, but they do not always guide students to identify the difference between joking, ordinary conflict, intimidation, humiliation, violence, and criminally relevant behavior. Disciplinary sanctions may create temporary compliance, but they do not necessarily build students understanding of why certain acts are prohibited¹³.

ANTIC (Anti-Bullying Cards) is designed to address this gap by translating abstract legal norms into concrete learning situations. The

¹² Sulisrudatin, "Kasus Bullying dalam Kalangan Pelajar: Suatu Tinjauan Kriminologi."

¹³ Yuyarti, "Mengatasi Bullying melalui Pendidikan Karakter".

card format enables students to observe a situation, identify the behavior shown in the illustration, discuss the impact on the victim, and reflect on the social and legal consequences of the act. In this model, criminal law is not introduced through statutory language or punitive threats, but through simple narratives, visual representations, and reflective questions that correspond to the cognitive development of elementary school students. Thus, ANTIC functions as a bridge between the abstract character of criminal law and the concrete experiences of children in the school environment¹⁴.

The relevance of the former Criminal Code and Law Number 1 of 2023 concerning the Criminal Code is positioned in this study as a normative foundation, not as material to be memorized by children. Under the former Criminal Code, bullying-related conduct could be associated with provisions on assault, threats, extortion, insult, and defamation. The 2023 Criminal Code reorganizes these norms within a broader framework of bodily integrity, personal dignity, coercion, and social harm. This reform is relevant for anti-bullying education because it shows that the law protects not only the physical body, but also dignity, psychological security, and social relationships¹⁵.

For elementary education, the comparison between the former Criminal Code and the 2023 Criminal Code must be translated into simple categories of conduct. Physical bullying can be introduced as conduct that injures another person's body or causes pain. Verbal bullying can be introduced as conduct that humiliates, insults, or attacks another person's dignity. Threat-based bullying can be introduced as conduct that causes fear and forces another person to act against his or her will. Social exclusion can be explained as conduct that intentionally isolates or degrades a student within the peer group. Cyberbullying can be introduced as conduct that spreads insults, humiliation, threats, or harmful content through digital media. In this way, legal norms are not presented as articles of law, but as concrete examples of conduct that children can recognize in daily school life.

¹⁴ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

¹⁵ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana, Lembaran Negara Republik Indonesia Tahun 2023 Nomor 1, Tambahan Lembaran Negara Republik Indonesia Nomor 6842*, <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>

The reconstruction offered by ANTIC therefore rests on three educational movements. First, it moves from prohibition to understanding. Students are not only told that bullying is forbidden, but are guided to understand why the act is harmful. Second, it moves from moral advice to normative awareness. Students are introduced to the idea that certain conduct is not merely impolite, but may violate the dignity, safety, and rights of others. Third, it moves from passive socialization to active reflection. Students are invited to discuss, classify, and evaluate situations through visual cards and short narratives. This movement is important because early legal literacy should not create fear of criminal punishment, but should cultivate awareness of responsibility, empathy, and respect for others.

In the ANTIC design, each card represents a specific category of bullying behavior. The card contains a visual illustration, a short description of the situation, a simple explanation of the impact of the behavior, and a reflective question that encourages students to assess the conduct. This structure allows students to identify the elements of bullying in a gradual manner. For example, a card illustrating a student hitting another student does not only show physical violence, but also invites students to discuss pain, fear, responsibility, and the need to stop harmful conduct. A card illustrating rumour-spreading does not merely describe gossip, but introduces students to the idea that words can damage dignity and social relationships. A card illustrating cyberbullying helps students understand that digital actions may still harm real persons.

The main contribution of ANTIC lies in its normative-educational orientation. Previous studies on bullying have generally emphasized psychological impact, character education, teacher supervision, and school discipline. These approaches remain important, but they do not fully explain how students can be introduced to the legal meaning of their actions in an age-appropriate way. ANTIC fills this gap by converting legal concepts into visual, narrative, and interactive learning experiences. This does not mean that children are treated as criminal offenders. Rather, the purpose is preventive: to help

children recognize harmful conduct before it develops into more serious violations¹⁶.

The design also aligns with the principle that legal education for children must be proportional and non-stigmatizing. Children should not be introduced to criminal law through fear, labels, or punitive language. Instead, they should be guided to understand that law protects human dignity, bodily safety, and social harmony. This orientation is consistent with the idea that child-related legal approaches must balance protection, prevention, and education¹⁷. Therefore, ANTIC should be understood not as an instrument of criminalization, but as a preventive legal literacy medium that supports restorative and educational approaches in schools.

Based on the above analysis, the reconstruction of bullying through ANTIC can be understood as a shift from a moralistic anti-bullying campaign toward early criminal law literacy. The model does not replace character education, counselling, or school supervision. Rather, it complements them by adding a legal literacy dimension that is concrete, contextual, and suitable for elementary school students. Through this reconstruction, bullying prevention is not only directed at stopping harmful behaviour, but also at building students' ability to recognize the boundaries of conduct, understand the consequences of their actions, and develop responsibility toward others.

1. Expert Validation of the ANTIC Design as an Educational Medium for Bullying as a Criminal Relevant Act

Expert validation in this study was conducted to examine whether ANTIC (Anti-Bullying Cards) had sufficient feasibility as an educational medium for introducing bullying as conduct with potential criminal relevance to elementary school students. At this stage, the study did not seek to test the effectiveness of ANTIC in changing students' behaviour. The focus was more limited and fundamental, namely assessing whether the prototype had fulfilled the minimum requirements of material accuracy, media feasibility, language clarity, and suitability with the cognitive characteristics of elementary school

¹⁶ Sulisrudatin, "Kasus Bullying dalam Kalangan Pelajar: Suatu Tinjauan Kriminologi."

¹⁷ Yuyarti, "Mengatasi Bullying melalui Pendidikan Karakter".

children. In educational media development, this kind of validation is important because a learning product should not only be visually attractive, but must also be conceptually accountable and pedagogically appropriate before it is used in a wider classroom setting¹⁸.

The validation process involved three expert validators and one elementary school educator. Afrinar Pramitasari, M.Pd., assessed the material component of ANTIC, particularly the suitability of the content for introducing the characteristics of bullying in elementary schools. Desyarini Puspita Dewi, M.Pd., assessed the media design component, including the physical appearance of the cards, readability, layout, and language use. Dr. Huynh Thanh Tien, Senior Lecturer in English Applied Linguistics and Education Studies at An Giang University, provided validation on both media and material aspects. In addition, Ike Weny Tiara, S.Pd., a sixth-grade homeroom teacher at SDN Podosugih 01, was involved to provide practical input based on classroom needs and students' learning characteristics. This composition of validators was used to ensure that ANTIC was not assessed only as a visual product, but also as an educational medium that combines legal substance, pedagogical suitability, and practical classroom use¹⁹.

The validation instrument consisted of closed-ended assessment items and open-ended comments. The closed-ended items used a five-point Likert scale with five feasibility categories, namely very feasible, feasible, moderately feasible, less feasible, and not feasible. The media validation instrument consisted of ten indicators covering three aspects: physical appearance, use of ANTIC media, and language. Meanwhile, the material validation instrument consisted of five indicators concerning the material component. The open-ended section was included to allow validators to provide comments and suggestions that could not be fully represented through numerical scores. This combination was necessary because the feasibility of educational media cannot be measured only through percentages; it also requires qualitative judgement on whether the medium is understandable, usable, and proportionate for children²⁰.

