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The Role of KKN Students in Anti-Bullying Education at Sekolah Dasar Negeri 3 Ringinputih

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ABSTRACT

Bullying remains a prevalent problem in school environments, including elementary schools, with significant consequences for victims' physical, psychological, and academic well-being. This Community Service Program aimed to provide anti-bullying education to students at SDN 03 Ringin Putih to improve their understanding of bullying, its forms, and impacts while promoting empathy and mutual respect. The program employed an interactive and participatory approach through educational presentations, real-life case studies, group discussions, role-play simulations, ice-breaking activities, and question-and-answer sessions. University students acted as educators and facilitators throughout the activities. The results demonstrated positive student engagement, reflected in active participation, willingness to share personal experiences, and enthusiasm in discussing appropriate responses to bullying. The activities enhanced students' understanding of different forms of bullying, encouraged empathetic attitudes toward peers, and strengthened their confidence to intervene safely or report bullying incidents to teachers. However, these behavioral and attitudinal improvements may not be sustained without continuous reinforcement. Therefore, follow-up initiatives, including student anti-bullying ambassadors, group counseling, and collaboration among schools, teachers, and parents, are essential to creating a safe, inclusive, and supportive learning environment.

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Introduction

Bullying is an aggressive behavior that is repeated by a person or group over a period of time aimed at another individual or group and involves a power imbalance (aggression happens over a period of time with an intention to hurt causing someone to feel a power imbalance), with the power imbalance being unequal (Nabila et al., 2022). As students strive to gain knowledge, a safe and comfortable learning environment is crucial at any educational institution and a lack of this can seriously impact student well being. According to data provided by GoodStats based on data from the Indonesian Child Protection Commission (KPAI) and the Indonesian Education Monitoring Network (JPPI), increased from 285 cases in 2023 to 573 cases in 2024, with the most cases being related to violence in schools involving elementary school students at a prevalence of 26% (Zakia, 2025). Such a situation means that schools, where children are expected to learn and develop in a safe environment are still affected by bullying, which can negatively impact children's development and experiences or even produce a psychological stress (Lestari & Kowi, 2024).

Victims of bullying can be adversely affected long term, not just psychologically but socially and academically as well. Extremely long term consequences of bullying do not only affect the victims, but the bullies too. Victims may experience fear and anxiety, and become self-uncertain which over time may cause them to pull back from others and to potentially struggle to develop social relationships with others. This then may impact their focus, drive, and learning (Rachmawati, 2024). However, bullies might exhibit a lack of empathy and deceptive behavior, have had low levels of social skills and may go on to develop aggressive behavior patterns in future relationships (Lusiana & Arifin, 2022). Taken collectively, these impacts indicate that the problem of bullying is more than just a matter of student behaviour; it is a pervasive issue which may hinder children's overall development and impact on the quality of the school environment they are experiencing.

From initial observations carried out by the Kuliah Kerja Nyata (KKN) student team at SDN 3 Ringin Putih it is found that certain initial indicators at SDN 3 Ringin Putih are as follows: There is no implementation of optimal character education at SDN 3 Ringin Putih and that there is no existing program in the school about anti-bullying. The lack of bullying educational program follows a systematic

order means that students' awareness of bullying behavior and the consequences of bullying need to be further improved. To empower students to be proactive in tackling age-appropriate issues of bullying from early years in school as reflected in this condition, an educational program that is participatory and age-appropriate in the elementary learning level needs to be implemented to promote awareness and contribute to building a safe and child friendly school community from an early stage.

Different researches and practices have demonstrated the importance of elementary school level awareness programs on the issue of bullying as an effective prevention tool. An anti-bullying awareness program for students at State Elementary School 01 Jarak, Wonosalam Subdistrict, Jombang Regency, was conducted by Yudha et al. (2024) which consists of stages delivered by observers, planners, implementation, and evaluators. In this activity, students learnt before the awareness campaign and after the awareness campaign that a good number of them did not have a proper understanding of the definition and types of bullying, whereas after the activity, students were able to understand the definition of bullying, their various types, the effects of bullying on victims, and the factors that contribute to bullying. The same result has been seen in an awareness campaign (Aisya et al., 2024) held in SDN 1 Sidowarek through the technique of awareness-raising sessions aimed at enhancing students' awareness of the negative effects of bullying and how to prevent it. The activity was directed to the 4th and 5th grade students and tried the activity in an interactive set up which not only presented information from one hand but was also developed to involve the students in the understanding of the issues related to bullying in their own setting. Meanwhile, (Ardhany & Suroso, 2024) implemented anti-bullying counselling and education activities in elementary school students in the Colo village, Kudus Regency, covering the aspects and effects of bullying, and ways to prevent bullying and counter bullying.

