

IMPROVING STUDENTS' LEGAL UNDERSTANDING OF BULLYING THROUGH THE "GEN Z LAW TALK 2026" EVENT AT PERINTIS 2 HIGH SCHOOL IN BANDAR LAMPUNG

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Abstract

This study aims to analyze the improvement of students' legal understanding of bullying through the Gen Z Law Talk 2026 activity at SMA Perintis 2 Bandar Lampung. This study used a descriptive quantitative method with a pre-experimental one group pretest-posttest design. The sample consisted of 55 tenth-grade students, including 27 students from class X.1 and 28 students from class X.2. Data were collected using multiple-choice questions through Google Form, consisting of 10 pretest questions and 10 posttest questions. The instrument was developed based on five indicators: basic understanding of bullying, forms of bullying, causal and inhibiting factors, impacts and legal consequences, and preventive actions. The results showed that the average pretest score of 7.44 increased to 8.75 in the posttest. The score difference was 1.31 points, with an improvement percentage of 17.60%. The N-Gain score was 0.51, which falls into the moderate category. These results indicate that Gen Z Law Talk 2026 improved students' legal understanding of bullying in a descriptive manner.

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A. INTRODUCTION

Bullying remains a persistent issue that frequently occurs in students' school lives. This behavior can take the form of verbal abuse, physical actions, social exclusion, and digital media harassment. It may include teasing, insults, threats, ostracism, spreading rumors, degrading comments, and even physical violence. In the school environment, bullying often begins with behaviors considered minor, such as calling classmates by offensive nicknames, laughing at others' shortcomings, or sharing a friend's personal story without permission. Nasrianty et al. (2024) explain that anti-bullying education for school students is essential because many students still need a better understanding of the forms and dangers of bullying.

Bullying also needs to be understood from a legal perspective. Acts such as insulting, defaming, threatening, committing violence, assaulting someone in a group, or distributing content that degrades others can have

legal consequences. Legal awareness is important because students often do not realize that their behavior at school or on social media can harm others and may violate applicable laws. Aksa et al. (2024) state that legal education on protection against bullying can help students understand the negative impacts of bullying and build awareness to prevent it within the school environment.

Legal education is one of the relevant efforts to strengthen students' understanding of bullying. Through legal education, students can be guided to understand the definition of bullying, the various forms of bullying behavior, contributing factors, the impacts on victims, legal consequences, and appropriate actions to take when witnessing bullying. Rizka et al. (2025) emphasize that strengthening legal awareness among students should be carried out through bullying prevention education so that students understand that bullying is not only an ethical issue but also a matter of social and legal responsibility. Bullying education should be delivered using language that is closely related to students' daily lives. Students will find it easier to understand the material if the examples provided reflect situations they encounter at school and on social media. Such examples may include insults in group chats, negative comments on a friend's post, exclusion from peer groups, spreading false accusations, threats, or physical violence. Na'mah et al. (2024) explain that legal education can serve as a preventive measure to reduce bullying among adolescents because it provides an understanding of behavioral risks and the importance of protecting one another.

The Gen Z Law Talk 2026 program at Perintis 2 Senior High School, Bandar Lampung, was organized as a legal education activity discussing bullying from the perspectives of its concept, forms, causes, impacts, legal regulations, empathy, and prevention. This activity is particularly important because tenth-grade students are in the stage of social adaptation to the high school environment. At this stage, students begin building new friendships, forming social groups, and actively interacting through digital media. Adhitya et al. (2025) show that legal education on bullying from the perspective of criminal law can be used to improve high school students' understanding of the types of bullying, its impacts on victims, and the sanctions that may be imposed on perpetrators. Wulandari et al. (2025) found that legal and psychological education on bullying for high school students can improve participants' understanding and encourage a shift from being passive bystanders to individuals who are willing to help prevent bullying.

Based on the above description, this study aims to analyze the improvement in students' legal understanding of bullying through the Gen Z Law Talk 2026 program at Perintis 2 Senior High School, Bandar Lampung. The study focuses on the pretest and posttest results of 55 students, consisting of 27 students from Class X.1 and 28 students from Class X.2. All participants were analyzed as a single sample group because they attended the same program and received the same instructional material. The findings are expected to provide an overview of the effectiveness of legal education activities in improving students' understanding of the concept of

bullying, forms of bullying behavior, contributing factors, legal consequences, and preventive measures.

B. RESEARCH METHODOLOGY

This study employed a descriptive quantitative method with a one-group pretest-posttest pre-experimental design. The quantitative method was used because the research data consisted of test scores that could be calculated numerically. The one-group pretest-posttest design was used to examine changes in students' legal understanding before and after participating in the Gen Z Law Talk 2026 program at SMA Perintis 2 Bandar Lampung.