¹⁸ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

¹⁹ Meila Yufriana Devi and Rusdinal Rusdinal, "Validation of Digital Learning Media to Improve the Basic Literacy Skills of Low-Grade Elementary School Students," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 1 (2023): 119-129, <https://doi.org/10.31004/obsesi.v7i1.3713>

²⁰ Allen Edwards, "The Scaling of Stimuli by the Method of Successive Intervals," *Journal of Applied Psychology* 36, no. 2 (1952): 118-122, <https://doi.org/10.1037/h0062014>

The validation results show that ANTIC was categorized as highly feasible. The first media expert gave a total score of 35, with an average percentage of 86.67%. The physical aspect obtained 94%, while the use of ANTIC media and the language aspect each obtained 83%. These figures indicate that the strongest aspect of ANTIC was its physical and visual presentation. However, the scores on media use and language also show that the product still required refinement, especially in ensuring that the legal messages could be delivered in a simple and child-friendly way. The second media expert gave a total score of 34, with an average percentage of 84.67%. The physical aspect obtained 88%, while the use of ANTIC media and language each obtained 83%. Taken together, the two media validations indicate that the card format, illustrations, and general presentation of ANTIC were considered appropriate for elementary school students.

The material validation also produced a highly feasible result. The first material expert gave a total score of 17 out of five assessment items, with an average percentage of 85%. The second material expert gave a total score of 16, with an average percentage of 80%. Although both results fall within the highly feasible category, the slightly lower score from the second material validator indicates that the material component still needed adjustment, especially in simplifying the explanation of legal consequences for children. Based on the four validation results, the overall average feasibility score of ANTIC reached 84.09%, which placed the prototype in the highly feasible category. This result provides a sufficient basis to state that ANTIC is feasible as a preliminary prototype, although it still requires further testing at the implementation and evaluation stages.

The validators' qualitative comments provide a more substantive explanation of the numerical results. The first media validator stated that the media was suitable for the needs and characteristics of elementary school children. The second media validator emphasized that the media was appropriate for the age and cognitive development of elementary school students, so that it could be applied in an age-appropriate manner. The first material validator stated that ANTIC was well developed and could be used to introduce the characteristics of bullying in elementary schools. Meanwhile, the second material validator noted that ANTIC had strength because it prioritized visuals, considering that children are generally more attracted to images than text. This view is in line with the argument that visual learning media can help students understand abstract concepts more effectively because they transform information into concrete and observable forms²¹.

²¹ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

From a legal education perspective, these validation results are significant because ANTIC attempts to translate abstract legal meanings into concrete learning situations. The cards do not introduce criminal law through formal statutory language. Instead, they present bullying-related conduct through illustrations, short narratives, and practical examples, such as threats, hitting, mocking, spreading rumours, cyberbullying, and social exclusion. This form of presentation is more appropriate for elementary school students because bullying does not only appear as physical aggression, but may also take verbal, social, psychological, and digital forms²². Through this structure, students are not asked to memorize legal provisions. They are guided to recognize harmful conduct, understand its consequences, and reflect on why such conduct should be avoided.

The validation findings also show that ANTIC has a different orientation from conventional anti-bullying media, such as posters, slogans, and general character-building materials. Many anti-bullying interventions in schools still depend on awareness campaigns or one-way messages, while empirical studies show that more effective prevention requires structured, participatory, and sustained school-based interventions²³. ANTIC responds to this need by placing students in an active position: they observe the situation, identify the conduct, discuss its impact, and reflect on the appropriate response. In this sense, ANTIC is not merely a medium for delivering information, but a learning instrument that encourages students to interpret the meaning of conduct and its consequences.

The comparison with conventional media also shows the specific contribution of ANTIC. Posters are useful for reminding students not to bully others, but they usually stop at the level of prohibition. They rarely explain the elements of harmful conduct, the victim's position, or the boundary between ordinary conflict and bullying. Storybooks can strengthen empathy and moral imagination, but they do not always introduce the legal meaning of violence, threats, humiliation, defamation, or cyberbullying. ANTIC seeks to fill this gap by combining visual representation, short explanation, and reflective discussion in one learning medium. Learning media should not only attract

²² Shelley Hymel and Susan M. Swearer, "Four Decades of Research on School Bullying: An Introduction," *American Psychologist* 70, no. 4 (2015): 293-299, <https://doi.org/10.1037/a0038928>

²³ Hannah Gaffney, Maria M. Ttofi, and David P. Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis," *Campbell Systematic Reviews* 17, no. 2 (2021): e1143, <https://doi.org/10.1002/cl2.1143>

students' attention, but also support interaction, comprehension, and meaningful learning, especially when students are dealing with abstract ideas²⁴.

The validation process also produced several suggestions for improvement. Although expert validation shows that ANTIC is feasible as a preliminary prototype, its classroom implementation may still face practical challenges. The first challenge concerns teacher readiness. ANTIC does not work simply by showing cards to students. Teachers need to guide discussion on bullying, harm, responsibility, and legal consequences in a careful and non-punitive manner. Teachers who are not familiar with early legal literacy may need a simple facilitator guide so that the discussion does not turn into fear-based explanation or labeling students as offenders. This issue is important because studies on school-based bullying prevention show that program effectiveness depends not only on the quality of the material, but also on implementation fidelity, teacher involvement, and the continuity of school-based intervention²⁵. The implementation of ANTIC also requires institutional support. A learning medium with legal content will be difficult to sustain if it depends only on individual teachers. Schools need internal policies, teacher guidance, and referral mechanisms so that bullying prevention can be linked to child protection and legal empowerment. This is consistent with the broader advocacy perspective that legal services and advocacy are not only reactive mechanisms, but can also strengthen institutional accountability and policy implementation²⁶.

A second challenge concerns access to technology and media adaptation. ANTIC is primarily designed as a printed card-based medium, so it does not depend heavily on digital infrastructure. This printed format is useful for schools with limited internet access or learning devices. However, if ANTIC is later developed into digital or hybrid formats, differences in technological readiness among schools may affect its implementation. In the Indonesian context, unequal access to devices, internet connectivity, and digital learning

²⁴ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

²⁵ Gaffney, Ttofi, and Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis."

²⁶ Siti Mursidah, Cahya Wulandari, Moh. Khoiruddin, Muhamad Sayuti Hassan, Ricky Dermawan Fauzi, and Andre Setyo Nugroho, "Advocating for Sustainable Work: A Legal Perspective on Labor Regulation and Human Resources Practices in Indonesian Higher Education," *Indonesian Journal of Advocacy and Legal Services* 7, no. 2 (2025): 331-380, <https://doi.org/10.15294/ijals.v7i2.29155>

support remains an important issue in educational practice²⁷. For this reason, the implementation model of ANTIC should remain flexible. Schools with limited facilities can use the printed version, while schools with better infrastructure may adapt it into digital activities, interactive slides, or online discussion tools.

A third challenge lies in curriculum adaptation. Elementary teachers already work within limited instructional time, multiple learning targets, and administrative demands. ANTIC should not be introduced as an additional legal subject or as a separate burden for teachers. A more realistic approach is to integrate it into existing learning spaces, such as character education, civic education, classroom guidance, anti-bullying campaigns, or school-based child protection programs. This integration allows early criminal law literacy to support existing educational goals without disrupting the structure of elementary education.

These challenges show that feasibility at the validation stage does not automatically guarantee successful use in classrooms. The validation results indicate that ANTIC is appropriate in terms of content, visual form, language, and suitability for elementary school students. However, implementation will still require teacher preparation, clear usage guidelines, school support, and adjustment to local learning conditions. Further research should therefore examine not only students' responses to ANTIC, but also teacher readiness, implementation fidelity, and the extent to which ANTIC can be integrated into daily elementary school learning.

