

THE GEN Z LAW TALK 2026 EVENT AS AN EFFORT TO STRENGTHEN STUDENTS' LEGAL AWARENESS IN PREVENTING BULLYING

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Abstract

Bullying prevention in schools requires legal awareness, empathy, and student participation. This article describes the implementation of Gen Z Law Talk 2026 as an effort to strengthen students' legal awareness in preventing bullying at SMA Perintis 2 Bandar Lampung. This article used a descriptive qualitative method with an activity study approach. Data were collected through observation, documentation, activity notes, and reflection during the program. The activity involved 55 students from classes X.1 and X.2 and was carried out through legal education material, discussion, ice breaking, educational games, and evaluation. The material covered bullying, cyberbullying, impacts, legal consequences, and prevention efforts. The results show that Gen Z Law Talk 2026 encouraged students to understand bullying as a serious social and legal issue. This activity can support legal awareness, empathy, and anti-bullying culture in schools.

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A. INTRODUCTION

Bullying remains a serious issue that requires sustained attention within the school environment. This behavior can occur through verbal abuse, physical actions, social relationships, and digital media. It may take the form of ridicule, insults, threats, social exclusion, rumor spreading, physical violence, and degrading comments on social media. In students' daily lives, bullying often begins with behaviors considered minor, such as calling friends offensive nicknames, laughing at other people's shortcomings, or sharing someone's personal stories without permission. In fact, such behavior can hurt victims and disrupt the safety of the learning environment. Bullying in schools is influenced by various factors and can have psychological, emotional, and social impacts on adolescents (Febrianti et al., 2024).

The development of digital media has broadened the forms of bullying. Student interactions no longer occur only face-to-face at school but also through group chats, social media comments, digital posts, and private messages. Cyberbullying can have serious effects on students who become victims because the pressure is not limited to the school environment but

continues to follow them into digital spaces. This situation demonstrates that bullying prevention must address both direct and digital forms of behavior (Nuraeni & Gunawan, 2023).

Bullying is not merely a matter of impolite behavior or conflicts among friends. It can become a legal issue when it involves elements of insult, defamation, threats, violence, assault, or online defamation through electronic media. Students need to understand that their words, actions, and online posts have consequences. Physical bullying of children in schools can be examined from the perspective of criminal law because it involves acts of violence that harm victims (Rahma & Fitriasih, 2024). Such understanding is essential so that students do not regard bullying as harmless joking.

Students' legal awareness needs to be strengthened through educational activities that are closely connected to their daily lives. Legal awareness does not simply mean knowing the rules but also understanding the rights of others, respecting the dignity of peers, and avoiding actions that cause harm. Students with strong legal awareness will be more cautious in speaking, acting, and using social media. Saly et al. (2023) state that preventing and addressing bullying in elementary and secondary schools requires collaborative efforts involving the school environment, students' understanding, and well-directed preventive measures.

The Gen Z Law Talk 2026 program at SMA Perintis 2 Bandar Lampung was organized as a legal education activity focusing on bullying prevention in schools. The program carried the theme, "Building Legal Awareness in Preventing Bullying in the School Environment." The target participants were students from classes X.1 and X.2. The materials presented included the definition of adolescence, the definition of bullying, the various forms of bullying, the impacts of bullying on victims, cyberbullying on social media, legal awareness in school life, the legal basis related to bullying, and strategies for bullying prevention. Gen Z Law Talk 2026 was designed to foster empathy and concern among students. Pratiwi (2023) explains that the effects of bullying are not limited to physical injuries but can also manifest as psychological problems, such as anxiety, low self-esteem, and difficulties in social interaction. Understanding these impacts can help students become more empathetic toward victims.

Based on the above description, this article aims to describe the Gen Z Law Talk 2026 program as an effort to strengthen students' legal awareness in preventing bullying. The article focuses on the students' initial condition, the implementation process, the materials delivered, participants' responses, educational games, and the final outcomes after the activity. This article does not discuss quantitative data, test scores, or numerical comparisons. Instead, the discussion emphasizes the activity process as a means of legal education to build understanding, empathy, and an anti-bullying culture at SMA Perintis 2 Bandar Lampung.