The pretest-posttest design was chosen because it is appropriate for measuring changes in participants' knowledge after receiving the intervention in the form of legal education activities. The pretest was administered before the program to assess students' initial understanding of bullying. The posttest was administered after the program to measure students' understanding after they had received the instructional materials. The research sample consisted of 55 students from SMA Perintis 2 Bandar Lampung, including 27 students from Class X.1 and 28 students from Class X.2. All participants were analyzed as a single sample group. This study was not intended to compare Class X.1 and Class X.2. The data from both classes were combined because they participated in the same program, received the same instructional materials, and completed the same measurement instrument for the same purpose.

Table 1. Sample Characteristics by Class

Characteristics	Category	Number (n)	Percentage (%)
Class	X.1	27	49,1
Class	X.2	28	50,9
Total	-	55	100

Data were collected using multiple-choice question sheets administered as a pretest and posttest. The instruments were distributed through a Google link. The pretest and posttest instruments each consisted of 10 multiple-choice questions. Each correct answer was awarded 1 point, while each incorrect answer received 0 points. The maximum score students could obtain was 10. The final score was presented on a 10-point scale.

The test items were developed based on five indicators of students' legal understanding of bullying. These indicators included understanding the basic concept of bullying, identifying forms of bullying, understanding contributing and inhibiting factors, understanding the impacts and legal consequences, and determining appropriate attitudes and preventive actions.

Table 2. Indicators of Students' Legal Understanding of Bullying

No.	Indicators	Course Content
1	Understanding the Basic Concepts of Bullying	The definition of bullying, its characteristics, and the reasons behind it cannot be considered mere mischief.
2	Identifying Forms of Bullying	Verbal, physical, and social bullying, as well as bullying via social media.
3	Understanding the Causes and Barriers to Bullying	Factors that contribute to bullying, factors that prevent it, environmental influences, and peer influences.
4	Understanding the Impact and Legal Consequences of Bullying	Impact on victims, insults, slander, violence, assaults, and relevant legal provisions.
5	Establishing a Stance and Preventive Measures Against Bullying	Empathy, the courage to report incidents, the role of witnesses, the involvement of teachers and parents, and the creation of a positive school environment.

The data analysis technique was carried out descriptively. The data were analyzed through four stages. The first stage was calculating the average pretest and posttest scores. The second stage was calculating the difference in improvement. The third stage was calculating the percentage of improvement. The fourth stage

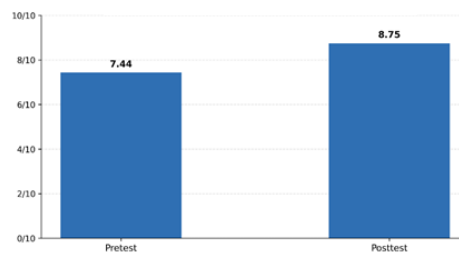
The N-Gain categories are divided into three levels. An N-Gain value of less than 0.30 is classified as low. An N-Gain value between 0.30 and 0.70 is classified as moderate. An N-Gain value greater than 0.70 is classified as high. These categories are used to help interpret the level of improvement in students' understanding after participating in the activities.

C. RESULTS AND DISCUSSION

The data processing results show that the students' average pretest score was 7.44. After participating in the activity, the average posttest score increased to 8.75. This represents an improvement of 1.31 points. The percentage increase reached 17.60%. The N-Gain score was 0.51, which falls into the moderate category. These results indicate that the Gen Z Law Talk 2026 activity was able to descriptively improve students' understanding of the law regarding bullying.

Table 3. Pretest and Posttest Measurement Results

Variable	Category Average	Difference	Increase (%)	N- Gain	Category
Pretest	7,44	-	-	-	-
Posttest	8,75	1,31	17,60	0,51	Currently



The graph of the average pretest and posttest scores shows an improvement in students' scores after participating in the Gen Z Law Talk 2026 program. The average pretest score of 7.44 increased to 8.75 in the posttest. This increase indicates that the legal education program was able to strengthen students' understanding of bullying.

The increase of 1.31 points indicates that students gained a stronger understanding after participating in the program. The pretest score of 7.44 indicates that students already had prior knowledge about bullying. They were familiar with behaviors such as teasing, insulting, hitting, threatening, and belittling others as inappropriate actions. However, this initial understanding still needed to be strengthened, particularly regarding legal aspects, the role of bystanders, and strategies for preventing bullying in the school environment.

The posttest score of 8.75 indicates that the program materials helped students understand bullying more clearly. Students gained a better understanding that bullying is not merely a joke or adolescent mischief. The 17.60% increase can be considered favorable from a descriptive perspective. This improvement reflects not only higher scores but also a stronger understanding of bullying-related concepts. The program covered the definition of bullying, its various forms, contributing factors, impacts, legal regulations, empathy, and prevention strategies. The N-Gain score of 0.51 falls within the moderate category. This indicates that the Gen Z Law Talk 2026 program was moderately effective in improving students' legal understanding. These findings are interpreted as a descriptive improvement based on the average scores, percentage increase, and N-Gain value. This study did not employ inferential statistical tests; therefore, the results cannot be claimed as statistically significant improvements.