Based on those suggestions, the ANTIC design was revised by simplifying the legal explanations, improving the clarity of the language, strengthening the visual presentation, and emphasizing preventive and educational messages. The legal content was maintained, but its presentation was adjusted so that ANTIC would not be understood as an instrument of criminalization. Rather, ANTIC is positioned as an early legal literacy medium that helps students understand the boundaries of conduct, the impact of bullying, and the importance of respecting the dignity and safety of others.

The validation results should be read within the scope of prototype feasibility. The scores and comments from the validators show that ANTIC has met the basic requirements to proceed to further development, particularly

²⁷ UNICEF Indonesia, *Situation Analysis on Digital Learning in Indonesia* (Jakarta: UNICEF Indonesia, 2021). See also Maya Wulandari, Syarifuddin Alimuddin, and Salma Abu Bakar. "Curriculum Reforms and Social Justice: A Look at Indonesia's National Education Standards". *Indonesian Education Policy and Justice Review* 1, no. 2 (2024). <https://doi.org/10.65815/wseg8h71>.

in terms of visual presentation, material organization, and suitability for elementary school students. However, these results do not yet demonstrate the effectiveness of ANTIC in improving students' legal literacy or reducing bullying behavior. That question requires classroom-based testing at the implementation and evaluation stages, including observation of student responses, teacher feedback, and measurement of learning outcomes after the media is used.

2. *Implications of the Criminal Code Reform for Bullying Prevention Education in Elementary Schools*

The reform of Indonesian criminal law through Law Number 1 of 2023 concerning the Criminal Code has important implications for bullying prevention education in elementary schools. The relevance of this reform does not lie in requiring children to memorize criminal provisions. Rather, it lies in identifying the legal values contained in the Criminal Code and translating them into simple, concrete, and age-appropriate learning situations. In this sense, criminal law is not positioned as punitive material for children, but as a normative reference to explain that certain acts, such as hitting, threatening, mocking, spreading rumours, excluding others in a degrading manner, or humiliating others through digital media, may cause harm and may have social as well as legal consequences²⁸.

Under the former Criminal Code, several acts commonly associated with bullying were regulated through scattered provisions. Physical violence could be associated with Article 351 concerning assault. Threats, intimidation, and coercive conduct could be linked to Articles 368 and 369 concerning extortion and threats. Verbal humiliation, insult, and the dissemination of false or degrading information could be connected to Articles 310 and 311 concerning defamation and slander. These provisions were not specifically designed for bullying cases in schools, but they demonstrate that several forms of bullying had long

²⁸ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana, Lembaran Negara Republik Indonesia Tahun 2023 Nomor 1, Tambahan Lembaran Negara Republik Indonesia Nomor 6842*, <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>

been recognized as legally relevant when they involved violence, intimidation, attacks on honour, or harm to another person's dignity²⁹.

Law Number 1 of 2023 reorganizes these forms of conduct within a more systematic structure. Physical violence is placed within the regulation of criminal acts against the body, including Article 466 on assault and Article 471 on minor assault. Coercion and threats are regulated, among others, in Article 448 and Article 449. Extortion and threatening conduct are also regulated under Article 482 and Article 483. Meanwhile, insult, defamation, and attacks on personal honour are regulated under Article 433, while Article 441 gives particular relevance to certain acts committed through information technology³⁰. This arrangement is relevant to bullying prevention because it shows that criminal law protects not only physical safety, but also personal liberty, dignity, reputation, and a person's sense of security.

This legal mapping is necessary because bullying in educational settings does not appear in a single form. It may involve physical aggression, verbal humiliation, social exclusion, rumour spreading, and cyber-based harassment. The multidimensional character of bullying requires prevention media that can help students identify different forms of harmful conduct rather than reducing bullying to visible physical violence alone³¹. Accordingly, the reform of the Criminal Code should not be read merely as a change in statutory numbering, but as an opportunity to reframe bullying prevention education toward a broader protection of bodily integrity, dignity, psychological safety, and social relationships.

The implication for elementary education must be approached carefully. Criminal law should not be presented to children as a frightening instrument of punishment. It should be translated into basic

²⁹ Republic of Indonesia, *Kitab Undang-Undang Hukum Pidana*, accessed May 12, 2026, https://jdih.mahkamahagung.go.id/storage/uploads/produk_hukum/file/KUHP.pdf

³⁰ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

³¹ Shelley Hymel and Susan M. Swearer, "Four Decades of Research on School Bullying: An Introduction," *American Psychologist* 70, no. 4 (2015): 293-299, <https://doi.org/10.1037/a0038928>

legal awareness. Students need to understand that certain actions can hurt others, create fear, damage dignity, disrupt social relationships, and produce consequences beyond school discipline. In the context of legal education, the importance of ANTIC lies in its attempt to introduce legal awareness without turning children into objects of criminalization. Legal awareness in bullying prevention should help students understand behavioural boundaries, the rights of victims, and the social consequences of harmful acts³².

ANTIC operationalizes this translation by using card-based narratives rather than textual legal provisions. For example, the card on “Making Threat” does not ask students to memorize Article 448 or Article 449 of the 2023 Criminal Code. The card may be narrated through a situation in which a student says that he will hurt his friend if the friend refuses to give him a toy, money, or school item. The victim then becomes afraid and does not dare to tell the teacher. Through this situation, students are guided to understand that threatening others is not merely a joke, because it creates fear and may force someone to act against his or her will. The legal meaning of coercion and threat is therefore introduced through experience-based reflection rather than statutory language.

The card on “Hitting a Friend” illustrates the legal value of bodily integrity. A possible narrative is that a student pushes and hits another student during a game. The victim feels pain, becomes afraid to play again, and avoids meeting the student who hit him. This narrative introduces the idea that physical bullying is not simply rough play. It involves harm to the body, fear, and responsibility for the consequences of one’s actions. The educational substance of this card may be connected to Article 351 of the former Criminal Code and Articles 466 and 471 of the 2023 Criminal Code, but the explanation is delivered through a concrete school situation that elementary students can recognize.

³² Triana Rejekiingsih and Maram Taher, “Analysis of Students’ Legal Awareness for Bullying Prevention in Surakarta Schools,” *Jurnal Civics: Media Kajian Kewarganegaraan* 22, no. 1 (2025): 40–53, <https://scholarhub.uny.ac.id/civics/vol22/iss1/4/>

The cards on “Mocking a Friend” and “Spreading Rumours” translate the legal value of dignity and reputation. A possible narrative for the rumour-spreading card is that a student tells classmates that another student did something embarrassing, even though the story is not true. Other students then begin to avoid the victim, and the victim feels ashamed and lonely. This type of narrative helps students understand that words can injure dignity and damage social relationships. Under the former Criminal Code, this conduct could be associated with Articles 310 and 311 on defamation and slander. Under the 2023 Criminal Code, it can be connected to Article 433 concerning attacks on honour or reputation. ANTIC does not begin with legal terminology such as “defamation” or “slander”. It begins with a situation, then guides students to discuss why the act is harmful.

The card on Cyberbullying has particular relevance in light of the development of digital communication among children. Cyberbullying may take the form of sending insulting messages, uploading humiliating content, spreading private information, or mocking another student through digital platforms. Article 441 of the 2023 Criminal Code gives relevance to certain insult-related acts committed through information technology, while the broader legal discussion on cyberbullying in Indonesia also shows that online harassment against children remains a developing issue in Indonesian law.⁶ ANTIC translates this concern into child-friendly learning by showing that digital actions can still harm real persons. In this way, students are introduced not only to anti-bullying norms, but also to responsibility in online communication.