B. IMPLEMENTATION METHOD

This article employs a descriptive qualitative method with an activity study approach. This method was chosen because the article focuses on the

implementation of Gen Z Law Talk 2026, covering the students' initial condition, the legal education process, participant engagement, responses during the activity, and their final condition after the program. Qualitative research is used to understand social phenomena naturally through observation, interpretation, and description of the processes occurring in the field (Abdussamad, 2021). This approach is also appropriate because qualitative research in education can be used to understand events, experiences, processes, and meanings within learning or educational activities (Waruwu, 2023).

The Gen Z Law Talk 2026 activity was conducted at SMA Perintis 2 Bandar Lampung, targeting students from classes X.1 and X.2. Data were collected through observation, documentation, activity notes, and implementation reflections. Observation was used to assess participants' readiness, students' attention, responses to the material, participation during interactive sessions, and engagement in educational games. Documentation served as evidence of the implementation of the activity, including photographs of the opening session, material presentation, ice-breaking activities, the Ranking 1 game, prize distribution, and group documentation. Documentation can serve as a source of qualitative data because it contains visual evidence, records, or archives that help provide a more comprehensive understanding of the activity (Maharani et al., 2022).

The data were analyzed descriptively through three stages. The first stage was data reduction, which involved selecting information relevant to the focus of the article. The second stage was data presentation in the form of narratives and tables. The third stage involved drawing conclusions based on observations, documentation, activity notes, and reflections. This technique is consistent with qualitative research, which emphasizes the processes of data collection, data presentation, and deriving meaning from field findings (Nugrahani, 2022).

Stage	Types of Activities	Objective
Preparation	Coordinating the organizing committee, developing materials, preparing media, and coordinating with schools	Ensuring that activities run in an orderly and well-organized manner
Pembukaan	Orientation for participants, introduction to the activities, and explanation of the rules and regulations	Preparing students before they attend the seminar
Presentation of the material	Education on bullying, cyberbullying, their impacts, legal basis, and prevention	Strengthening students' legal understanding and awareness
Mencairkan suasana	Team-building activities	Maintaining participants' focus, comfort, and engagement
No. 1 Educational Game	True-or-false quiz based on the activity material	Strengthening students' understanding through interactive activities

Documentation and evaluation	Photos of the activity, implementation notes, and observations of participants' responses	Provide a descriptive overview of the implementation of the activity
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Data validity was ensured through triangulation. Data were verified through observation, documentation, activity logs, and reflections on the implementation process. Observations of participants' responses were supplemented with documentation and activity logs to ensure that the description of the implementation process more accurately reflected the actual conditions on the ground. This article is limited to a qualitative descriptive discussion. The main focus of the article is the process of the Gen Z Law Talk 2026 event as a means of legal education aimed at raising students' awareness of bullying prevention.

C. RESULTS AND DISCUSSION

Students' Initial Status Before the Activity

The students' initial condition indicates the need to strengthen legal awareness in preventing bullying. Tenth-grade students are in a stage of social adjustment within the senior high school environment. At this stage, students begin building new friendships, becoming familiar with the school culture, adapting to school rules, and actively interacting through digital media. This situation requires students to have a clear understanding of the boundaries of acceptable behavior in social interactions, particularly in distinguishing between jokes, ordinary conflicts, and actions that demean others.

The students' initial condition also shows that their understanding of cyberbullying needs to be strengthened. Student communication occurs not only face-to-face but also through social media, group chats, and private messages. Cyberbullying can take the form of degrading comments, spreading embarrassing information, insults, threats, or posts intended to humiliate others. Nuraeni and Gunawan (2023) state that cyberbullying can affect students' psychological and social well-being because the pressure experienced by victims can continue through digital spaces.

Students' legal awareness is an important aspect of this initial condition. Students need to understand that acts such as insulting, defaming, threatening, committing violence, or spreading information that harms others may be subject to legal regulations. This understanding is essential so that students do not view bullying as merely ordinary misbehavior. Legal awareness helps students understand the rights of others, their responsibilities in their behavior, and the consequences of their actions.

The Gen Z Law Talk 2026 program was conducted as a legal education activity for students of SMA Perintis 2 Bandar Lampung. The program carried the theme, "Building Legal Awareness in Preventing Bullying in the School Environment." The activity began with an opening session led by the moderator. At this stage, participants were prepared to take part in the program. The moderator introduced the organizing committee and the speaker, explained the objectives and agenda of the program, and instructed students to participate in an orderly manner. The opening session was an

important component because it helped prepare students before they received the educational materials.