Schools and parents engaging in this activity also highlight the value of social and emotional learning, and of the role of schools and parents in creating a safe school. In the light of previous studies and community service projects the following can be concluded that the goals of anti-bullying education programs with elementary students are generally alike and basically can be found in prevention—mainly to raise awareness of the students to the nature of bullying in

terms of its forms, impact, and prevention. The activity executed at SDN 3 Ringin Putih is special because of its location, characteristics of students and its relationship as part of a community empowerment programme with the Community Service Program (KKN). Therefore, the activity does not aim to reproduce ongoing research, but rather to implement anti-bullying education into elementary schools in the Ringin Putih community based on the children's needs at the community service site by adapting the content and approaches. At the local level, the project is an opportunity to further document and implement anti-bullying education in elementary schools, and to involve college students in conducting anti-bullying education.

Participants in the Community Service Program (KKN) can be invited to become facilitators in information sessions to the community according to the needs of the service area. As far as prevention of bullying, the involvement of the school student is a critical aspect of it as it helps to make the students understand about bullying and avoiding it. This is consistent with (Paramesti et al., 2024) which highlights the need for partnership between schools, home, community, and stakeholders in developing a safe school for children. To meet this need, KKN students carried out an educational program about anti-bullying in SDN 3 Ringin Putih targeted to Elementary School students. The program covered the forms and impacts of bullying, the need to be respectful to their peers, and what to do if bullied or if one is a witness to bullying. The content of the presentation was adapted to that of primary school students and presented the content designed to be understood and applied to the everyday situations in which the elementary school students encountered.

Based on this, the purpose of the education program to prevent bullying carried out by KKN students at SDN 3 Ringin Putih, Karangdowo Subdistrict, Klaten Regency is to increase students' knowledge of the types, impact, and how to prevent bullying that occurs in the school environment.

Methods

The research method used in this study was descriptive qualitative and the type of research was a case study. The selection of the above technique was because the aim of the study was to describe in detail the role of students in implementing the Community Service Program (KKN) to increase awareness

about bullying in an educational program at SDN 3 Ringin Putih. An in-depth understanding of how the anti-bullying educational program will play out in the school environment will be secured through the case study approach. Research was conducted in SDN 3 Ringin Putih where KKN students had carried out the anti-bullying education program. The objects of the research were KKN students as program implementers and students as participants in the educational activities, along with teachers who participated in the implementation of the educational activities.

Countries were chosen because they acted directly with respect to the anti-bullying education program. Data collection methods were: observation, interviews and documentation. Observations were done to track the implementation of the educational program and the involvement of KKN students as well as students' responses and participation in the activities. Interviews were also conducted with KKN Students and Teachers for gathering information about how to implement the program and their involvement in the anti-bullying education program. Supporting evidence was gathered through documentation such as photos of activities, education documents, and documents about how the program was implemented.

Qualitative descriptive analysis method was used to analyze the collected data. The data gathered from observation, interview and documentation were summed and typed into texts narratively to describe the role of KKN students of conducting prevention activities for students in any form of bullying and the reaction of students towards the KKN activities. They were analyzed by selecting categories of findings related to the educator, facilitator and motivator as students who can contribute to improving students' understanding and awareness of bullying behavior. The application of descriptive qualitative method by using case study, observation, interview, and documentation techniques in this study corresponds with the research by Hasibuan et al. (2025) on the role of KKN students in combating bullying issues in elementary schools.

Results and Discussion

The anti-bullying awareness program at SDN 03 Ringin Putih was implemented through a series of educational and participatory activities involving university students and elementary school pupils. The results are presented and discussed in three main aspects: the role of university students in promoting anti-

bullying awareness, the strategies employed in implementing the educational activities, and students' responses and the perceived impacts of the program. These aspects provide an overview of how interactive educational interventions can enhance students' understanding of bullying, foster empathy, and encourage positive peer relationships within the school environment. The findings are further discussed in relation to previous studies to highlight the relevance and implications of anti-bullying education at the elementary school level.