The card on “Social Exclusion” requires a more careful legal explanation. Social exclusion does not always correspond directly to a specific criminal offense. Children may choose their friends, and not every form of separation within peer interaction should be treated as unlawful conduct. However, exclusion becomes problematic when it is intentional, repetitive, degrading, and accompanied by humiliation, threats, coercion, or other harmful behaviour. ANTIC therefore does not force every act of exclusion into a criminal category. The card is used to invite students to distinguish ordinary friendship dynamics from intentional isolation that humiliates or harms another student.

The relationship between bullying conduct, the former Criminal Code, the 2023 Criminal Code, and the ANTIC design can be mapped as shown on Table 1.

TABLE 1. The *ANTIC* design for Anti-Bullying Context

Bullying act in ANTIC	Illustration in ANTIC design	Relevant provision in the former Criminal Code	Relevant provision in Law No. 1 of 2023	Educational translation in ANTIC
Making threats	A student threatens another student so that the victim feels afraid or obeys the perpetrator's demand	Articles 368 and 369 on extortion and threats	Articles 448 and 449 on coercion and threats; Articles 482 and 483 on extortion and threats	Students learn that threatening others is not a joke because it creates fear and may force others to act against their will
Hitting a friend	A student hits, pushes, or physically hurts another student	Article 351 on assault	Articles 466 and 471 on assault and minor assault	Students learn that physical bullying injures the body and creates responsibility for the harm caused
Mocking a friend	A student humiliates another student through insulting words	Article 310 on defamation and insult	Article 433 on attacks against honour or reputation	Students learn that words can harm dignity and should not be used to degrade others
Spreading rumours	A student spreads false or humiliating information about another student	Articles 310 and 311 on defamation and slander	Article 433 on attacks against honour or reputation	Students learn that spreading rumours can damage reputation, friendships, and psychological well-being
Cyberbullying	A student sends insulting messages or uploads humiliating content online	Related to insult and defamation provisions, and also to special laws on electronic information	Article 433, with relevance to Article 441 when the act involves information technology	Students learn that online actions can harm real people and may have consequences

Bullying act in ANTIC	Illustration in ANTIC design	Relevant provision in the former Criminal Code	Relevant provision in Law No. 1 of 2023	Educational translation in ANTIC
Social exclusion	A student intentionally isolates another student from the group	Not always directly regulated unless accompanied by threats, insult, coercion, or degrading treatment	May be linked to insult, coercion, or degrading treatment when accompanied by specific harmful acts	Students learn to distinguish ordinary friendship dynamics from intentional exclusion that humiliates or harms others

Source: Indonesian Criminal Code, edited and adopted by Authors

The comparative mapping above shows that ANTIC does not treat criminal law as a set of articles to be memorized by elementary school students. Its function is more modest, but educationally important: it takes the substance of criminal law norms and places it within situations that children may encounter in school life. A card on threats, for example, does not begin with the wording of Article 448 or Article 449 of the 2023 Criminal Code. It begins with a familiar situation: a child frightens another child, the victim feels unsafe, and the class is invited to discuss why such conduct should not be treated as a joke. In this way, ANTIC works by moving from concrete conduct, to the harm experienced by the victim, and then to a reflection on responsibility. This method is important because early criminal law literacy should not be reduced to punishment or fear of the law. At the same time, bullying prevention should not stop at moral slogans that merely say “do not bully” without explaining why certain acts harm dignity, safety, and social relations³³.

The transition from the former Criminal Code to Law Number 1 of 2023 also gives a clearer normative basis for this educational approach. Under the former Criminal Code, bullying-related conduct was usually read through separate provisions, such as assault, threats, extortion, insult, and defamation. The 2023 Criminal Code reorganizes

³³ Rejekiningsih and Taher, “Analysis of Students’ Legal Awareness for Bullying Prevention in Surakarta Schools.”

several of these acts within a broader framework of protection, including bodily integrity, personal liberty, honour, reputation, and dignity³⁴. For elementary school students, this shift does not need to be explained through technical legal categories. It can be translated into a simpler idea: the law protects a person's body, sense of safety, dignity, and social life. ANTIC uses this idea as the basis for reflective learning, so that students can understand the boundary between ordinary conflict, harmful conduct, and behaviour that may have legal relevance.

The discussion on sanctions and reprimands also needs to be placed carefully. School discipline remains necessary, especially when bullying has caused harm or fear among students. However, discipline alone is not always sufficient if children do not understand the reason behind the prohibition. A sanction may stop a child from repeating a certain act in front of a teacher, but it does not automatically build awareness of the victim's suffering or the social consequences of the conduct. Studies on school-based bullying prevention show that more effective prevention tends to rely on structured, participatory, and sustained programs, rather than isolated warnings, slogans, or punishment-oriented responses³⁵. ANTIC is therefore positioned as a complementary medium. It does not replace school rules, teacher supervision, counselling, or disciplinary measures. It gives children a structured space to identify conduct, discuss its impact, and understand why certain behaviour should be avoided³⁶.

³⁴ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana, Lembaran Negara Republik Indonesia Tahun 2023 Nomor 1, Tambahan Lembaran Negara Republik Indonesia Nomor 6842*, <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>

³⁵ Hannah Gaffney, Maria M. Ttofi, and David P. Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis," *Campbell Systematic Reviews* 17, no. 2 (2021): e1143, <https://doi.org/10.1002/cl2.1143>

³⁶ Enza Menesini and Christina Salmivalli, "Bullying in Schools: The State of Knowledge and Effective Interventions," *Psychology, Health & Medicine* 22, suppl. 1 (2017): 240-253, <https://doi.org/10.1080/13548506.2017.1279740>. See also Ikram Kamaluddin, and Azman Shakil. "Child Health Justice: Addressing Inequalities in Pediatric Care for Indonesia's Most Vulnerable Populations". *Indonesian Health Justice Review* 1, no. 4 (2024). <https://doi.org/10.65815/m52ps480>.

The implication of the Criminal Code reform for bullying prevention education is not only normative, but also pedagogical. Normatively, the reform helps explain that bullying prevention is related to the protection of the body, personal liberty, honour, reputation, dignity, and psychological safety. Pedagogically, those protected interests must be translated into a language and learning form that children can understand. Teachers can use ANTIC to discuss daily situations without relying on technical legal language or frightening explanations about criminal punishment. Students are introduced to law as a framework for understanding responsibility, respect, and the limits of acceptable conduct in their interaction with others.

This position is important because early legal literacy should not criminalize children. Its purpose is to help them recognize that law exists to protect people from violence, fear, humiliation, and attacks on dignity. In the classroom, ANTIC makes this idea easier to discuss through visual situations, short narratives, and guided reflection. The emphasis remains on prevention, responsibility, and restoration of social relations, rather than on labelling children as offenders³⁷.

C. Scientific Validation of ANTIC as an Early Criminal Law Literacy Medium in Bullying Prevention

This study indicates that ANTIC (Anti-Bullying Cards) should not be read merely as another anti-bullying learning medium. Its main contribution lies in introducing early criminal law literacy in a form that remains understandable for elementary school students. Expert validation shows that illustrations, short narratives, and explanations of social and legal consequences can bring abstract legal meanings closer to children's daily experiences. In this design, criminal law is not presented as a set of articles to be memorized. It is introduced as a way to help students recognize that certain actions may injure dignity, create

³⁷ Randy Pradityo, "Restorative Justice dalam Sistem Peradilan Pidana Anak," *Jurnal Hukum dan Peradilan* 5, no. 3 (2016): 319-330, <https://www.jurnalhukumdanperadilan.org/jurnalhukumperadilan/article/download/25/16/55>

fear, damage social relationships, and produce consequences beyond ordinary school discipline³⁸.