Figure 1. Presentation of the material

The material was delivered using PowerPoint presentations. The use of visual media helped students understand the material more clearly. The topics covered included the definition of adolescence, the definition of bullying, forms of bullying, the impact of bullying on victims, cyberbullying, legal awareness, the legal basis related to bullying, and efforts to prevent bullying. These materials were designed to help students understand that bullying is an issue closely related to everyday life. Rahma and Fitriasih (2024) explain that physical bullying of children in the school environment can be analyzed from the perspective of criminal law because such actions may contain elements of violence and cause harm to victims. This explanation is consistent with the material presented in Gen Z Law Talk 2026, which emphasizes that acts of bullying can have legal consequences. Students need to understand that violence, insults, defamation, and threats are not behaviors that can be justified in social interactions.

The material was not delivered as a one-way lecture. Students were given opportunities to pay attention, respond, and relate the material to their experiences at school and on social media. Several participants demonstrated active engagement when the material was linked to examples of behavior commonly found among teenagers. This indicates that legal education activities are more easily accepted when the material is connected to students' real-life experiences.

Bullying and Legal Awareness

The anti-bullying material in this program is designed to build students' understanding gradually. Students are encouraged to recognize bullying as behavior that can hurt, intimidate, demean, or exclude others. This understanding is important because students often find it easier to recognize physical violence than verbal, social, and digital forms of violence. In the section on the different forms of bullying, students are introduced to verbal, physical, social, and digital bullying. Verbal bullying may include insults, teasing, threats, or derogatory name-calling. Physical bullying may involve hitting, pushing, group assaults, or other acts of violence. Social bullying may include exclusion and the spreading of rumors. Digital bullying can occur through comments, messages, posts, or the distribution of content that humiliates the victim.

The section on the impacts of bullying helps students understand the experiences of victims. Victims of bullying may feel afraid, ashamed, distressed, lose self-confidence, and feel uncomfortable at school. Pratiwi (2023) explains that the effects of bullying are not only visible through physical injuries but can also appear in the form of psychological distress. This explanation is important so that students can view bullying as an act that causes real harm to victims. Legal awareness is a central component of the program. Explaining the legal basis helps students understand that their actions, whether at school or on social media, carry responsibility. It is not enough for students to simply know that bullying is wrong. They also need to understand the social and legal reasons behind its prohibition.

Legal education for high school students should use simple and accessible language. Explanations that are overly technical may make it difficult for students to grasp the program's main message. Therefore, the Gen Z Law Talk 2026 material connects legal regulations with examples of behavior that are closely related to students' daily lives. These examples include insulting others on social media, posting hurtful comments in class group chats, spreading embarrassing or private information, committing physical violence, and joining in to laugh at victims.

Participant Interaction and Responses

The Gen Z Law Talk 2026 event demonstrated that students can actively engage when the material is presented in an interactive manner. Participant engagement was evident through the students' attention during the presentation, their responses to case examples, and their participation in icebreaker activities. This interaction is crucial because legal awareness cannot be adequately developed through the mere memorization of rules. Students need to be guided to understand issues, assess consequences, and determine their stance. Saly et al. (2023) state that the prevention and mitigation of bullying in schools require the involvement of the school community as well as prevention strategies tailored to the students. This view reinforces the importance of activities such as the Gen Z Law Talk 2026. This event not only provides information but also encourages students to engage in the educational process.



Figure 2. Participants' responses

The students' responses were evident during the icebreaker activity. This activity helped maintain a positive atmosphere. The students became more relaxed and better prepared to participate in the subsequent activities. In school seminars, icebreakers can help reduce boredom and increase students' attention to the material. Interactive sessions also provide an opportunity for students to connect the material to experiences they have seen or gone through. This kind of response shows that the topic of bullying is relevant to students' lives. When students feel that the material is relevant to their lives, the educational message is more easily accepted.

No. 1 Educational Game for Reinforcing Course Material

The educational game "Ranking 1" was a key part of the Gen Z Law Talk 2026 event. This game was designed to reinforce the material in a more engaging way. Participants were asked to answer true-or-false statements related to bullying, its impacts, the law, and prevention. Participants who answer correctly move on to the next round, while those who answer incorrectly are eliminated. This game encourages students to review the material that has been presented. Students do not merely listen to explanations but also apply their understanding to choose the correct answers. This activity makes the legal material feel more approachable, without detracting from the key message about the dangers of bullying.