Definition of Bullying

The word "bullying" is derived from the English word "bully." The word "bull" evolved into "bully" to mean a person who is rude, threatening or intimidating. The word has undergone a change of connotations over time; it used to simply mean from animals, but have now come to represent the power used against those who are weaker (Hasibuan et al., 2025).

Bullying is when someone or some people do things to another person who they think is less able than them and is done by someone who feels that they are better than them or by a person in a higher rank of authority over the recipient. These may conflict with established norms and may be negative in nature. These acts are usually repeated and continuous and are done to cause psychological and physical trauma to the victims until they have reached a point where they are no longer able to do anything about it (Diannita et al., 2023).

Bullying is a threat made by one person against another who is generally weaker or "inferior," but there are many cases of bullying in which the victim does not dare to report it because the perpetrator may have—or has—threatened the victim. In Indonesia, bullying is a worldwide problem that is considered an aggressive behavior. One of the factors in increasing the bullying behaviour is coming up from within the family, that is in the age of adolescents (12-17 years) which is a period that when they grow up, they tend to be rebellious and emotionally unstable (Hertinjung & Karyani, 2015).

The root causes of creating bullying behaviour are two inter-related elements: something happening in the family and the psychological maturity of the adolescent. Adolescents typically go through emotional turmoil as a normal stage of developing their sense of identity and will feel the urge to push the limits and break rules and laws set by authority. This desire for rebellion is not balanced with supportive parental parenting—such as aggressive towards peers at school—

so it can turn in an undesirable direction. This is because of several factors which lead to bullying, family environment one of these factors.

One angle, whether or not children do not give or receive affection and warmth from family members or whether parents are harsh and strict with their children may lead to children reacting in the form of bullies or the children may react in the form of victims due to stress and being reckoned by others as being bullied (Rachmawati, 2024). Parenting styles may be both a precipitating factor and a vulnerability factor in bully behaviours. Children who do not have emotional support are likely to find a target for their anger – and that usually is the school, as it is said to be easier to assert self dominance. Alternatively, if they have suffered rough treatment at home, children could develop a low sense of self-worth and heightened anxiety, which could make them more likely targets for bullying in school.

The impact of bullying is widespread (Rachmawati, 2024). Being bullied puts adolescents at increased risk for many health issues, both physical and mental. Children and young people victim to bullying are more likely to develop mental health issues like depression, anxiety, sleep disorders, insomnia and muscle tension that can continue into adulthood, or physical health concerns, such as headaches, stomachaches and muscle tension; feelings of insecurity at school; decreased motivation to learn and school performance issues.

Bullying has multiple impacts on an individually, including psychological, physical and academic dimensions that are inter-related. Mental health problems like depression, anxiety can lead to physical symptoms, due to long lasting stress, and a feeling of insecure surroundings in school can also impair the victim's focus and performance. Fortunately, the psychological impact of bullying can be alleviated, but unfortunately this effect can persist into adulthood, and so is further beneficial to include some psychological support for the victim beyond just stopping the bully's actions.

The Role of College Students in Anti-Bullying Awareness Campaigns at SDN 03 Ringin Putih

KKN students carried out the anti-bullying socialization program at SDN 03 Ringin Putih, they acted as a facilitator for educational program. This role was shown by providing a materials that according to definition, the forms, impacts and prevention of bullying. To help with comprehension of the materials, simple

language was used, along with examples based on the children's experience in the elementary school setting. The efforts to prevent the behavior of bullying in a university environment should begin from the start so that university students who are the teachers can play a role. Substantively, this corresponds with the results of Pertiwi et al. (2026) research which showed that the implementation of anti-bullying education by KKN students through socialization and educative materials could contribute to improving elementary students' awareness of the types of bullying, the dangers, and their impact. Therefore, when students get involved in KKN not only is the information passed on but they are also given basic awareness about bullying so that in their daily life they will know the signs of bullying.