ANTIC also differs from anti-bullying approaches that mainly rely on moral advice, character reinforcement, teacher supervision, or general warnings against aggressive behaviour. These approaches remain important, but they do not always explain the boundary between ordinary conflict, bullying, and conduct that may have legal relevance. Research on students' legal awareness in bullying prevention shows that students need to understand not only that bullying is wrong, but also why certain behaviour may violate rights, dignity, and safety³⁹. ANTIC enters this space by translating legal norms into concrete situations, so children are not immediately faced with technical statutory language or the threat of criminal punishment.

Unlike criminological or psychological studies that mainly explain causes, patterns, motives, and impacts of bullying, this study places a different question at the centre: how can children be guided to understand the normative limits of their actions? Bullying at school does not only appear as physical aggression. It may also take the form of verbal humiliation, rumour spreading, social exclusion, threats, and digital harassment⁴⁰. For that reason, prevention media should help students identify different forms of harm, not only visible physical violence.

From a pedagogical point of view, ANTIC offers a more participatory route than media that only display prohibitions or moral slogans. Posters can remind students not to bully, but they often stop at the level of instruction. Storybooks can strengthen empathy, but they do not always explain why certain conduct may have legal consequences. ANTIC combines visual representation, short explanation, and guided reflection, allowing students to observe a situation, identify the conduct, discuss its impact on the victim, and consider a proper response. Visual and concrete learning media are useful when children are asked to

³⁸ Rejekiingsih and Taher, "Analysis of Students' Legal Awareness for Bullying Prevention in Surakarta Schools."

³⁹ Rejekiingsih and Taher.

⁴⁰ Shelley Hymel and Susan M. Swearer, "Four Decades of Research on School Bullying: An Introduction," *American Psychologist* 70, no. 4 (2015): 293-299, <https://doi.org/10.1037/a0038928>

understand abstract ideas, especially when those ideas concern responsibility, harm, and social consequences⁴¹.

Validation results should still be read carefully. They show that ANTIC is feasible as a prototype, not that it has already been proven effective in changing students' behaviour. Effectiveness requires further classroom-based testing. Studies on school-based bullying prevention suggest that stronger interventions are usually structured, participatory, and sustained, rather than limited to one-time warnings, slogans, or punishment-oriented responses⁴². ANTIC may support that direction because it does not replace school rules, teacher supervision, counselling, or disciplinary mechanisms. It provides an additional space for students to understand why certain actions harm others and why responsibility is needed in daily interaction.

Within the framework of Indonesian criminal law reform, ANTIC is also relevant because Law Number 1 of 2023 concerning the Criminal Code provides a broader basis for understanding harmful conduct through the protection of bodily integrity, personal liberty, honour, reputation, and dignity⁴³. The point for elementary education is not to transfer technical criminal law language into the classroom. A more appropriate task is to translate protected legal interests into child-friendly learning experiences. Through ANTIC, students can discuss acts such as hitting, threatening, mocking, spreading rumours, cyberbullying, and excluding others without being labelled as offenders. Legal awareness is introduced through prevention, responsibility, and restoration of social relations, not through fear of punishment.

⁴¹ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

⁴² Gaffney, Ttofi, and Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis"; Menesini and Salmivalli, "Bullying in Schools: The State of Knowledge and Effective Interventions."

⁴³ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana, Lembaran Negara Republik Indonesia Tahun 2023 Nomor 1, Tambahan Lembaran Negara Republik Indonesia Nomor 6842*, <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>

1. *Limitations of Moral- and School Discipline- Based Approaches to Bullying Prevention*

Bullying prevention in elementary schools is often introduced through moral messages, general warnings, posters, and disciplinary responses. These approaches remain necessary because schools need clear rules and immediate responses when harmful conduct occurs. However, the needs analysis in this study shows that such measures may not be sufficient when they are not accompanied by learning media that help children understand the meaning and consequences of bullying. Observation at SDN Podosugih 01 found several forms of student behaviour that could be associated with bullying, including the use of insulting words when students felt offended, calling peers by their parents' names, pushing friends while playing until they fell, spreading false accusations, and excluding certain students from peer interaction. The homeroom teacher also reported that verbal bullying remained the most frequent form, particularly among upper-grade students, including insulting, name-calling, and slandering classmates⁴⁴.

The same needs analysis shows that the school had already attempted several preventive measures, including anti-bullying advice during flag ceremonies, distribution or display of "no bullying" posters, and the imposition of disciplinary sanctions. The sanctions mentioned by the teacher included asking students to sing national songs or clean school rooms. These measures were not irrelevant, but the teacher noted that they were only able to suppress bullying behaviour for a short period and had not yet provided students with a deeper understanding of bullying and how to respond to it⁴⁵. For that reason, the problem

⁴⁴ Needs analysis conducted at SDN Podosugih 01 identified several student behaviours associated with bullying, including the use of insulting words when students felt offended, calling peers by their parents' names, pushing friends during play until they fell, spreading false accusations, and excluding certain students from peer interaction. The homeroom teacher's questionnaire also indicated that verbal bullying, such as insulting, name-calling, and slandering classmates, was the most frequent form of bullying among upper-grade students.

⁴⁵ The sixth-grade homeroom teacher at SDN Podosugih 01 explained that the school had implemented several preventive measures, including anti-bullying advice during flag ceremonies, the display or distribution of "no bullying" posters, and disciplinary sanctions such as asking students to sing national songs or clean school rooms. However, these efforts were reported to suppress bullying behaviour only for a short period, indicating the need for a more concrete and appropriate learning medium to help students understand bullying and how to respond to it.

identified in this study is not simply the absence of school discipline, but the limited ability of existing approaches to translate bullying into concrete, reflective, and age-appropriate learning.

This revision also avoids making an unsupported claim that students themselves viewed bullying merely as a school rule, because this study did not conduct direct interviews or surveys with students. What can be stated more carefully is that the observed behaviours and the teacher's report indicate a gap between school prohibitions and students' practical understanding of bullying. For example, behaviours such as mocking, calling peers by their parents' names, pushing during play, or excluding a friend may still be perceived by children as joking, ordinary peer conflict, or group dynamics, even though such conduct can harm dignity, create fear, and damage social relationships. This gap justifies the need for a medium that does not only say "do not bully", but also helps students discuss what makes an act harmful and why it should be avoided.

Empirical studies on bullying prevention also suggest that effective interventions are usually not limited to one-time warnings or punishment-oriented responses. School-based programs tend to be stronger when they are structured, participatory, and sustained, and when they involve students in understanding the situation, the victim's position, and the consequences of harmful conduct⁴⁶. In this regard, ANTIC is positioned as a complementary medium. It does not replace school rules, teacher supervision, counselling, or disciplinary mechanisms⁴⁷. Rather, it gives teachers and students a concrete tool to discuss bullying through visual situations, short narratives, and guided reflection. This is important because children at the elementary level often need concrete learning media to understand ideas that are still abstract, including responsibility, harm, dignity, and legal consequences⁴⁸.

⁴⁶ Gaffney, Ttofi, and. Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis".

⁴⁷ Menesini and Salmivalli, "Bullying in Schools: The State of Knowledge and Effective Interventions."

⁴⁸ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar".

