The Role of the Teaching Campus Program in Bullying Prevention at SDN Dukuh 05 Salatiga: An Analysis of Symbolic Interaction Theory

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KEYWORDS	ABSTRACT
-	Bullying in schools remains a significant issue, including in elementary schools in Indonesia. This research aims to explore the implementation of the Teaching Campus Program at SD Negeri Dukuh 05 Salatiga and analyze how the program uses symbolic interaction theory to prevent bullying. The study focuses on the impact of the Teaching Campus Program, which provides students with opportunities to interact with elementary school students, socialize about the dangers of bullying, and promote empathy through group activities. The theory of symbolic interaction by George Herbert Mead is used to understand how interactions and symbols, such as the perpetrator's behavior and the victim's perception, contribute to the perpetuation of bullying. This research evaluates the role of the Teaching Campus students in influencing social behavior and communication patterns to prevent bullying. The methodology used is qualitative, involving direct observation, interviews, and document analysis to understand how positive interactions are cultivated within the school environment. The findings reveal that the Teaching Campus Program effectively influences student behavior, improving empathy, communication, and socialization, which in turn reduces bullying. This study suggests that integrating symbolic interaction theory into bullying prevention strategies can create a conducive and positive school environment. Future research could focus on expanding this approach to other schools and explore long-term effects on students' social behaviors. **Keywords**: bullying prevention, Teaching Campus Program, symbolic interaction theory, elementary school, student behavior

Introduction

Bullying incidents often occur in the scope of education, one of which is in elementary schools (SD). As the most basic level in formal education units in Indonesia, elementary schools have an important role in building a strong foundation, especially in shaping students' character and personality (Arif & Novrianda, 2019; Dewi, 2020; Mansyur, 2021; Rahayu & Permana, 2019; Rahayu B.A., 2019; Yasmin et al., 2023). According to KPAI, bullying is a deviant behavior that has a negative effect on others, where it occurs because of interactions that involve the dominance of both individuals and groups over victims who are considered weaker. Forms of bullying can be in the form of physical violence, verbal violence, and social violence that can cause victims to feel isolated and experience a decrease in confidence.

Reporting from the Ministry of Education, Culture, Research, and Technology (2023), based on national data, namely the results of the National Assessment Survey in 2022, it was revealed that 36.31% of students were at risk of bullying at school. In addition, data from the 2021 National Survey of Life Experiences of Children and Adolescents (SNPHAR) shows that one in three children in Indonesia has been a victim of violence at school. Then, based on data from the Indonesian Child Protection Commission (2023), there were 3,877 reports of complaints from cases of violence, of which 329 cases occurred in educational units which included, complaints from children victims of bullying, children victims of sexual violence, children victims of physical and psychological violence, to children victims of the fulfillment of the rights to educational facilities. From the number of complaint reports, it can be seen that acts of violence, including bullying, are still a serious problem in the school environment.

The teaching campus program is one of the programs of the Independent Learning Independent Campus (MBKM) policy formed by the Ministry of Education, Culture, Research and Technology (Kemendikbutristek). According to the Teaching Campus Information Center (2024), this program is here to help schools in efforts to improve the quality of education, especially in the 3T (Frontier, Outermost, and Disadvantaged) areas. Through this program, students are given the opportunity to be able to apply learning based on knowledge gained in higher education in a real context. Students who participate in this program not only help in the learning process, but also contribute to creating a social environment without discrimination and bullying. One way to be able to understand the social interactions that occur through this program in an effort to prevent bullying is with the theory of Symbolic interaction by George Herbert Mead.

Students of the Teaching Campus interact with students of SDN Dukuh 05 with the aim of preventing bullying by taking approaches such as, providing socialization from grades 1 to 6 related to the bad effects of bullying, the need for empathy for others and the importance of respecting friends. Students of the Teaching Campus program also provide opportunities for 6th grade students to be able to make Anti-Bullying posters in groups with the aim of training students to work together and understand each other. In addition, Teaching Campus students strive to be able

to set an example for students by showing mutual respect, an attitude of being willing to listen and willing to support or encourage each other.

