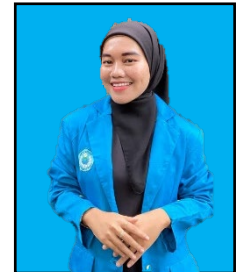




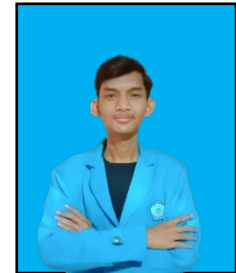
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## DEVELOPMENT OF THE RADEN WALANGSUNGSANG HERITAGE TOURISM IN CIREBON GIRANG AND CHARACTER EDUCATION THROUGH ANTI-BULLYING SOCIALIZATION AT PRIMARY SCHOOL ONE OF CIREBON GIRANG AND RAUDHATUL ATHFAL CEMARA KINDERGARTEN

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**Abstract.**

**Background.** This research was conducted during the Community Service Program (KKN) from February 13, 2025, to March 13, 2025.

**Aims.** The study aims to develop educational tourism at the Raden Walangsungang Heritage Site in Cirebon and integrate character education through an anti-bullying socialization program at SDN 1 Cirebon Girang and TK Ra Cemara.

**Methods.** The research employs action research with a qualitative approach. The findings indicate that the development of educational tourism at the heritage site enhances students' understanding of local history and character values.

**Result.** Furthermore, the anti-bullying socialization program proves effective in increasing students' awareness of the negative impacts of bullying and the importance of mutual respect.

**Implementation.** This model can serve as a reference for other schools in developing learning strategies that not only focus on academic achievement but also emphasize deeper social and cultural values.

**Keywords:** Educational Tourism, Raden Walangsungang Heritage Site, Character Education, Anti-Bullying

## INTRODUCTION

Throughout history, education worldwide has fundamentally served two main purposes: to cultivate intelligence and academic proficiency (smart) and to nurture individuals into morally upright and virtuous beings (good). While the process of fostering intelligence and cognitive skills may be relatively straightforward, shaping individuals into ethical and wise members of society appears significantly more complex. Consequently, moral issues have persistently remained a chronic challenge throughout human civilization, highlighting the crucial role of character education in contemporary educational frameworks.

Character education constitutes an essential component of the educational system, aiming to shape students' personalities by instilling moral values, responsibility, and positive social skills. According to Sudrajat (Sudrajat, 2011), character education can be defined as any effort undertaken to influence students' character development. However, for a more precise understanding, Thomas Lickona (1991) provides a widely accepted definition, stating that character education is a deliberate effort to assist individuals in understanding, appreciating, and practicing core ethical values. Based on this definition, when considering the type of character that should be cultivated among students, it becomes evident that

the objective is to enable them to comprehend these values, deeply reflect on their moral significance, and ultimately act in accordance with their convictions, even in the face of external or internal pressures. Character education is not solely imparted through formal classroom instruction but can also be fostered through various approaches, including history and culture-based learning as well as the integration of moral values within the school environment.

One of the most effective approaches to character education is through the introduction of local history. History plays a pivotal role in shaping national identity and cultural heritage, particularly among younger generations. By understanding local historical narratives, students can draw inspiration from the virtues of heroism, wisdom, and perseverance demonstrated by past figures. A prominent historical figure with significant influence on the cultural and civilizational development of Cirebon is Raden Walangsungsang (Wahyu et al., 2023).

Raden Walangsungsang, a son of Prabu Siliwangi, is recognized as the founding figure of the Cirebon Sultanate. He was married to Nyi Endang Geulis, the daughter of Ki Gedheng Danuasih, a Buddhist priest of the Surantaka Kingdom and also Walangsungsang's uncle (Syaeful, 2021). His contributions in spreading Islam and establishing governance structures in the Cirebon region make him a historical figure worthy of emulation. Today, his historical legacy remains evident in various heritage sites, one of which is the Petilasan Raden Walangsungsang. This site holds profound historical and spiritual significance and possesses considerable potential for development as an educational tourism destination that can introduce moral values to younger generations (Dewi et al., 2022).