2. *ANTIC as a Model for Translating Criminal Law Norms into Children's Learning*

ANTIC (Anti-Bullying Cards) is developed to address a specific gap in bullying prevention education: the limited availability of learning media that translate criminal law norms into concrete, visual, and age-appropriate materials for elementary school students. Many anti-bullying approaches have focused on moral advice, character education, counselling, or school discipline. These approaches remain necessary, but they do not always provide a learning instrument that helps children recognize the legal meaning of harmful conduct. In this study, the gap is understood more specifically as the absence of a structured medium that connects bullying behaviour with legal literacy in a form that children can understand.

This study does not reject criminological or psychological approaches to bullying. Criminological studies help explain why bullying occurs, how peer power relations are formed, and how deviant behaviour may develop in school environments. Psychological studies are also important because they explain motives, emotional patterns, and the impact of bullying on victims and perpetrators. However, ANTIC works from a different concern. The main issue is not only why bullying occurs, but how children can be guided to understand that certain actions have normative limits. Bullying is not always seen by children as violence. Mocking, threatening, spreading rumours, excluding a friend, or sending insulting messages may be treated as joking or ordinary conflict, even though these actions can harm dignity, safety, and social relationships⁴⁹.

ANTIC translates criminal law norms through simple situations rather than through legal articles. The cards do not ask students to memorize provisions of the former Criminal Code or Law Number 1 of 2023 concerning the Criminal Code. Instead, each card begins with a familiar act, explains the harm caused by the act, and then invites students to reflect on the responsibility attached to the behaviour. This method is important because legal literacy for children should not be delivered through fear of punishment. It should help them understand why certain conduct is harmful and why it should be avoided.

A concrete example can be seen in the card on Making Threats. The card may present a situation in which a student says that he will hurt a friend if the friend refuses to give him a toy, money, or school item. The victim

⁴⁹ Shelley Hymel and Susan M. Swearer, "Four Decades of Research on School Bullying: An Introduction," *American Psychologist* 70, no. 4 (2015): 293-299, <https://doi.org/10.1037/a0038928>

becomes afraid and does not dare to report the incident to the teacher. The legal meaning behind the card can be connected to the former Criminal Code provisions on threats and extortion, particularly Articles 368 and 369, and to the 2023 Criminal Code provisions concerning coercion, threats, and extortion, including Articles 448, 449, 482, and 483⁵⁰. However, the card does not present these provisions as formal legal text. The legal substance is translated into a simple question for students: why is frightening someone to make them obey not a joke?

Another example appears in the card on Hitting a Friend. The narrative may describe a student who pushes or hits another student during play, causing the victim to feel pain and fear. This situation can be connected to Article 351 of the former Criminal Code on assault and Articles 466 and 471 of the 2023 Criminal Code on assault and minor assault⁵¹. The educational message is not that children must memorize the elements of assault. The message is that a person's body should not be harmed and that physical bullying creates responsibility for the injury, fear, and discomfort experienced by the victim.

The card on "Mocking a Friend" introduces students to the idea that words can injure dignity. A student may call a classmate by an insulting name, mock physical appearance, or repeatedly embarrass the victim in front of others. This conduct can be linked to provisions on insult or defamation under the former Criminal Code and to Article 433 of the 2023 Criminal Code concerning attacks on honour or reputation⁵². The card does not turn children into legal subjects to be punished. It helps them see that words are not neutral when they are used to humiliate or degrade another person.

A similar logic is used in the card on "Spreading Rumours." The card may describe a student who tells classmates a false story about another student. As a result, the victim becomes ashamed, loses friends, or feels unsafe in class. Under the former Criminal Code, this conduct may be connected to Articles 310 and 311 on defamation and slander. Under the 2023 Criminal Code, it may be related to Article 433 on attacks against honour or reputation. The learning purpose is to show that spreading false or humiliating information is not merely "talking about someone", but conduct that may damage dignity and social relationships.

⁵⁰ Republic of Indonesia, *Kitab Undang-Undang Hukum Pidana*.

⁵¹ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*

⁵² Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

The card on “Cyberbullying” is particularly relevant because harmful conduct among children is no longer limited to direct interaction in the classroom. A student may send insulting messages, upload humiliating content, or share private information through digital media. The 2023 Criminal Code gives relevance to insult-related conduct committed through information technology, particularly through Article 441⁵³. This connection allows ANTIC to introduce digital responsibility in simple terms: online actions still affect real people, and humiliation through digital media may cause fear, shame, and social isolation.

The card on Social Exclusion needs a more careful explanation. Not every act of choosing friends or playing in a smaller group should be treated as bullying or as conduct with criminal relevance. However, exclusion becomes problematic when it is intentional, repetitive, and used to humiliate or isolate another student. ANTIC does not force every act of exclusion into a criminal category. Instead, the card helps students distinguish ordinary friendship dynamics from exclusion that harms dignity and makes a child feel unsafe or unwanted in the school environment.

These examples show that ANTIC does not treat every bullying act as a criminal offense. Its purpose is more careful and educational: to help students recognize that certain behaviours may intersect with legal norms when they involve violence, threats, humiliation, coercion, defamation, or harmful digital conduct. This distinction is important because early criminal law literacy should not be misunderstood as an effort to criminalize children. In ANTIC, criminal law is used only as a normative reference to explain why certain conduct may harm the body, dignity, safety, reputation, and social relationships of others⁵⁴.

This approach also responds to the limitation of one-way anti-bullying messages. Students are not merely told that bullying is wrong. They are invited to observe a familiar situation, identify the conduct, discuss the harm experienced by the victim, and reflect on a proper response. In that sense, ANTIC offers a more active learning process than posters or general warnings,

⁵³ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*. See also Edy Nurcahyo Putra, “Law’s Silence on Cyberbullying to Children in Indonesia”. *Brawijaya Law Journal* 11, no. 1 (2024): 135-163, <https://doi.org/10.21776/ub.blj.2024.011.01.07>

⁵⁴ Triana Rejekiingsih and Maram Taher, “Analysis of Students’ Legal Awareness for Bullying Prevention in Surakarta Schools,” *Jurnal Civics: Media Kajian Kewarganegaraan* 22, no. 1 (2025): 32-46, <https://doi.org/10.21831/jc.v22i1.1281>

because it gives students space to understand the meaning of their actions rather than simply obeying a prohibition.

Studies on bullying prevention show that stronger interventions are usually structured, participatory, and sustained, rather than limited to slogans, warnings, or punishment-oriented responses⁵⁵. ANTIC follows this direction by positioning students as participants in the learning process. The cards do not only deliver information; they open discussion about responsibility, empathy, and the consequences of harmful behaviour.

The model also reflects the role of visual and concrete media in helping children understand abstract ideas. Criminal law norms are difficult for elementary school students when presented as technical provisions. Through illustrations and short narratives, ANTIC changes those norms into learning experiences that are closer to children's daily lives. Learning media can support comprehension when it connects abstract concepts with concrete representations⁵⁶. In ANTIC, the abstract concepts are harm, responsibility, dignity, safety, and legal consequence.

By placing criminal law norms within familiar school situations, ANTIC offers a modest but relevant contribution to bullying prevention education. It does not replace character education, counselling, teacher supervision, or school discipline. It complements them by adding a legal literacy dimension that is simple, contextual, and preventive. Children are not introduced to law as a threat, but as a way to understand why the body, dignity, safety, and social relationships of others must be respected⁵⁷.