In the first indicator, students were guided to understand the basic concept of bullying. Bullying was explained as behavior that hurts, pressures, or degrades others. StopBullying.gov (2024) defines bullying as unwanted aggressive behavior involving a power imbalance that may occur repeatedly. This understanding is important because students need to distinguish between harmless joking and actions that harm victims.

In the second indicator, students were guided to recognize the different forms of bullying. Bullying is not limited to physical violence. It can take

verbal, social, physical, and digital forms. Verbal bullying includes teasing, insults, name-calling, and threats. Social bullying includes exclusion and spreading rumors. Physical bullying includes hitting, pushing, kicking, or damaging another person's belongings. Digital bullying may occur through degrading comments, embarrassing posts, threatening messages, and the spread of defamatory content on social media.

In the third indicator, students were guided to understand the factors that contribute to and prevent bullying. Contributing factors include a lack of empathy, peer influence, a culture of mocking others, misuse of social media, and poor self-control. Protective factors include a positive school environment, the courage to report incidents, teacher supervision, parental support, and a culture of mutual respect. Understanding these contributing and protective factors helps students recognize the risk of bullying from an early stage.

In the fourth indicator, students were guided to understand the impacts and legal consequences of bullying. Bullying can have psychological, social, academic, and legal consequences for victims. Victims may experience fear, shame, loss of self-confidence, social withdrawal, and learning difficulties. From a legal perspective, certain bullying behaviors may constitute acts of insult, defamation, violence, assault by a group, or offenses committed through electronic media.

In the fifth indicator, students were guided to determine appropriate attitudes and preventive actions against bullying. Students needed to understand the importance of empathy and the courage to report bullying incidents. Remaining silent when witnessing bullying may leave victims feeling unprotected. Silence may also lead perpetrators to believe that their behavior is accepted by those around them. Therefore, students should be encouraged not to laugh along, not to share degrading content, to assist victims safely, and to report incidents to teachers.

The Gen Z Law Talk 2026 program is also consistent with Ibrahim et al. (2024), who used pretests and posttests in anti-bullying educational activities. Evaluations conducted before and after the program can demonstrate changes in participants' understanding in a simple and measurable way. This approach is appropriate for the present study because the multiple-choice questions administered through Google Forms generated quantitative data that could be analyzed systematically.

The topic of social media became an important component of bullying education. High school students are at an age where digital media use is highly prevalent. Their communication occurs not only in classrooms but also in group chats, comment sections, and social media posts. Shao et al. (2025) found that engaging bullying prevention education can improve students' knowledge and learning motivation. These findings reinforce the

importance of educational approaches that align with students' digital habits. The increase in posttest scores indicates that the Gen Z Law Talk 2026 program successfully strengthened students' cognitive understanding. This cognitive aspect includes the ability to remember, understand, distinguish, and determine correct answers related to bullying. Students who previously did not fully understand the differences between joking, insulting, defamation, and cyberbullying gained a clearer understanding after participating in the program. This outcome is reflected in the increase in the average posttest score.

Based on the data analysis, the Gen Z Law Talk 2026 program had a positive impact on students' legal understanding of bullying. The average score increased from 7.44 to 8.75. The percentage increase reached 17.60%. An N-Gain score of 0.51 indicates a moderate level of improvement. These findings demonstrate that legal education can serve as one strategy for preventing bullying in schools. The Gen Z Law Talk 2026 program should be regarded as an educational initiative that is relevant for high school students. The program connected legal concepts with situations that are familiar to students, such as teasing, insults, exclusion, physical violence, defamation, and cyberbullying. These materials helped students understand that every action has consequences. Legal awareness developed from an early age can strengthen students' commitment to maintaining appropriate behavior, respecting their peers, and rejecting bullying.

Based on these findings, the Gen Z Law Talk 2026 program descriptively improved students' legal understanding of bullying. The program helped students understand the concept of bullying, its various forms, contributing factors, impacts, legal consequences, and prevention strategies. This improvement in understanding provides an initial foundation for creating a safer, more orderly school environment that respects the rights of every student.

D. CONCLUSION

The Gen Z Law Talk 2026 program at SMA Perintis 2 Bandar Lampung was able to improve students' legal understanding of bullying. This is reflected in the increase in the average pretest score from 7.44 to 8.75 on the posttest, with a difference of 1.31 points and a percentage increase of 17.60%. The N-Gain score of 0.51 falls into the moderate category, indicating that this legal education program had a positive descriptive impact on improving students' understanding.

The improvement in students' understanding covered the basic concepts of bullying, the various forms of bullying, contributing and inhibiting factors, its impacts and legal consequences, as well as preventive measures. The

material presented helped students understand that bullying is not merely a joke or juvenile mischief, but an act that can harm victims and carries legal responsibility. Similar programs should be conducted continuously so that students develop a stronger understanding of bullying prevention, social media ethics, empathy toward victims, and the courage to report bullying when they witness it in the school environment.

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