According to the theory of symbolic interaction, humans are social products, where humans create meaning and shape behavior based on social interaction and communication with other humans (Masitoh et al., 2023; Rouf et al., 2022; Suheri, 2018; Udin, 2015; Zanki, 2020). In the context of bullying, these actions occur because the victim and the perpetrator build interaction with symbols, such as the perpetrator interpreting treatment and abusive words as a symbol of strength, while the victim interprets it as a form of violence and intimidation that aims to degrade and make the victim helpless. If the meaning of bullying is not changed, then this behavior will continue and have the potential to become a culture or habit in the school environment. The implementation of the teaching campus program at SDN Dukuh 05 Salatiga plays a role as an agent of change that can build positive and healthy interactions in the school environment. Students who participate in this program play a role in educating students about the importance of building good communication with friends and others, learning to be more empathetic, and being aware of the negative impacts of bullying. If students are able to provide better education and examples of social interaction to students, then students will gain a new understanding of bullying and change their interaction patterns at school.

The Teaching Campus Program is used as an object of research because it has a meaningful impact on building a conducive, healthy and bullying-free learning environment in schools by building positive interactions from students, schools and students. Reporting from the Ministry of Education, Culture, Research, and Technology website (2024), the teaching campus program not only focuses on developing numeracy and literacy, but also contributes to developing socialization and communication skills and the empathy of students involved in it. Although many studies related to the implementation of the Teaching Campus program have been done before, there is still little research that specifically links bullying prevention in schools with the teaching campus program. In addition, there have not been many studies that use the theoretical analysis of symbolic interaction in discussions related to the teaching campus program. Several previous studies, such as those conducted by Ahmar et al. (2023) regarding the implementation of the Teaching Campus Program at SDN 08 Palu, have shown that socialization and character building activities are successful programs in increasing students' understanding of the negative impacts of bullying. This success shows that the socialization approach can be applied in other schools to prevent and reduce bullying. However, this study tends to focus on socialization in preventing bullying in schools without analyzing how the interaction between students, students and the school is done. Then, based on research conducted by Noerbella (2022) entitled "Implementation of the Teaching Campus Program Batch 2 in Improving Students' Literacy and Numeracy Competency" regarding the implementation of the teaching campus at SDN Pasirangin 01 tends to focus on improving student literacy and numeracy, but does not discuss the social impact that occurs in the teaching campus program. As for the research conducted by Andriyani et al., (2023) entitled "The Implementation of the Teaching Campus Program Batch 4 and Its Impact on Student Literacy Culture at SDN 43 Cakranegara", this research focuses on the implementation of the teaching

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campus in improving literacy culture at SDN 43 Cakranegara. This study does not explore the social interactions that occur in schools and only focuses on how the positive contribution in literacy activities carried out by teaching campus students is made.

The purpose of this study is to provide an overview of how the implementation of the teaching campus program at SD Negeri Dukuh 05 Salatiga plays a role in efforts to prevent bullying in schools through a symbolic interaction theory approach. The theoretical benefit of this research is to contribute to the development of the study of the sociology of education, particularly in applying symbolic interaction theory to analyze the phenomenon of bullying that occurs in elementary schools. By understanding how the symbols and communication patterns that are formed can affect the interaction between students of the Teaching Campus Program, the school and students. The practical benefit of this research is to provide input or recommendations, both for educators, students, teaching campuses and schools in designing effective strategies in bullying prevention to create a healthy and positive environment in schools.

Materials and Methods

In this study, the author uses a descriptive qualitative approach to examine the phenomenon being studied, with the aim of understanding in depth and presenting contextual analysis in accordance with the opinion of Subakti (2023) that qualitative research focuses on the meaning of phenomena, social constructions, and changes that occur. This research involves research subjects in the form of students who have been victims of bullying, as well as teachers and principals who act as supervisors at SDN Dukuh 05 Salatiga, with the object of research examining the role of the teaching campus program in building positive social interactions to prevent bullying. The research was carried out at SDN Dukuh 05 for four months, starting with initial observation and interviews to understand the condition of the school, followed by socialization of the program, implementation, and creation of anti-bullying posters. The data source consists of primary data obtained directly through interviews, observations, and secondary data from previous documents and research. Data collection techniques include in-depth interviews to dig up information from school principals, observations of the school environment to obtain empirical data, and documents that serve as sources of supporting data to strengthen the accuracy of research results. Data analysis is carried out repeatedly through data reduction, data presentation, and conclusion drawn, following the steps outlined by Miles and Huberman, so that the results of the study can provide a comprehensive understanding of the bullying phenomenon and its prevention efforts through the implemented program.