3. *Complementing Character Education with Early Criminal Law Literacy*

Character education remains an important foundation for bullying prevention in elementary schools. It encourages empathy, respect, responsibility, and self-control, all of which are necessary for building a

⁵⁵ Enza Menesini and Christina Salmivalli, "Bullying in Schools: The State of Knowledge and Effective Interventions," *Psychology, Health & Medicine* 22, suppl. 1 (2017): 240-253, <https://doi.org/10.1080/13548506.2017.1279740>

⁵⁶ Sapriyah, "Media Pembelajaran dalam Proses Belajar Mengajar," *Prosiding Seminar Nasional Pendidikan FKIP* 2, no. 1 (2019): 470-477, <https://jurnal.untirta.ac.id/index.php/psnp/article/view/5798>

⁵⁷ Randy Pradityo, "Restorative Justice dalam Sistem Peradilan Pidana Anak," *Jurnal Hukum dan Peradilan* 5, no. 3 (2016): 319-330, <https://www.jurnalhukumdanperadilan.org/jurnalhukumperadilan/article/download/25/16/55>

safe school environment. However, this study does not place character education in opposition to legal literacy. A more appropriate position is to see early criminal law literacy as a complementary approach. Character education helps students understand moral values, while early legal literacy helps them recognize that certain forms of harmful conduct may also violate protected interests such as bodily safety, dignity, reputation, psychological security, and personal liberty.

This clarification is important because character education in Indonesia is not entirely separated from legal awareness. Several character education programs have already incorporated legal or civic values, including anti-corruption education, discipline, honesty, and law-abiding behaviour. Dewantara and colleagues, for example, show that anti-corruption education is used to develop students' humanist and law-compliant character⁵⁸. Therefore, the issue addressed in this study is not that character education has no legal dimension at all. The more specific problem is that anti-bullying education at the elementary school level does not always translate criminal law norms into concrete and child-friendly learning situations.

In the context of bullying prevention, moral advice such as "respect your friends" or "do not hurt others" is necessary, but it may not be sufficient when students are faced with more complex situations. Children may not always understand whether mocking a friend, spreading rumours, excluding a classmate, threatening others, or sending humiliating messages through digital media is merely joking, ordinary conflict, or harmful conduct with legal relevance. Studies on students' legal awareness in bullying prevention indicate that students need guidance to understand behavioural boundaries, the rights of victims, and the consequences of harmful acts⁵⁹. This is the space in which ANTIC contributes.

⁵⁸ Jagad Aditya Dewantara et al., "Anti-Corruption Education as an Effort to Form Students with Character Humanist and Law-Compliant," *Jurnal Civics: Media Kajian Kewarganegaraan* 18, no. 1 (2021): 70-81, <https://doi.org/10.21831/jc.v18i1.38432>

⁵⁹ Rejekiningsih and Taher, "Analysis of Students' Legal Awareness for Bullying Prevention in Surakarta Schools." See also Cahya Wulandari, et al. "Implementation of the Bullying Box and Establishment of Prevention Team to Address Bullying Cases at SMA Islam Al-Azhar 30 Salatiga." *Indonesian Journal of*

ANTIC does not replace character education, teacher supervision, counselling, or school discipline. It adds a legal literacy layer to those existing approaches. Through visual cards, short narratives, and guided reflection, students are invited to identify a concrete act, discuss the harm experienced by the victim, and understand why the conduct should be avoided. The cards do not present criminal law as a threat. They introduce legal awareness through familiar school situations, such as hitting a friend, making threats, mocking, spreading rumours, cyberbullying, and excluding someone from a group.

This approach is also consistent with the direction of bullying prevention studies, which emphasize that effective prevention cannot rely only on one-way messages, slogans, or punishment-oriented responses. School-based interventions tend to be stronger when they are structured, participatory, and sustained⁶⁰. ANTIC follows this logic by giving students a more active role in the learning process. They are not only told that bullying is wrong. They are asked to see the situation, think about the victim's position, and reflect on responsibility.

Within the framework of Indonesian criminal law reform, early legal literacy also becomes relevant because Law Number 1 of 2023 concerning the Criminal Code gives broader attention to protected interests such as bodily integrity, personal liberty, honour, reputation, and dignity⁶¹. For elementary school students, these legal interests should not be explained through technical statutory language. They need to be translated into simple ideas: the body should not be harmed, a person should not be frightened, dignity should not be attacked, and social relationships should not be damaged through humiliation or exclusion.

For this reason, the contribution of ANTIC is better understood not as a paradigm shift, but as a complementary development in

Legal Community Engagement 8, no. 1 (2025): 93-114.
<https://doi.org/10.15294/jphi.v8i1.26400>

⁶⁰ Hannah Gaffney, Maria M. Ttofi, and David P. Farrington, "Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis," *Campbell Systematic Reviews* 17, no. 2 (2021): e1143, <https://doi.org/10.1002/cl2.1143>

⁶¹ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

bullying prevention education. Character education remains the moral foundation, while early criminal law literacy provides students with a clearer understanding of normative boundaries. This combination allows bullying prevention to move beyond general moral advice, without turning the classroom into a space of criminalization. The emphasis remains educational: helping children understand harm, responsibility, respect, and the consequences of conduct in a way that is appropriate to their age.

4. *Relevance of ANTIC within the Framework of the 2023 Criminal Code Reform*

The relevance of ANTIC within the framework of Law Number 1 of 2023 concerning the Criminal Code should be understood as a complementary approach to existing bullying prevention education, not as a replacement for character education. Character education remains important because it introduces values such as empathy, honesty, respect, responsibility, and self-control. In Indonesia, character education has also been connected to legal and civic values, for example through anti-corruption education and civic education programs that introduce students to honesty, discipline, and law-abiding behaviour⁶². Therefore, the issue addressed in this study is not the absence of legal values in character education, but the limited availability of child-friendly media that specifically translate criminal law norms related to bullying into concrete learning situations.

Law Number 1 of 2023 provides a relevant normative framework because several forms of bullying may intersect with protected legal interests under criminal law. Physical bullying can be related to the protection of bodily integrity; threats and coercion can be related to the protection of personal liberty and psychological safety; while insult, humiliation, and rumour-spreading can be related to the protection of honour, reputation, and dignity⁶³. For elementary school students, however, these legal interests cannot be taught through technical

⁶² Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

⁶³ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

statutory language. They need to be translated into simple situations that children can recognize, such as hitting a friend, threatening a classmate, mocking someone's appearance, spreading false stories, excluding a peer in a degrading way, or sending humiliating messages through digital media.

ANTIC uses the framework of the 2023 Criminal Code in this limited and educational sense. The cards do not reproduce criminal provisions as legal text. Instead, they translate the substance of those provisions into visual situations, short narratives, and reflective questions. For example, the idea of bodily integrity is introduced through a card about hitting a friend; the idea of personal liberty and psychological safety is introduced through a card about making threats; and the idea of honour or reputation is introduced through cards about mocking, spreading rumours, and cyberbullying. This method allows children to understand the social and legal meaning of harmful conduct without being placed under the threat of criminal punishment.

This approach also avoids overstating the role of criminal law in elementary education. ANTIC does not claim that every act of bullying automatically constitutes a criminal offense. Some behaviours, such as social exclusion, may not directly fall within a criminal provision unless accompanied by humiliation, threats, coercion, or other harmful conduct. The educational purpose is therefore not to criminalize children, but to help them recognize that certain behaviours can harm the body, dignity, sense of safety, and social relationships of others. In this respect, early criminal law literacy becomes a preventive tool, not a punitive one.

The contribution of ANTIC is more modest than a “paradigm shift.” It is better understood as an effort to complement moral education, school discipline, counselling, and teacher supervision with a clearer normative explanation of harmful conduct. Studies on bullying prevention show that stronger interventions tend to be structured, participatory, and sustained, rather than limited to slogans, warnings, or punishment-oriented responses⁶⁴. ANTIC supports this direction by

⁶⁴ Hannah Gaffney, Maria M. Ttofi, and David P. Farrington, “Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An

giving students an active role in identifying conduct, discussing harm, and reflecting on responsibility.