On the other hand, one of the pressing challenges confronting contemporary education is the increasing prevalence of bullying in school environments. Bullying constitutes aggressive behavior, repeatedly perpetrated by individuals or groups with the intent to harm others, whether physically, verbally, or socially (Matraisa, 2023). Research indicates that bullying at the elementary school level can have long-term detrimental effects on children's psychological, emotional, and academic development (Putu, 2020). Victims of bullying often experience diminished self-confidence, heightened anxiety disorders, and even depression, all of which can hinder their learning process.

According to data from the Indonesian Ministry of Women's Empowerment and Child Protection (KPPPA) in 2022 (Bety & Iman, 2019), approximately 40% of children in Indonesia have experienced bullying, either as victims or perpetrators. This statistic underscores the persistent nature of bullying as a critical issue necessitating urgent attention within the education sector. Consequently, the implementation of effective anti-bullying awareness programs is imperative to enhance students' understanding of the negative consequences of bullying and to cultivate attitudes of mutual respect, empathy, and tolerance.

By integrating character education through historical-based learning—such as the development of educational tourism at Petilasan Raden Walangsungsang—alongside anti-bullying socialization initiatives at SDN 1 Cirebon Girang and TK Ra Cemara, students are expected to gain a deeper comprehension of moral and ethical values within the context of social life.

## **RESEARCH METHODS**

This study employs an action research method with a qualitative approach. This method was chosen to gain an in-depth understanding of how the development of educational tourism at Petilasan Raden Walangsungsang can contribute to students' character education, as well as the effectiveness of the anti-bullying awareness program at SDN 1 Cirebon Girang and TK Ra Cemara. The research was conducted at SDN 1 Cirebon Girang and TK Ra Cemara, located in Cirebon City, West Java. The subjects of this study include all elementary and kindergarten students, as these levels mark the beginning of their deeper understanding of character values, as well as the concept of bullying and its impacts. In addition to students, teachers were also involved as facilitators in the socialization activities and as observers of students' behavior.

To obtain comprehensive data, this study utilized several data collection techniques, including observation, interviews, and documentation. Observations were conducted to examine students' behavior before and after participating in the anti-bullying awareness program, as well as their interactions during the educational visit to Petilasan Raden Walangsungsang. Additionally, observations were used to record students' responses to the materials presented during the

awareness sessions. Interviews were conducted with students, teachers, and school administrators to assess the effectiveness of the program in fostering character awareness and anti-bullying attitudes. Furthermore, interviews with the site managers of Petilasan Raden Walangsungsang were conducted to gather information regarding the historical and cultural values that could be imparted to students. Documentation involved collecting visual evidence in the form of photos and videos during the activities, as well as analyzing school policy documents related to character education and anti-bullying implementation.

The study was carried out in several stages: the preparation stage, the implementation stage, and the evaluation stage. In the preparation stage, coordination with the school was conducted to obtain research permits, develop an anti-bullying awareness module to be used in school activities, and gather information on historical aspects and character values that could be derived from Petilasan Raden Walangsungsang. In the implementation stage, the activities were divided into two main components: an educational visit to Petilasan Raden Walangsungsang and the execution of the anti-bullying awareness program. During the educational visit to Petilasan Raden Walangsungsang, students were introduced to the historical site to gain a deeper understanding of Raden Walangsungsang. This activity involved a tour guide who explained the exemplary values embodied by Raden Walangsungsang. After the visit, students were asked to write a reflection on the character values they learned from the experience. Meanwhile, in the anti-bullying awareness program, students were provided with an understanding of the definition of bullying, its negative impacts, and preventive measures. The program also included group discussions on students' experiences with bullying in the school environment, as well as role-playing exercises to foster empathy and social skills.