Results and Discussions

Forms of Social Interaction between Teaching Campus Students and Students

Teaching Campus students play a role in building healthy and positive social relationships for students at SDN Dukuh 05 Salatiga. The arrival of students not only helps schools in the academic realm, but also in building a comfortable learning environment for students. These interactions form an important process in the formation of the concept of mind and self according

to the theory of symbolic interaction. Students strive to take a relaxed and communicative approach to build closeness with students, this is done so that students are comfortable in interacting and learning with Teaching Campus students. This approach aims to enable students to understand how social dynamics occur between students, including knowing or recognizing forms of unhealthy behavior, such as ridicule and ostracism. With that, students can provide interventions that are appropriate to these problems to be able to prevent bad behavior in the future. This process is the basis for the formation of the mind, where students learn to understand that the ridicule and jokes thrown can hurt others. Then, self-formation occurs when students begin to learn to behave carefully based on the reactions of others and learn to understand other people's perspectives in daily interactions.

Figure 1 Discussion with students during breaks
Source: Personal Documentation

During the Teaching Campus Program, students held several activities to strengthen social interaction between students. The activity was in the form of socialization with the theme of Anti-bullying and watching educational videos which was held on November 4–November 8, 2024.

Figure 2 Students conduct Anti-Bullying socialization to 4th grade students of SDN Dukuh 05 Salatiga
Source: Personal Documentation

Figure 3 Students conduct Anti-Bullying socialization to 5th grade students of SDN Dukuh 05 Salatiga

Source: Personal Documentation

Figure 4 Students give an educational video with the theme of Anti-Bullying to 6th grade students of SDN Dukuh 05 Salatiga

Source: Personal documentation

In addition, students in groups made posters and infographics with the theme Anti-Bullying which were held on November 27-28, 2024 and December 04-05, 2024. This activity aims to train students to express their understanding of the forms of bullying and how students can work in teams.

Figure 5 Grade 5 students make an Anti-Bullying poster

Source: Personal documentation

Figure 6 Grade 6 students make an Infographic with the theme of Anti-Bullying

Source: Personal documentation

The program is designed to build students' awareness of the negative impact of bullying, both for victims and perpetrators, as well as to encourage empathy, tolerance and respect for differences. Through this program, students are expected to be able to recognize the signs of bullying, understand how to deal with it and dare to report when they see or experience bullying. These activities became a symbolic space for students to learn the difference between joking and hurting. Prior to the program, many of the students had difficulty understanding the limits of joking and what kind of behavior could hurt their friends. Some of the students are used to making fun of friends, giving them unkind nicknames without realizing that they can hurt their friends. The following quote shows how the concept of mind began to take shape:

"I used to think that joking was normal, but it turned out to make friends sad. So I don't make fun of my friends anymore, at least just joke with each other." — 4th grader IN, interview March 6, 2025

This shows that students begin to understand the limits of joking and the impact of their actions. This is in line with Mead's thought, that mind is formed in a social context and it allows students to control their actions based on their understanding of symbols and meanings, in interactions. In addition, the concept of self can also be seen from how students dare to defend their friends who are being ridiculed or ostracized after gaining a new understanding from students:

"Yesterday when my friend in class was hostile, I reported it to the homeroom teacher, ma'am, because the teacher of the Teaching Campus said that we can't just be silent if the friend is in trouble." — 4th grade LF student, interview March 6, 2024

It can be seen that the student begins to place himself as part of the social environment, so that he feels a responsibility to act on the basis of empathy. This was obtained from the interaction that occurred between students and students of the Teaching Campus. Through the interaction carried out by students, students' understanding of the limits in joking began to change. Although it has not been able to completely change the behavior of all students, students have become an example for some students to be able to communicate well, be polite and respect their fellow students. In addition, the closeness that exists between students and students makes students feel

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more comfortable to express their feelings and more courageous to report if there are friends who are ridiculed or treated badly.

In addition, YN, one of the parents of students whose children were involved in minor conflicts at school, expressed his gratitude for the assistance provided by students to his child:

"I thank you for wanting to accompany me, because if the children play, they don't like to see the situation... But luckily there are some people who can help." (Interview with YN, May 20, 2025)

Through this positive interaction, it shows that the presence of the Teaching Campus Program not only has an impact in the classroom, but can also provide a sense of calm and trust to students' parents. This shows that the symbols of interaction built by students are involved in shaping parents' perception of the importance of emotional assistance and character development through social approaches, as has been done by students.

