Presscience Community Hub
Vol. 1, No. 1, 2026, pp. 13-24
https://journal.presscience.org/index.php/community/index
e-ISSN: XXXX-XXXX

Socialization of Anti-Bullying as an Effort to Prevent Bullying in Students at Sekolah Dasar Negeri 1 Ringinputih Karangdowo District

Anindia Ameliani Fernanda[1], Dea Aulia[2], Nafisah Salsabila[2]*, Syahrul Ifan Zulkarnain[2]

[1] Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia
[2] Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia
*Corresponding author's email: nafisahsalsabila998@gmail.com

ARTICLE INFO

Keywords:
Anti-Bullying; Bullying; Elementary School; Socialization; Students

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ABSTRACT

The Bullying is one of the problems that is still found in the elementary school environment and can appear in various forms, both verbally and socially. The results of initial observations at Sekolah Dasar Negeri 1 (SDN 1) Ringinputih, Karangdowo District, showed that there were several behaviors that had the potential to lead to bullying, such as mocking friends, calling friends by their parents' names, giving certain nicknames, ostracizing friends, and asking friends to write down assignments. This activity aims to provide socialization about bullying as an effort to prevent and build students' awareness of the importance of mutual respect in interacting. Data collection was carried out using Rapid Appraisal Methods through Direct Observation and Key Informant Interview techniques. The socialization activity was carried out on Saturday, July 25, 2026 by involving 60 students in grades I–VI SDN 1 Ringinputih through lectures, discussions, games, video screenings, and questions and answers. The results of the activity showed that relevant anti-bullying socialization was given based on the conditions of student interaction found in the school environment. The activity provides space for students to recognize the form of bullying, understand its impact, and foster awareness about the importance of empathy and mutual respect.

Submitted: August 20, 2026 | Accepted: September 25, 2026 | Published: October 2, 2026

Introduction

Bullying or commonly referred to as bullying is repetitive aggressive behavior committed by a person or group of people against weaker or helpless people intentionally. Bullying is not a new phenomenon in Indonesia, one of the problems that is still often found is in the school environment. This can have a negative impact on the development of students because it can be in the form of physical, verbal, psychological, or sexual violence that aims to hurt, scare, or insult the victim. These conditions can affect students' mental health, confidence, social skills, and learning achievements (Kandia, 2024).

The phenomenon of bullying in the school environment is a problem that requires serious attention because school is a place for students to learn, build social relationships, and develop their abilities. However, the reality that occurs shows that various forms of bullying are still often found in daily life. Based on various studies, acts of bullying generally begin with simple behaviors that are considered jokes, such as mocking, giving certain nicknames, demeaning friends, and excluding someone from their social environment. If these conditions continue to be left unchecked, these actions can develop into more serious behaviors and have a greater impact on the victim (Odenbring & Johansson, 2021).

Bullying can be divided into several forms, namely physical bullying, verbal bullying, social bullying, and cyberbullying (*cyberbullying*). Physical bullying includes hitting, kicking, pushing, or damaging someone else's property. Verbal bullying is manifested through the behavior of mocking, insulting, threatening, or giving a specific nickname to the victim. Meanwhile, social bullying is carried out by ostracizing, ignoring, or limiting a person's social interactions. Along with technological developments, bullying can also occur through digital media in the form of disseminating information, negative comments, and insults on social media. These various forms of bullying show that bullying behavior does not always appear in the form of physical violence, but can also occur through simple words and actions that are often considered normal (Syarif et al., 2024).

Various studies show that acts of bullying can have a considerable impact on the psychological condition and social development of students. Victims of bullying tend to experience a decrease in confidence, the appearance of fear, anxiety, difficulties in interacting with the surrounding environment, and

decreased motivation to learn. In some cases, the victim can also experience prolonged emotional distress. These impacts suggest that bullying not only harms victims, but can also affect the overall learning environment. Therefore, prevention efforts need to be made as early as possible to minimize the occurrence of bullying in the school environment (Amin et al., 2024).