Final Status After the Activity

The final state after the activity indicated an increased awareness among students regarding bullying prevention. Students were guided to understand that bullying is not merely a harmless joke. Bullying can harm victims, create an unsafe learning environment, and have legal consequences. This understanding serves as a foundation for students to be more cautious in their behavior. Students were also encouraged to understand the importance of empathy. Victims of bullying need support, not ridicule or judgment. Students need to realize that laughing at victims, spreading insults, or allowing bullying to continue can worsen the situation. After the activity, students were expected to be better able to choose appropriate actions when witnessing bullying.

Students' legal awareness was strengthened through the understanding that behavior in both the real world and the digital world has consequences. Students need to watch their words, respect their peers, refrain from sharing degrading content, and understand the limits of using social media. Susanti et al. (2025) explained that adolescents' legal awareness of digital ethics is essential for preventing cyberbullying in the social media era. This perspective aligns with the objective of the activity, which emphasizes digital ethics as an integral part of bullying prevention. The final outcome was also reflected in students' increased attention to preventive actions. Students were encouraged not to participate in mocking others, not to spread negative content, to help victims safely, and to report bullying incidents to teachers when they witnessed them. These attitudes are part of an anti-bullying culture that needs to be fostered in schools.

Aspect	Initial Conditions	Final Status
Understanding Bullying	Students still need to understand the line between jokes and demeaning behavior	Students are encouraged to understand that bullying can harm the victim
Legal awareness	Students still need to be educated about the legal consequences of insults, defamation, violence, and cyberbullying	Students come to understand that bullying can be related to legal regulations
Attitude toward victims	Students still need guidance to understand the importance of supporting victims	Students are encouraged to be more empathetic and caring toward victims
Attitude as a Witness	Students still need to know the proper steps to take when they witness bullying	Students are instructed not to join in the teasing, to help the victim, and to report the incident to a teacher
Digital Ethics	Students still need guidance on using social media	Students gain an understanding of the importance of being mindful of what they say and post online

Raising Legal Awareness through Gen Z Law Talk 2026

Gen Z Law Talk 2026 can be understood as an educational activity that supports strengthening students' legal awareness. This activity provides students with the opportunity to understand bullying from social, psychological, and legal perspectives. The material not only explains the prohibition of bullying but also guides students to understand the consequences and responsibilities associated with their actions. The strengthening of legal awareness is reflected in three aspects. First, students are encouraged to recognize the various forms of bullying more broadly. Second, students are guided to understand the impact of bullying on victims. Third, students are provided with an understanding of preventive measures they can take as students. These three aspects are essential for building a safe and respectful school culture.

Preventing bullying cannot rely solely on school regulations. Students need to understand why bullying must be stopped. When students understand the impact of bullying, they are more likely to regulate their behavior. When students understand the legal consequences, they will be more cautious in speaking, acting, and using social media. This activity also demonstrates that interactive seminars can serve as a relevant medium for legal education for high school students. Students need clear explanations, relatable examples, and activities that actively engage them. The delivery of the material, ice-breaking sessions, educational games, and group documentation made the activity more engaging and easier for students to understand.

Overall, Gen Z Law Talk 2026 demonstrates that strengthening students' legal awareness can be achieved through activities that are simple, well-directed, and participatory. This activity helps students understand that a safe school environment requires mutual respect, empathy, the courage to report bullying, and responsibility in using social media. This understanding serves as the foundation for building an anti-bullying culture within the school environment.

D. CONCLUSION

The Gen Z Law Talk 2026 program at SMA Perintis 2 Bandar Lampung was successfully conducted as a legal education initiative aimed at preventing bullying in the school environment. The program was organized as an interactive seminar featuring presentations, discussions, ice-breaking activities, and an educational Ranking 1 game. The topics covered included the definition of bullying, different forms of bullying, its social and psychological impacts, cyberbullying, legal awareness, legal foundations, and prevention efforts.

The implementation of the program demonstrated that Gen Z Law Talk 2026 was able to strengthen students' legal awareness. Students gained a better understanding that bullying is not merely a joke but an act that can harm victims, disrupt the school environment, and carry legal consequences. The program also encouraged students to be more empathetic, care for victims, refrain from mocking others, avoid spreading degrading content, and have the courage to report bullying incidents to teachers.

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