The Contribution of Teaching Campus Programs in Changing Student Interaction Patterns

The Teaching Campus Program contributes to forming a more positive interaction pattern at SDN Dukuh 05 Salatiga. The following are the contributions of the Teaching Campus Program which are categorized based on three indicators:

1. Contribution to Social Interaction

In addition to helping students in improving academic understanding, students of the Teaching Campus Program also assist students in building a healthier social environment. The implementation of the Teaching Campus Program provides positive changes, which can be seen from increasing the sense of community, increasing empathy for friends and tolerance towards others, which can reduce the potential for bullying in schools.

2. Changes in Student Behavior

Through consistent interactions carried out by students of the Teaching Campus Program, students are able to help students develop empathy, awareness of limits in joking and the ability to listen. This shows that there has been a shift from the play stage to the game stage according to Mead, where students begin to realize that in interacting they should not focus on their own point of view, but also must understand other people's points of view and work together to follow existing norms and rules.

To clarify the change in student behavior, the following is a comparison of conditions before and after the implementation of the Teaching Campus Program based on the results of observations and interviews conducted by students.
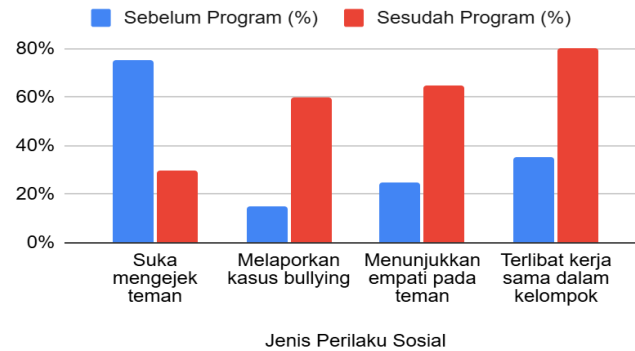
Figure 7. comparison of conditions

Source: Results of observations and field notes of students teaching campus

This diagram shows that there is a decrease in negative behavior from students, as well as an increase in positive social attitudes, especially students' courage in reporting, empathy and tolerance towards others, and cooperation in groups. The researchers grouped the answers from the interviewees into several themes, such as mocking behavior, courage to report, mutual respect or empathy and group cooperation. This data is estimative based on observations made from September-December 2024.

3. Inculcation of Social Values

Through the Teaching Campus Program, students also play an important role in instilling social values in students so that student behavior can change in a more positive direction. By conducting group work activities in making posters with the theme "Together for Good: Fighting Bullying in Schools", students try to teach students the importance of solidarity and cooperation. With this, these values are expected to strengthen the relationship between classmates, as well as between teachers and students.

To clarify the contribution of the Teaching Campus Program to changes in student interaction patterns, the following is a summary of the findings obtained from interviews with the principal and several students. In this table, important points related to how the Teaching Campus Program has an impact on social interaction, changes in student behavior, and the instillation of social values as explained earlier.

Table 1 Interview Findings

Sources	Key Findings	Category	Symbolic Meaning	Mead's Theory Concept
Grade 4 Students (IN)	Students realize that ridicule can hurt and begin to learn to reduce ridicule. *"I used to think it was a joke, but it turned out to be funny."*	Behavior change	Ridicule as a symbol of verbal violence (*verbal bullying*)	**Mind**: Students begin to understand the impact of words **Self**: Growing moral awareness **Society**: Norms of mutual respect