Within this framework, the 2023 Criminal Code is used as a normative reference for explaining protected interests, while ANTIC functions as a pedagogical bridge that makes those interests understandable for children. The emphasis remains on prevention, responsibility, and restoration of social relations. Children are not introduced to law as a threat, but as a way to understand why violence, fear, humiliation, and attacks on dignity should be avoided in daily school life⁶⁵.

5. *ANTIC as a Legal Empowerment and Advocacy Tool for School-Based Bullying Prevention*

The relevance of ANTIC should not be limited to its pedagogical function as a learning medium. Within the scope of advocacy and legal services, ANTIC can also be understood as a preventive legal empowerment tool for children, teachers, and schools. Legal empowerment in this context means helping children recognize harmful conduct, understand the position of victims, and know that bullying is not merely a private conflict among students but may involve protected legal interests such as bodily safety, dignity, reputation, psychological security, and freedom from intimidation.

This position is important because access to justice for child victims of bullying does not begin only when a case enters the police, court, or formal legal aid mechanism. In many school-based bullying cases, the first barrier appears at the level of recognition: children may not understand that what they experience is harmful, teachers may treat the incident merely as ordinary mischief, and parents may not know when a school-based response should be followed by protection, counselling, reporting, or legal assistance. ANTIC may help address this early barrier by providing a simple language through which bullying can be

Updated Systematic Review and Meta-Analysis,” *Campbell Systematic Reviews* 17, no. 2 (2021): e1143, <https://doi.org/10.1002/cl2.1143>

⁶⁵ Rejekiingsih and Taher, “Analysis of Students’ Legal Awareness for Bullying Prevention in Surakarta Schools.”

identified, discussed, and responded to before it develops into more serious harm.

From a legal services perspective, ANTIC can support the work of schools, child protection units, legal aid institutions, and community advocates by functioning as an initial educational and screening medium. The cards do not replace legal aid, counselling, school complaint mechanisms, or child protection services. Rather, they can assist teachers and facilitators in explaining basic legal meanings to children and in identifying situations that may require referral to parents, school-based child protection teams, counselling services, or formal legal institutions⁶⁶. This is consistent with the broader child protection framework, which requires protection from violence and discrimination, as well as recovery of the physical, psychological, and social condition of child victims⁶⁷.

In this sense, ANTIC contributes to legal advocacy not by litigating bullying cases, but by strengthening early legal awareness and victim-sensitive prevention. It can become part of a school-based advocacy strategy that connects education, prevention, reporting, and referral⁶⁸. When used carefully, ANTIC may help schools avoid two opposite risks: ignoring bullying as ordinary child behaviour, or responding to children only through punitive measures. The more appropriate direction is to build a preventive and restorative framework in which children learn responsibility, victims receive protection, and schools understand when legal or institutional assistance is needed.

⁶⁶ Republic of Indonesia, *Undang-Undang Nomor 35 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Republik Indonesia Tahun 2014 Nomor 297, Tambahan Lembaran Negara Republik Indonesia Nomor 5606, <https://peraturan.bpk.go.id/Details/38723/uu-no-35-tahun-2014>

⁶⁷ Republic of Indonesia, *Undang-Undang Nomor 16 Tahun 2011 tentang Bantuan Hukum*, Lembaran Negara Republik Indonesia Tahun 2011 Nomor 104, Tambahan Lembaran Negara Republik Indonesia Nomor 5248, <https://peraturan.bpk.go.id/Home/Details/39234>

⁶⁸ Republic of Indonesia, *Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak*, Lembaran Negara Republik Indonesia Tahun 2012 Nomor 153, Tambahan Lembaran Negara Republik Indonesia Nomor 5332, <https://peraturan.bpk.go.id/Details/39061/uu-no-11-tahun-2012>

Nevertheless, the advocacy potential of ANTIC remains prospective. This study has not yet tested whether ANTIC improves reporting behaviour, increases victims' willingness to seek help, or strengthens schools' referral mechanisms. Future research should therefore involve not only students and teachers, but also parents, school counsellors, child protection officers, legal aid providers, and other relevant legal actors⁶⁹. Such research would better demonstrate whether ANTIC can function not only as a learning medium, but also as part of a broader legal empowerment and access-to-justice strategy for child victims of bullying.

D. Conclusion

This study developed *ANTIC* (Anti-Bullying Cards) as a prototype of an educational medium for introducing bullying as conduct with potential criminal law relevance to elementary school students. The main contribution of this study lies in translating selected criminal law values, such as protection of bodily integrity, dignity, reputation, psychological safety, and personal liberty, into visual situations, short narratives, and guided reflection. ANTIC is therefore not positioned as a tool to criminalize children, but as a complementary medium for bullying prevention that can support character education, teacher supervision, counselling, and school discipline.

The expert validation results show that ANTIC is feasible as a preliminary prototype. The first media expert gave an average feasibility score of 86.67%, while the second media expert gave 84.67%. The first material expert gave 85%, and the second material expert gave 80%. The overall average score reached 84.09%, placing ANTIC in the highly feasible category. The validators also noted that the media was suitable for the needs and characteristics of elementary school students, appropriate to their age and cognitive development, and strong in its use of visual elements. These comments support the view that ANTIC

⁶⁹ Republic of Indonesia, *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan*, <https://peraturan.bpk.go.id/Details/285721/permendikbudriset-no-46-tahun-2023>

can help present bullying-related conduct in a more concrete and accessible way for children⁷⁰.

At the same time, these findings must be read within the limits of the study. This research was conducted only up to the analysis and design stages of the ADDIE model. It did not proceed to classroom implementation, effectiveness testing, or evaluation of student learning outcomes. Therefore, this study cannot yet claim that ANTIC has improved students' legal literacy, changed students' attitudes, or reduced bullying behaviour. The phrase 'introducing criminal law literacy' in this article should be understood as a design objective supported by expert validation, not as an empirically measured student outcome.

The study also shows that moral advice, posters, and disciplinary sanctions remain important, but they need to be supported by media that help students understand why certain behaviours are harmful. In this respect, ANTIC offers a modest contribution by providing examples of conduct such as threatening, hitting, mocking, spreading rumours, cyberbullying, and social exclusion in forms that are closer to children's daily experiences. The relevance of Law Number 1 of 2023 concerning the Criminal Code is not presented through statutory memorization, but through the translation of protected legal interests into child-friendly learning situations⁷¹.

Future research should continue this work through the development, implementation, and evaluation stages. The next study should test ANTIC in classroom settings by measuring students' understanding before and after using the cards, observing classroom discussions, collecting teacher feedback, and examining whether the medium influences students' attitudes toward bullying. Further adaptation may also be needed for different grade levels, school contexts,

⁷⁰ The validation data were taken from the ANTIC research results. Media Expert I gave an average feasibility score of 86.67%, Media Expert II gave 84.67%, Material Expert I gave 85%, and Material Expert II gave 80%, resulting in an overall average feasibility score of 84.09%. The validators' qualitative comments emphasized that ANTIC was suitable for elementary school students, appropriate to children's cognitive development, and visually attractive for learning purposes.

⁷¹ Republic of Indonesia, *Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana*.

regional languages, digital formats, and inclusive education settings. These steps are necessary before ANTIC can be recommended as a broader anti-bullying learning model beyond its current status as a validated prototype. The advocacy value of ANTIC lies in its potential to support early recognition, discussion, and referral of bullying cases within schools, although this potential still requires further testing involving teachers, parents, legal aid providers, and child protection institutions.

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