Bullying prevention cannot be done by one party alone, but requires cooperation between the school, family, community, and the students themselves. Schools have an important role in shaping the character of students through instilling the values of tolerance, empathy, care, and mutual respect. In addition, teachers also play the role of educators as well as supervisors who are responsible for creating a safe and comfortable learning environment for all students. Therefore, socialization and anti-bullying socialization activities are one of the preventive steps that can be taken to increase students' awareness of the importance of respecting others (Erawati et al., 2024).

Based on the results of observations carried out during the five-day microteaching activity at SDN Ringinputih 1, Karangdowo District, several behaviors were found that led to bullying. These behaviors include the habit of mocking friends, calling friends by their parents' names, giving certain nicknames, excluding friends from social groups, and asking other friends to do or write down tasks that should be done independently. Most students consider this behavior as a form of joke or daily habit so they are not aware that the action can have a negative impact on others (Putri et al., 2024). This condition shows that preventive efforts are still needed that can increase students' understanding of various forms of bullying and the impact it causes.

Based on these problems, the anti-bullying socialization program is one of the preventive steps that can be taken to increase students' awareness of the importance of mutual respect, appreciation, and building healthy social relationships in the school environment (Erawati et al., 2024)). Through these activities, students are expected to be able to recognize various forms of bullying, understand the impact it causes, and play an active role in creating a safe, comfortable, and free school environment from bullying. Therefore, this article aims to describe the implementation of the anti-bullying socialization program as an effort to prevent bullying in students at SD Negeri 1 Ringinputih, Karangdowo District.

Methods

Anti-bullying socialization activities were carried out with lectures, questions and answers, and interactive games. Initial preparation of activities is in the form of coordination with the school to determine the schedule and participants of the activity, the preparation of socialization materials about bullying that are adjusted to the age level of the students, and determining the schedule and classes for anti-bullying socialization activities. The preparation that was carried out next was the preparation of socialization media in the form of a power point containing material about bullying, its impact, and how to prevent bullying. The activity uses LCD media and Laptops.

The data collection in this activity uses the Rapid Appraisal Methods which are used to obtain an overview of the conditions and problems found in the SD Negeri 1 Ringinputih environment, Karangdowo District. This method was chosen because it can help obtain direct information about field conditions in a relatively short time through observation of actual conditions and information mining from parties who have knowledge about the condition of students. In its implementation, data collection is carried out through two techniques, namely Direct Observation and Key Informant Interview.

The Direct Observation technique is carried out through direct observation of students' behavior and interaction during *the microteaching* activity which lasted for five days at SD Negeri 1 Ringinputih, Karangdowo District. Observations are carried out by paying attention to the interaction patterns of students in learning activities and when interacting with peers. The second technique used is Key Informant Interview, which is an interview with a key informant who is considered to have knowledge and understanding of the condition of students and the school environment. Interviews were conducted to obtain more in-depth information about student behavior, forms of problems related to bullying, and school environmental conditions related to bullying prevention efforts (Arini et al., 2026).

The data obtained through Direct Observation and Key Informant Interview was then used as a basis for designing anti-bullying socialization activities. The results of the data collection were analyzed descriptively by identifying the form of problems found, the condition of the students, and the

necessary socialization needs. Thus, the socialization activities carried out were not only based on anti-bullying materials in general, but were adjusted to the conditions and problems found directly at SD Negeri 1 Ringinputih, Karangdowo District.

Results and Discussion

Initial Condition of Students and Forms of Bullying Found

The results of data collection through *Direct Observation* during five days of *microteaching* activities showed that there were several student behaviors that had the potential to lead to bullying at SD Negeri 1 Ringinputih, Karangdowo District. This behavior is found in daily interactions between students, both during the learning process and when students interact with peers. Some of the behaviors found include the habit of mocking friends, calling friends by their parents' names, giving certain nicknames, ostracizing friends, and asking friends to write down assignments. These findings became the basis for the implementation of anti-bullying socialization because it showed that there were still behaviors between students that had the potential to cause discomfort and harm other friends.