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Sources	Key Findings	Category	Symbolic Meaning	Mead's Theory Concept
Grade 4 (LF) Students	Concern for friends who are being shunned by reporting to teachers. *"When my friends in class are hostile, I report it to the homeroom teacher, ma'am."*	Social Interaction	Reporting as a symbol of courage and concern for others	**Mind**: Getting to know the unfair situation **Self**: Thrive through **empathy Society**: Engage in maintaining class norms
Grade 4 (NA) Students	Learn to appreciate and help your friends. *"If you have a friend who is being bullied, you have to dare to help or tell the teacher."*	Inculcation of social values	Helping as a symbol of empathy	**Mind**: Be aware of the impact of ridicule **Self**: Have a sense of social responsibility **Society**: Acceptance of the value of empathy
Grade 5 (AD) Students	Stop the ridicule when he knows his friend is offended. *"If you make fun of your friend and he is angry, it means that you can't be ridiculed anymore."*	Behavior Change	Friends' reactions as a symbol of joking boundaries	**Mind**: Interpreting a friend's emotions **Self:** Learning to respect each other **Society**: Adhere to behavioral norms
Grade 5 Students (NV)	No more physically mocking your friends. *"You can't say that a fat person will also be hurt."*	Behavior Change	Physical mockery as a symbol of humiliation	**Mind:** Begin to understand that speech can hurt others **Self:** The emergence of empathy **Society**: The value of tolerance
Principal	Children are more respectful after students attend. *"I see that children are more able to respect their friends."*	Social Interaction	Students as a symbol of role models for students	**Mind:** Students respond and adjust to new patterns of interaction **Self:** Formed through the presence of students **Society**: Instilling social values, namely respect for others

Source: Interview and observation results

Overall, it can be seen that the Teaching Campus Program has contributed to changing the interaction patterns of SDN Dukuh 05 Salatiga students for the better. The presence of students is able to create healthier social relationships, as well as increase students' understanding of the importance of respecting and embracing friends, and not ostracizing friends. With a character development program, social interactions that occur in schools can become more harmonious.

Theoretical Analysis of Symbolic Interaction on Students' Social Change

The changes that occurred in the environment of SDN Dukuh 05 Salatiga after the presence of the Teaching Campus Program can be analyzed using the theory of Symbolic Interaction

developed by George Herbert Mead. This theory focuses on the study of the nature of interaction, which is a form of dynamic human social activity. According to Nugroho (2021), this theory assumes that every individual is basically active, responsive, and creative. Therefore, it can be said that the symbolic interaction approach rejects the view that human beings are passive beings whose behavior is controlled by forces outside of themselves, when in fact the individual is the main element that shapes society. All kinds of social changes occur through interaction between individuals, so that the formation of human character occurs due to the interaction between individuals themselves, not the influence of the structure of society. Even the structure of society itself can be created from the dynamics of human interaction.

There are three main concepts discussed by George Herbert Mead, namely the mind, the self and society. These three concepts are key to understanding the changes experienced by students. This section will discuss how the social changes that occur at SDN Dukuh 05 Salatiga can be understood through three key concepts in symbolic interaction theory:

Mind

According to Mead (1934: 42), the individual's mind is formed from experience and develops in tandem with its interaction with the social environment. The concept of mind results from a social process, which is the ability of individuals to be able to understand the meaning of symbols, especially language, used in social interactions. It can be said that students' understanding of bullying and the changes in behavior that occur are the result of their experiences and how they interpret their interactions with students of the teaching campus.

In its implementation, students of the Teaching Campus Program actively try to introduce new symbols to students, namely the values of anti-violence, empathy and tolerance. Students carry out several educational activities such as socialization, educational video screenings, discussions with students about feelings and carry out group activities such as making posters that can foster cooperation. Activities like this can help students to expand their knowledge about the social symbols that exist around them, and can encourage students to think in a different way than they used to. An example can be seen from the speech of one of the 5th grade students, NV, who said:

"If you make fun of a friend and he is angry, it means that you can't be ridiculed anymore... You can't say that fat people will also be hurt."

From the results of the interview, it can be seen that students began to understand that words that they thought were funny, could hurt other people's hearts. Here NV students begin to understand that he needs to think before speaking. This shows that the new interaction patterns that occur in schools can change the way students view things, especially in the context of bullying. Then according to one of the 4th grade students with LF, said:

"If you have a friend who is being bullied, you have to dare to help or tell the teacher."

This statement also shows the formation of mind, according to Mead, when students begin to understand the importance of helping others by reporting to the teacher. These actions reflect empathy and courage, where students begin to understand the importance of social norms.