The socialization program was attended also by the students of KKN who engaged themselves as facilitators making an environment that is communicative for the students so that the students can be active in the socialization program. Materials were not presented solely by means of instruction, but in conjunction with means of interacting that enabled the pupils to express their understanding and relate the content to the situations that they are likely encounter in school. The method is especially applicable to elementary education, where interactive learning can stimulate pupils' interest in learning the topic of talk. Jafar et al. (2025) provided evidence that showed that anti-bullying psychoeducation through visual and participative media in the form of posters, videos and interactive games led to students' increased understanding after receiving these socialization activities. The data highlighted the need for students' participation in the learning process as a significant element to provide effective delivery of anti-bullying education. At SDN 03 Ringin Putih, an attempt was made to create a suitable communication with appropriate interest and focusing on the students characteristics, so that the activity in this session was not a mere information provision but also allow students to come out actively in learning process.

Their contributions in creating awareness about the need to relate well with others were also a reflection of the role of KKN students. The school's socialization programme encouraged students to learn the values of respect and caring for others and the danger of doing something to upset or hurt others. This is in line with the behavior of socialization to children which is anti-bullying carried out by KKN at the Purworejo elementary school through the delivery of easy materials

and socialization of children is done through holding anti-bullying socialization that aims to provide children with information about the types, dangers, and negative effects of bullying from Purba et al. (2025). The program was not only service to the community, but was also a vehicle to provide education that was student and school need oriented, with direct participation by KKN students. The socialization was limited in time but it can be used as a first step toward planting an anti-bullying education seed and fostering students to build and improve their positive relationship in the school.

Strategy for Implementing an Anti-Bullying Awareness Campaign at SDN 03 Ringin Putih

In implementing anti-bullying awareness campaign to SDN 3 Ringin Putih, it was carried out according to the features of elementary school students, which elementary school students were easy to learn on the materials and for a simple, concrete and interactive presentation. The campaign messages covered the definition of bullying, the different types of bullying, effects of bullying on a victim and what young people can do if they are bullied or they witness bullying. This material has been selected to complement community service activities in elementary schools that have shown themselves to be important in improving student understanding of bullying—especially regarding what sorts of bullying can occur, the effects of bullying, and ways to prevent it. A or B (Armaijn et al., 2024) for instance, took an anti-bullying education approach to elementary school students, with focus on bullying types, the negative effects of bullying, and interventions against bullying presented in a structured format and PowerPoint presentation.

The activity took place in several phases: an introduction, an opening and an introduction to the theme of bullying, presentation of examples of situations relevant for the students' lives, interactive discussion and questions and answers session for knowledge development from the students. The follows steps were selected in order to ensure that the students will not receive information passively but will also have the chance to apply their critical thinking skills in recognizing the instances of bullying. When it comes to students in elementary school, an interactive approach was used, as previous awareness campaigns in SDN 1 Sidowarek were also interactive and participative, enabling students to comprehend problematic behaviors that are often perceived as jokes may actually

be bullying and are psychological risks to the victim. The activities reported experienced an increase in students understanding after the sessions, however, specific to those activity.

Actually, KKN students will be used as the presenter of the material and also they involve in two-way communication with the presenter. The material not only aims to promote the identification of perpetrators and victims but also to empower students as agents in preventing bullying from happening. Students are taught that any acts which result in hurt or hardship for others due to mocking, using demeaning nicknames, ostracism, humiliating or physical acts of violence are never acceptable. The strategy is congruent with the implementation results of an anti-bullying outreach program in Babakan Public Elementary School, Pemalang, which involved conducting lectures, discussions, feedback sessions, and showing videos. In the activities carried out, these activities have proven that by delivering information and using media that is captivating, students are able to identify various types of bullying and also understand their responsibilities in preventing it (Sinthianingputri et al., 2023).

The students' activeness was reflected from the activities that were carried out in the SDN 3 Ringin Putih. This was evident in their willingness to answer questions, be able to give examples of bullying, and get involved in the discussions and answer the case studies that were given. Most students could name the different types of bullying and what to do about it in the assessment session. The results suggest that a variety of outlets for the simple, concrete and direct communication of the issue of bullying to a younger grade level (elementary) can be effective. The results, however, should be interpreted as a learning gain, not as the complete eradication of bullying behaviour, as part of a whole activity. It takes an ongoing effort and a whole-school approach to prevent bullying. This is one of the Ministry of Education and Culture's policies that focuses on making school a safe and comfortable place to go, one that needs to be responsive, humanistic, and involve all stakeholders (Westiana (2026).