In the evaluation stage, students' understanding was assessed through interviews and questionnaires conducted before and after the program. Additionally, changes in students' behavior were analyzed based on teachers' observations and documentation collected throughout the program. The evaluation results were then used to provide recommendations to the school regarding the sustainability of the program. The collected data were analyzed using a qualitative descriptive analysis technique, which involved interpreting findings from

observations, interviews, and documentation (Sugiyono, 2013). Data obtained from students before and after the program were compared to assess the impact of the activities conducted. Through this research methodology, the study aims to provide a clear depiction of how history-based educational tourism can contribute to character development in students, as well as the effectiveness of anti-bullying awareness programs in fostering a more positive and inclusive school environment.

## **RESEARCH RESULTS**

Walangsungsang was born in the land of Sunda (Pasundan), specifically in Galuh (Kawali), East Priangan, in the year 1423 CE. He had two siblings: Rara Santang, born in 1427 CE, and Sangara (later known as Kian Santang), born in 1429 CE. They were the children of Pemanah Rasa Jayadewata (Prabu Siliwangi) and Nyi Subang Larang, a descendant of the Kingdom of Singapura on the northern coast of West Java. His father, Prabu Siliwangi, came from the royal lineage of Sunda-Galuh, which adhered to Hindu beliefs and would later become the ruler of the Padjajaran Kingdom. Meanwhile, his mother, Subang Larang, was of royal descent from the Kingdom of Singapura, a devout Muslim, and a student of Sheikh Qurra at the Qurra Islamic boarding school in Karawang (Siti, 2018).

Religiously, Walangsungsang's parents adhered to different faiths. His father, Raden Pemanah Rasa (Prabu Siliwangi), followed the Shang Hyang belief system, while his mother, Subang Larang, was a Muslim. Walangsungsang received his earliest education from his mother, who was responsible for instilling Islamic values in her children. However, as she passed away early, she was unable to complete her role in fully educating her son. Following his mother's passing, Walangsungsang embarked on a journey of self-discovery, traveling towards the southern Priangan region. His younger sister, Rara Santang, accompanied him in this quest to seek spiritual enlightenment and an Islamic teacher (Hermana, 2017).

In Cirebon, Walangsungsang became known as Mbah Kuwu Cirebon Girang, a title given to him after he opened a settlement in a forested area where a house belonging to Ki Danusela had already existed. The tomb of Mbah Kuwu Cirebon Girang is widely believed by the local community to be the site where Walangsungsang once resided with his family. To this day, this site serves as a place

of pilgrimage for those who seek blessings through Mbah Kuwu as an intermediary to the Creator, Allah SWT.

Walangsung's residence was in the Cirebon Girang region, which is geographically located at the border of Cirebon City. Many locals believe that the Sacred Talun Tomb (Makam Keramat Talun) was his place of meditation, where he sought deeper Islamic knowledge. The location is close to an active volcano, and field observations confirm that many people continue to visit and meditate at the Sacred Talun Tomb of Mbah Kuwu Cirebon Girang (Prince Walangsung). According to the spokesperson for the Sacred Talun site, Mbah Kuwu used to hold daily religious teachings and lead congregational prayers at Jalagrahan Mosque. He would call the community to prayer using *Bareng*, a traditional Islamic chant, which also served as a sign for the time of prayer. The *Bareng* philosophy was derived from Walangsung's spiritual journey, during which he first met Sang Hyang Naggo, a Hindu-Buddhist scholar. Later, after encountering Sheikh Nur Jati, Walangsung narrated his experiences, and Sheikh Nur Jati interpreted them through the perspective of Islamic teachings.

An educational visit to Petilasan Raden Walangsung provides students with firsthand experience in learning about local history and culture. Students not only gain historical knowledge but also develop an appreciation for the pivotal role Raden Walangsung played in founding the Cirebon Sultanate. Through guided historical narratives, students understand how he left the Padjajaran Kingdom to deepen his understanding of Islam and establish a new, more inclusive civilization. From his life story, students can extract valuable character lessons, such as courage in making decisions, independence in facing challenges, and strong faith in upholding life principles.

To reinforce these lessons, students participate in reflection activities following the visit. They are required to write essays or create drawings depicting the lessons they learned from the experience. This activity aims to deepen their comprehension while fostering critical thinking and self-expression skills. Additionally, group discussions facilitated by teachers help students explore ways in which Walangsung's values can be applied in their daily lives.