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However, it is important to realize that mind formation does not always take place uniformly in every individual. In a study conducted by Thornberg (2011) that is still relevant to the current situation, it is said that bullying is the result of social construction formed through symbolic interactions between students. In the process, students will not immediately accept new meanings, but also negotiate new symbols. This is reflected in SDN Dukuh 05 Salatiga, where not all students immediately accept and understand new meanings such as empathy and tolerance taught by students of the Teaching Campus Program. Students tend to retain the old meaning that ridicules are natural. So that the concept of mind does not occur uniformly, but through a negotiation process that takes place continuously. Students strive to continue to provide assistance to students in efforts to prevent bullying, but the changes that occur still depend on the local socio-cultural dynamics that surround students. In the process, students not only accept existing norms, but also negotiate the meaning of the social symbols they encounter. Mockery, for example, can be interpreted as a joke in one group, but it is considered hurtful by other individuals. This process depends largely on how the symbols are understood in their respective social contexts.

Self

According to Mead, self-concept arises and grows through social interaction and is not something that naturally exists from the moment a person is born. In this concept, individuals learn to see themselves by understanding how people around them see themselves. In this context, it can be seen that there is a change in thinking from students once they are aware of the impact that their actions have on others. With that, students begin to learn to adjust their attitudes and behaviors when in a group.

Previously, many of the students thought that making fun of friends was normal, now they are starting to realize that things they find funny can hurt others. The new understanding of students in this case grows because students are involved in various activities carried out by students, such as socialization activities that aim to instill the value of togetherness and empathy for the people around them. An example can be seen from the speech of one of the 4th grade students, NA, who said:

"Yes, I used to think that joking was normal, but it turned out to make friends sad. "I don't make fun of my friends anymore."

This statement shows that students begin to learn to reflect on their behavior, that is, students do not only see from their own point of view (the "I" aspect), but begin to learn to understand and consider the feelings of their peers. This process implies that the formation of the student's self occurs through meaningful interactions. Students' awareness of social norms shows that students do these actions not just to avoid punishment, but students begin to realize the importance of social solidarity. This proves Mead's idea that a person's self-identity is formed when he interacts, where the individual learns to see himself or herself based on the perspective of others.

With that, the formation of self in SDN Dukuh 05 Salatiga students cannot be separated from their real experience during the Teaching Campus Program. Through interaction between

students and students, values such as empathy, tolerance and mutual respect can finally be permeated in students.

Society

The last concept is society, which can be understood as society. In the context of schools, this refers to the social environment in which students interact on a daily basis, both with friends and teachers. Mead said that society plays a big role in building the mind and self of individuals, which without the social environment individuals cannot develop their ability to think deeply about themselves.

The Teaching Campus Program has contributed to changing the pattern of interaction that has occurred before. The activities and interactions carried out by students are successful in building a more positive learning environment. It can be seen that students begin to get used to respecting differences, learning to respect friends, and helping each other. For example, the principal, conveying the changes he observed:

"I see that children are more able to respect their friends. Those who used to like to tease, now understand the limits of joking better. Socialization activities from students also instill togetherness, so children are more used to working together rather than bothering each other."

From the results of the interview, it can be seen that the pattern of interaction that occurs in schools is starting to change for the better. When interacting with students of the Teaching Campus Program, students absorb new values such as not mocking, not gossiping and not ostracizing friends, which makes the school environment safer, and supports the growth and development of students in a more positive direction. Thus, school becomes a place where positive behavior develops and not the other way around.

However, these changes did not occur evenly and without obstacles. In the context of local socio-culture, there is a pattern of jokes that have become a habit in the student environment, such as mocking parents' names, insulting and giving physical nicknames, or making fun of friends. Many of the students feel that this action is a form of joke and is actually a sign of familiarity, where a joke pattern like this is the biggest challenge in bullying prevention efforts, especially in schools. Many students do not understand the limits of joking, because sometimes what one party finds funny can hurt the other. At the beginning of the implementation of the Teaching Campus Program, there were several students who showed resistance to change because they felt that the way they joked was part of their daily lives. This situation indicates that changes in the way of thinking (Mind) and the formation of student identity (Self) cannot run uniformly for all students. Therefore, students try to understand the habits that have been embedded in students and slowly invite students to build a new meaning that is more positive in interacting with others. As a complement to the description above, here is a table that summarizes students' social changes based on three main concepts in the theory of symbolic interaction

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Table 2 Students' Social Changes Based on the Concept of Symbolic Interaction Theory

Interaction Aspect	Before the Teaching Campus Program	After the Teaching Campus Program	Symbolic Interaction Analysis
How to joke between students	Students like to physically mock people, mock parents' names and give bad nicknames to friends.	Better understand the boundaries of joking and avoid ridicule that hurts friends.	There is a change in mindset after students provide understanding and understanding related to *bullying*.
Courage to report	Students are afraid to report bad acts that occur for fear of being ridiculed	Students have the courage to report to the teacher.	The self is formed and developed through the interaction that occurs between students and students, where students are able to develop courage as part of their identity.
Social habits	There are small groups among students who tend to exclude friends	Students begin to learn to respect and respect each other without discrimination.	Social habits are formed from *society* as a space of symbolic interaction. The act of respecting others that occurs in *society* will grow if *society* creates a positive meaning from every action.