The habit of mocking, giving nicknames, and calling friends by parental names can be understood as verbal behavior that needs attention, especially when the act is done with the intention of humiliating, degrading, or making a friend feel uncomfortable. This is in line with the findings of (Nurul Fintari, 2024) which show that verbal bullying in elementary school students can be in the form of giving nicknames, the use of parents' names, and the use of bad words, with an impact in the form of decreasing students' confidence. Thus, the behaviors found during observation have relevance to forms of verbal bullying that have been found in other elementary school contexts.

The behavior of ostracizing friends is also a finding that needs to be considered because these actions are related to social relationships between students. Exclusion can make a child feel unwelcome in a group and miss out on the opportunity to interact reasonably with peers. Although this behavior is sometimes seen as a matter of ordinary friendship, its impact can become more serious when done intentionally and repeatedly. Bullying in the elementary school environment can affect the psychological condition of students, including confidence and comfort in interacting with the school environment (Saputri et al., 2024).

Another finding in the form of the habit of asking friends to write down assignments needs to be looked at more carefully. This behavior cannot be directly categorized as bullying because more information is needed about the elements of intentionality, repetition, and inequality of power in relationships between students. However, this behavior still shows an unhealthy pattern of interaction when done by utilizing or forcing friends. Therefore, anti-bullying socialization in this activity is not only directed to introduce clear forms of bullying, but also helps students understand the importance of respecting the abilities, limitations, and rights of friends in daily life.

Implementation of Anti-Bullying Socialization

The initial findings then became the basis for the implementation of anti-bullying socialization activities as one of the main work programs of the KKN Collaboration of UIN K.H. Abdurrahman Wahid Pekalongan with UIN Raden Mas Said Surakarta. The activity was held on Saturday, July 25, 2026 at SD Negeri 1 Ringinputih, Karangdowo District, involving 60 students from grade I to grade VI. Socialization is given to reintroduce the definition of bullying, forms of bullying, examples of behavior that can include bullying, impact on victims, and actions that can be taken to prevent bullying in the school environment.

The implementation of socialization was carried out through lectures, discussions, games, video playbacks, and questions and answers. The selection of various methods is carried out so that the delivery of material not only takes place in one direction, but also provides opportunities for students to participate directly. The material was delivered using examples that were close to the lives of students, especially behaviors previously found in observation activities. This approach is important because students not only need to know the definition of bullying, but also need to be able to recognize the behaviors they encounter in their daily relationships with friends.

The use of games and video playback is part of helping to turn conceptual material into more concrete situations. Students can be directed to observe a behavior, determine whether the behavior is a good action or not, and understand the feelings of the target party. Meanwhile, discussions and Q&A provided opportunities for students to express their opinions and relate the material to their experiences. This kind of socialization pattern is in line with anti-bullying socialization activities for elementary school students which places providing an

understanding of bullying behavior, its impact, and its prevention as an important part of educational activities (Azman et al., 2024)

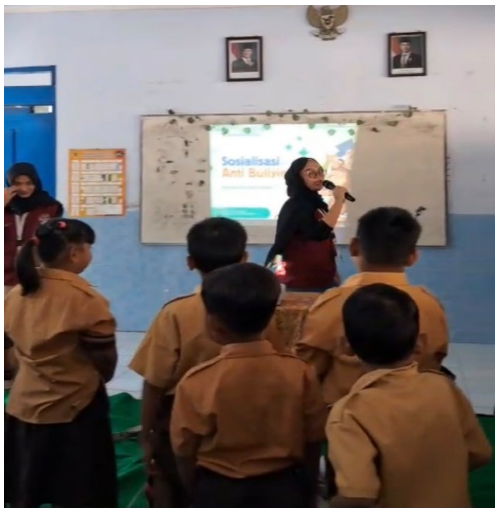
This series of anti-bullying socialization activities can be seen in the following image documentation:



Picture 1. Diagram of the Service Implementation Process



Picture 2. Initial Preparation



Picture 3. Delivery of Anti-bullying Socialization Materials



Picture 4. Audience in the Delivery of Anti-Bullying Socialization Materials



Picture 5. Reflection of Learners



Picture 6. Evaluation with the School and Follow-up for the Future

Based on the problems found through observation and information from key informants, anti-bullying socialization activities were carried out as one of the main work programs of the KKN Collaboration of UIN K.H. Abdurrahman Wahid Pekalongan with UIN Raden Mas Said Surakarta. The activity was held on Saturday, July 25, 2026 involving 60 students in grades I to VI of SD Negeri 1 Ringinputih, Karangdowo District. Socialization is given as a form of preventive effort to build students' understanding of the meaning of bullying, the forms of

bullying, the impact it causes, and the attitudes that can be taken to prevent bullying.

The provision of socialization as a preventive effort is in line with the view that schools have an important position in building a safe environment for students. Bullying prevention is not only carried out through the provision of sanctions after the action occurs, but also through efforts to build students' awareness of empathy, respect for others, and the consequences of behavior carried out towards friends. Socialization provided from the elementary school level is important because at that stage students are developing the ability to build social relationships and understand the perspectives of others ((Erawati et al., 2024).

Socialization activities use lectures, discussions, games, video playbacks, and questions and answers. The use of various methods has relevance to the characteristics of elementary school students who require concrete and interactive information delivery. The delivery of material through lectures is used to provide basic understanding, while discussions and questions and answers provide space for learners to connect the material with the experiences they encounter in daily life. Games and videos are used to provide more concrete examples of situations so that learners can recognize forms of bullying through situations that are close to their lives.

The use of an interactive approach is also important because anti-bullying socialization is not enough to just provide a definition of bullying. Students need to be given the opportunity to identify a behavior, understand the feelings of the target party, and determine the actions that should be taken when facing the situation. Thus, the socialization process can be directed not only to increasing knowledge, but also to the formation of social attitudes and skills that support the prevention of bullying.

Conclution

Anti-bullying socialization activities at SDN Ringinputih 1, Karangdowo District, were carried out as a preventive effort based on problems found through *Direct Observation* and *Key Informant Interview*. The results of the observation showed that there were several behaviors in interactions between students that needed attention, such as mocking friends, calling friends by their parents' names, giving certain nicknames, ostracizing friends, and asking friends to write down

assignments. Some of these behaviors, especially ridicule, nicknames, the use of parents' names as a nickname, and exclusion, can potentially be a form of bullying if it is done with an element of hurt, repeatedly, and there is an imbalance of power between the parties involved.

The anti-bullying socialization was held on Saturday, July 25, 2026 involving 60 students in grades I to VI through lectures, discussions, games, video playbacks, and questions and answers. The use of diverse methods provides space for students to recognize forms of bullying, understand its impact, and understand the importance of building respectful interactions. Based on the results of the activity, anti-bullying socialization is relevant to be given as a first step in building students' awareness of behaviors that can hurt friends and the importance of creating a safe and comfortable school environment.

Thus, anti-bullying socialization can be a form of bullying prevention efforts that can be applied in the elementary school environment, especially through providing understanding that is tailored to the experience and conditions of students. However, this activity has not used quantitative instruments to measure changes in students' understanding before and after socialization, so the effectiveness of activities in improving understanding cannot be measured quantitatively. Therefore, it is necessary to socialize and habituation in a sustainable manner as well as the involvement of schools, teachers, and students to build a culture of mutual respect and prevent bullying in the school environment.

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