Student Responses and the Impact of Anti-Bullying Awareness Activities

Anti-bullying awareness campaign was very well received by the students. They showed this throughout the entire event - most of the students actively engaged in the discussion sessions, simulations and icebreakers. A number of students spoke of their personal customer ordeals with bullying (as victims,

witnesses or witnesses who regretted their conduct). The students were also actively asking questions of how to handle a bully, what to do if a friend is being victimized by a bully, and reporting a bullying incident to school and District personnel with no fear of intimidation during the Q&A.

In addition to this, there was a change in attitude for some students, who were initially disinterested in learning about bullying, throughout the event and after being presented with the material and examples of bullying in real life situations. Feedback received following the event reveals that most students say that the content presented was plain and relevant to situations they face in social media and their day-to-day life in school.

This activity also had a huge positive effect at this level. The series of awareness sessions led to improvement in individual students' knowledge about the definition of and the different forms of bullying (physical, verbal, social and cyberbullying) and the psychological impacts of bullying on individuals, the victims and the bully from a cognitive perspective. The attitude change is evident across students' interactions, there has been an increased awareness and sensitivity to others who differ in some way, and an increase in respect of others who may be in the emotional position to be bullied. Their awareness of the emotions and feelings of another person has increased as a result of simulations and case-studies which ask them to see the person's situation from his or her point of view (role playing), this leading to a diminished belief in engaging in harmful conduct towards others. One of the greatest changes has been how students have become more open and willing to report incidents on campus of them being bullied, as opposed to being afraid or uncertain of who to talk to.

Apart from the general attitude change, this program has given an impact on several specific cases which arose after the awareness campaign. Those students that were previously passive when confronted with negative treatment of another student are now being braver and more assertive in how they deal with the situation by intervening or defusing the situation at hand. There are, too, some who confessed emboldened to make amends to a fellow student whose having been recycled by excess teasing they are sorry for having been unappreciative of; and knowing the effect of what they had done, namely, having been unappreciative. Such minor discrepancies suggest that the content taught is not

only comprehended in principle but is also starting to become internalised in students' interactions in everyday society.

This awareness raising activity also serves as an incentive to schools to establish ongoing follow-up programs to counter bullying such as assigning anti-bullying ambassadors, creating complaint boxes, or organizing group counselling. The attitudes gained following a single awareness raising activity are likely to be short-lived, that is, these are likely to fade if these are not reinforced in the school environment and through the family system.

Conclusion

Bullying is a multi-faceted issue with a lot of contributing factors – family upbringing is only one – and can have significant effects on the physical, mental and academic health of the victim, and potentially continue into adulthood if left untreated. This is again evidence of the necessity of early prevention of bullying, beginning perhaps in elementary schools.

The implementation of anti-bullying awareness activities by KKN group at SDN 03 Ringin Putih showed that the students were able to effectively carry out the program both as an educator and as a facilitator not only in providing content in a one-way fashion, but also in communicating to students using an easy, concrete and interactive method. Strategies adapted to address the developmental needs of young students (e.g., presentations of material content, using examples from their own lives, discussion and question and answer sessions) have been shown to effectively support student learning about the definition, forms and effects of bullying.

The positive reactions observed in the student from the students displayed during the activity, in terms of enthusiasm, participation in asking questions, even willingness to share their experiences further strengthened the effectiveness of the outreach methods used. Moreover, the contribution of this activity is not only advancing in terms of what students know, but is also starting to emerge in tangible attitudes and behaviours they demonstrate throughout their daily contact with others, for example their willingness to stand up to bullying, the ability to put themselves in others' shoes, and to show the willingness to report incidents to the school.

However the difference in attitudes that may have occurred after one awareness raising event is not a sign of the end of combating bullying behaviour,

because the changes in attitude are only likely to be short lived. Therefore bullying prevention in the school environment should be considered not as a one-off activity, but as a continuous programme, shared by everyone in the school community. Promoting anti-bullying ambassadors in school, complaint boxes and group counselling sessions are just a few of the follow up measures that should be considered to ensure that the positive effect of these awareness sessions is continued and sustained which will lead to more long-term changes and contribute to the creation of a safe and comfortable school atmosphere.

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