Source: Interview and observation results

The table shows that the social changes experienced by students after the Teaching Campus Program are formed from the interaction patterns built by students. Students learn to understand social symbols, learn to see things from different points of view and learn to behave more wisely. The concepts of mind, self and society, are interconnected and reflect student behavior that slowly changes in a more positive direction. This shows that the Teaching Campus Program also plays a role in shaping students' character and fostering student awareness.

Discussion of Findings

The findings of this study show that the Teaching Campus Program plays a role in forming a healthier interaction at SDN Dukuh 05 Salatiga, especially in efforts to prevent bullying. Through various educational and interactive activities, students can share knowledge and form a positive new social meaning for students, such as the importance of empathy and tolerance, to the courage to strongly reject deviant behavior, such as bullying or bullying. Various activities carried out by students, such as socialization, class discussions, and poster making, not only convey moral messages, but also form a social learning space that allows students to see interactions from different perspectives. The changes that occur are not only because students are told what is wrong and what is right, but because students feel and experience different interactions than before.

When viewed in general, positive values begin to emerge from student behavior. There are some students who openly express their feelings and honestly that they used to make fun of their

friends and didn't realize that it could hurt their friends. This change suggests that students are beginning to form a new understanding of how they should behave towards others.

However, it is important to note that these changes do not occur equally to all students. Symbols that are trying to be introduced by students cannot, of course, be immediately accepted by students. Many of the students still think that mocking is a form of joke, which is a habit formed from the environment where they live and is considered normal for a long time. However, this is where the role of interaction between students and students becomes important. Students not only accept new norms, but also weigh them based on new experiences, environments, and cultures that are carried out every day.

On the other hand, this research has several limitations, such as a relatively short duration of implementation. The duration of the program implementation certainly affects the impact that can be observed. The social changes that occur after the program, let alone anything related to character, require a very long process. In addition, the data obtained by the researcher is still limited to observations and interviews with some students and principals, while the voices of homeroom teachers and parents have not been documented. This is due to time constraints and school policies that limit direct interaction between students and parents. Although, the results of observations show that parents actively respond if their children are involved in bullying cases, the limited data from parents is an obstacle that should be considered a concern. This is very unfortunate because parental involvement plays an important role in understanding comprehensively how the social values instilled by students are accepted and formed, not only at school but also at home.

Then, this research also has limitations in covering teachers' perspectives in depth. In fact, the teacher's view as a party who interacts with students every day can provide a comparative point of view, especially in assessing changes before and after the program is carried out and seeing how the program impacts the students of SDN Dukuh 05 Salatiga. Based on a study conducted by Adiyono (2022), it is stated that teachers play a major role in recognizing, preventing and handling bullying cases in schools, as well as being the figures who best understand how students are dynamic in the classroom. Therefore, the interpretation of this study was carried out with awareness of the limitations of the data. In order to gain a broader understanding in the future, further research is recommended to be able to involve teachers as the main informant.

However, these findings provide an idea that an approach based on social interaction such as that carried out by students of the Teaching Campus Program is an effective way to introduce and instill positive values to students, especially at the dassar school level. Building awareness of the importance of appreciating, cooperating and rejecting bullying is something that can be done through a relaxed approach, such as dialogue with students, doing creative activities, and becoming a role model, can make students more quickly grasp and understand the meaning of each action.