Interviews with teachers indicate that after participating in the educational visit, students demonstrated increased enthusiasm for learning history and a heightened awareness of the importance of character values. Some students also exhibited greater discipline and responsibility as a result of this activity. These findings align with previous research suggesting that experiential learning approaches can enhance students' understanding and foster deeper moral values (Pela et al., 2023).

Furthermore, the development of this educational tourism initiative contributes to the preservation of local culture. As student visits to historical sites increase, the local community benefits from economic opportunities and heightened awareness of the importance of safeguarding cultural heritage. This aligns with the concept of education-based tourism, which emphasizes the interaction between visitors and local communities to generate positive social impacts (Andelissa, 2012).

The anti-bullying socialization program at SDN 1 Cirebon Girang and TK Ra Cemara was conducted through various interactive activities designed to enhance students' awareness of the harmful effects of bullying and the importance of respect and empathy. These activities included educational games, moral storytelling, role-playing, and video screenings illustrating the psychological impact of bullying on victims.

At the beginning of the program, students were given a pre-test to assess their initial understanding of bullying, including its different forms such as verbal, physical, and social bullying. The pre-test results indicated that most students had not fully grasped that actions such as mocking, isolating peers, or spreading rumors fall under the category of bullying. This finding highlighted the need for more intensive education on the concept of bullying and its consequences.

During the socialization sessions, students were encouraged to share their experiences as victims, perpetrators, or witnesses of bullying. These discussions provided valuable insights, revealing that many students were unaware that their behaviors could have negative effects on their peers. Role-playing activities played a crucial role in this program, as students were assigned different roles—victim, bully, and mediator—in simulated bullying scenarios. Through this approach,

students were able to directly experience different perspectives and learn appropriate ways to respond to such situations.

Following the socialization sessions, students participated in a post-test to measure their improved understanding. The results demonstrated a significant increase in students' awareness of the concept of bullying, ways to prevent it, and appropriate actions to take when witnessing bullying incidents at school. Additionally, several teachers reported positive behavioral changes among students, such as increased mutual respect and a decline in bullying incidents.

Previous research has indicated that effective character education can shape students' moral and behavioral development, thereby reducing bullying behavior (Maelani, 2024). The findings of this socialization program support this conclusion, as students who participated in character education programs exhibited higher levels of empathy and a greater appreciation for positive social interactions (Ilham et al., 2023).

The positive impact of the program was also evident in the active involvement of teachers and school administrators. Teachers at SDN 1 Cirebon Girang and TK Ra Cemara adopted a more proactive approach to addressing bullying, including increased supervision during recess and the implementation of reward systems to encourage respectful behavior among students.

By integrating anti-bullying socialization into the school curriculum and linking it to history-based character education, SDN 1 Cirebon Girang and TK Ra Cemara successfully fostered a more inclusive and positive learning environment. This educational model serves as an example for other schools seeking to develop effective character education strategies.

## **CONCLUSION**

This study demonstrates that the development of educational tourism at the Petilasan Raden Walangsungsang site, alongside the anti-bullying socialization program at SDN 1 Cirebon Girang and TK Ra Cemara, is effective in instilling character values in students. The educational visit to this historical site provided firsthand experiences that enriched students' understanding of local history and culture while fostering values of heroism, courage, independence, and spirituality

as exemplified by Raden Walangsungsang. Additionally, this initiative contributed to increasing public awareness regarding the importance of cultural preservation and the conservation of historical sites.

Meanwhile, the anti-bullying socialization program successfully enhanced students' awareness of the various forms of bullying and its negative consequences. Through interactive methods such as discussions, role-playing, and video screenings, students developed a deeper understanding of the importance of empathy and mutual respect in their daily lives. The program also had a positive impact on teachers and school administrators, who began implementing proactive strategies to prevent bullying within the educational environment.

Overall, the combination of history-based learning and character education programs has proven to be an effective approach in shaping students' moral development and positive behavior. This model can serve as a reference for other schools in developing learning strategies that not only focus on academic achievement but also emphasize deeper social and cultural values.

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