This experience is a reflection that positive change can be formed through the quality of the relationships built within it, not limited to rules and sanctions. When students feel heard and understood, students tend to be more open and younger to accept advice. The school needs to open positive interaction spaces as has been done by students, even after the program is over. Therefore, it is very important for schools to design sustainable programs by involving many parties, including

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parents. If this is done, then the values that have been instilled will not only last for a while, but really become a school culture that

Obstacles and Challenges in Program Implementation

There are several obstacles and challenges in the implementation of the Teaching Campus Program at SDN Dukuh 05 Salatiga that can affect the effectiveness of bullying prevention programs carried out in schools. Some of these obstacles include:

1. Difficulty Changing Students' Habits in a Short Time

Changing behavior is not an easy thing to do, especially bad behavior that has become a habit. Although socialization activities from students show a positive influence, there are students who still show interaction patterns that lead to bullying behavior. This is due to habits that have been formed for a long time, coupled with the surrounding environment that has not fully supported these changes.

Basically, individual behavior is formed from the process of repetitive social interaction. The habit of mocking and being exclusive by only wanting to interact in small groups is the result of a symbolic process that has occurred over a long period of time, so students interpret it as a form of familiarity or entertainment. Therefore, the meaning of the symbols needs to be changed slowly through continuous social interaction.

2. No Advanced Program to Reinforce Behavior Change

In an interview with the Principal, it was said that there was no follow-up program in an effort to prevent bullying in schools. The absence of advanced programs is feared to cause a setback in student behavior.

Then, the lack of parental involvement in the bullying prevention process becomes a challenge in itself. A study by Espelage (2014) showed that anti-bullying programs involving parents were 50% more effective. Although parental interview data was not available in this study, observations showed that parents were always actively involved when students experienced bullying problems. This can be seen from the quick response of parents who immediately came to the school to ask for an explanation regarding the incident that befell their child. This involvement shows parental concern for the issue of bullying in schools, but it has not been optimally facilitated in schools. For this reason, schools need initiatives to build more open and proactive communication with parents, so that bullying prevention can be carried out comprehensively.

3. Challenges in Maintaining Program Sustainability

The positive impact of this program needs to be maintained and developed over time in order to have a long-term impact. However, this is a new challenge, considering that students are only in school for a short time. Without a follow-up program, the positive impact produced has the potential to not last long. When associated with the theory of symbolic interaction, it can be seen that self-identity is formed from a consistent interaction process. This means that the values that have been instilled by students on the teaching campus, such as empathy, tolerance and appreciation, can only survive if they continue to be supported by the student's social

environment. Without advanced programs, there is a risk that students return to the old pattern of interaction.

Evaluation and Recommendations

There are several things that need to be evaluated from the implementation of the Teaching Campus Program at SDN Dukuh 05 Salatiga in order to strengthen its impact in preventing bullying. Socialization and poster making activities carried out by students have been proven to have a positive influence on students, but their implementation has not taken place regularly. For this reason, it is necessary to have continuous socialization and guidance activities that are carried out regularly. This is so that the messages that have previously been given by students can be more embedded in students.

Then, from the results of interviews and observations conducted by students, it can be seen that the teachers at SDN Dukuh 05 Salatiga have a high concern for the issue of bullying and have tried to prevent it by reminding students of every morning apple activity. However, until now, schools have not had a special program to regulate or handle bullying issues in schools. Therefore, schools need to create a sustainable program that supports the creation of healthy social interactions in schools. Schools can collaborate with external parties such as the education office, social services, and psychological institutions, to be able to provide socialization so that the positive values that have been built can develop in the school.

In addition, as a student who is directly involved in the Teaching Campus Program, it is recommended that the Teaching Campus Program organizing agency expand the initial training by focusing on social approaches, cross-age communication, and how students can instill social values such as bullying prevention and how to overcome conflicts. Then, students recommend long-term collaboration between agencies and schools, so that programs that have been implemented well in schools can survive in the long term.

Conclusion

This study shows that the Teaching Campus Program plays an important role in preventing bullying at SDN Dukuh 05 Salatiga. In the process, students not only help in the academic realm, but also build a more positive social environment at school through daily interactions. Students have instilled social values, such as empathy, tolerance and cooperation in learning activities, so that they are able to change student behavior to be more inclusive and caring for others. Using the theory of symbolic interaction, it can be seen that students begin to change in a more positive direction. At first students had difficulty in understanding the meaning of their actions, but afterwards students learned to see things from different points of view and began to follow common norms in interacting with friends. Differences in backgrounds between students, which previously had the potential to become conflicts, can be minimized through the approach carried out by students. Overall, the Teaching Campus Program has a contribution to building more positive relationships in the school environment and is able to reduce the potential for bullying in schools.

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