

Building a safe school culture: anti-bullying socialization program in SD Negeri Plumbon

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Abstract

The "Stop Bullying" socialization program was conducted for students at *SD Negeri Plumbon* to raise awareness of the dangers of bullying. Bullying in the elementary school environment is a critical issue that can disrupt students' psychological, social, and academic development. Children's limited understanding of the negative impacts of bullying is one of the factors contributing to the persistence of such behavior. Therefore, the socialization activity aimed to increase students' awareness of the harmful effects of bullying while fostering mutual respect and empathy among peers. The methods employed included interactive material delivery, educational video screenings, group games, and class discussions. The results of the program indicated an improvement in students' knowledge and understanding of the forms of bullying and strategies to prevent it.

Keyword : Anti bullying program, school socialization

1. Introduction

Bullying is a phenomenon that has long occurred among children. Cases of bullying are commonly found in school-aged children, where the behavior often involves intimidating or mocking peers, causing them to feel upset. In more severe cases, victims of bullying may experience depression, which can even lead to suicidal thoughts (Ikhsan & Prasetya, 2020)

Human beings grow and develop within a social environment. Interaction with others plays an important role in shaping identity, behavior, and individual well-being. However, the social environment can generate both positive and negative impacts. Negative impacts may include maladaptive behaviors, stress, and bullying. Bullying refers to acts of intimidation intended to harm others physically, verbally, or psychologically, causing victims to feel pressured and, in severe cases, leading to fatal consequences such as suicidal ideation (Sofyan et al., 2022) In Indonesian, the word *bullying* etymologically means "to intimidate" or "a person who disturbs the weak." Terminologically, bullying is defined as a desire to cause harm. The increasing prevalence of bullying cases in schools has drawn the attention of various stakeholders, particularly educators. Bullying has a significant impact on students' psychological development and character formation. Efforts to prevent bullying in the school environment are carried out through awareness campaigns and the implementation of good practices, scheduled and continuous, so that students can better understand the negative impacts of bullying and ways to prevent it (Sulistiyowati, 2022)

Law No. 23 of 2003 on Child Protection emphasizes the division of roles and responsibilities for child protection among families, communities, and the state. Furthermore, Law No. 35 of 2014, which

amends Law No. 23 of 2003, broadens the scope of child protection to include safeguards against abuse, violence, and sexual crimes, as well as the protection of fundamental needs such as religion and education (Hertianto, 2021). In Indonesia, bullying ranks fifth highest among 78 countries in terms of prevalence among students. This is supported by findings from the Programme for International Student Assessment (PISA), which revealed that 41.1% of Indonesian students reported having experienced bullying. Numerous cases of bullying have been recorded in the country, reflecting a broader global trend. Data from the World Bank indicate that physical violence is most prevalent in Europe and North America, whereas psychological intimidation occurs more frequently. Globally, 16.1% of children who reported being bullied stated that they had been hit, kicked, pushed, or locked in a room. In addition, 11.2% of children experienced sexual harassment in the form of jokes, comments, or gestures with sexual connotations (Irianti et al., 2021)

2. Method

The Stop Bullying socialization program was carried out at SD Negeri Plumbon, with participants consisting of students from grades IV to VI. The implementation methods included:

2.1. Interactive Material Delivery

Using simple language to explain the definition, types, and impacts of bullying.

2.2. Educational Video Screening

To provide concrete and easily understood examples for students.

2.3. Games and Role-Play

Engaging students in practicing how to respond to bullying situations while fostering empathy.

2.4. Discussion and Q&A Session

Allowing students to ask questions, share experiences, and receive solutions.

2.5. Evaluation

Conducted through a simple quiz and positive behavior simulations to assess students' understanding.

3. Result and discussion

On August 7, 2025, the *Stop Bullying* socialization program was conducted for students at SD Negeri Plumbon. The program aimed to raise students' awareness of the dangers of bullying and to foster mutual respect and empathy among peers. Bullying in the elementary school environment can disrupt students' psychological, social, and academic development. One of the contributing factors to the persistence of bullying behavior is children's limited understanding of its negative impacts. The activity included the screening of an educational video on bullying and the delivery of explanatory material about bullying to students from grades I to VI at SD Negeri Plumbon.



Figure 1. Socialization



Figure 2. Games

The socialization was carried out using several methods, including interactive material delivery, educational video screenings, group games, and class discussions. These interactive approaches were chosen to help students more easily understand the forms of bullying, its impacts, and strategies for prevention. Through games and group discussions, students were encouraged to actively participate and share their experiences, thereby deepening their understanding of bullying. According to (Maylafaenza et al., 2024) the types of bullying among students can take various forms, such as:

1. Physical bullying is not limited to acts such as hitting, pushing, choking, biting, slapping, kicking, or punching, but may also include locking someone in a room, pinching, scratching, ordering others to perform unnecessary acts such as pointing a weapon, throwing objects, spitting, pulling clothes, punishing with push-ups or cleaning tasks, and even extortion or damaging another person's belongings.
2. Verbal bullying generally refers to the use of indecent or inappropriate language. It can also manifest in giving unpleasant nicknames, mocking, slandering, insulting, accusing, jeering, cursing, ridiculing, and spreading gossip.
3. Social bullying can be expressed through body language and gestures, such as glaring contemptuously, sticking out the tongue, making demeaning facial expressions, mocking, giving threatening looks, humiliating others in public, excluding, treating others with disdain, isolating, or deliberately keeping them away from the group.
4. Cyberbullying has become increasingly prevalent in recent years due to rapid technological development. This form of bullying may occur on social media platforms, for instance by spreading personal pictures, videos, or conversations without permission. Cyberbullying tends to spread more quickly and is difficult to erase because it exists in the digital rather than the physical world.

The results of the socialization program indicated an increase in students' knowledge and understanding of bullying, including its various forms such as physical, verbal, psychological, and sexual bullying. Students also began to recognize the importance of mutual respect and empathy toward their peers. In addition, this program served as an initial step for the school to continuously reduce bullying cases by involving the entire school community in prevention efforts. (sofyan et al., 2022) several factors contribute to the occurrence of bullying, including:

3.1. Individual Factors

Two groups of individuals are directly involved in bullying behavior: the bully and the victim. Both groups are primary factors influencing bullying. Personality traits and individual attitudes may contribute to bullying, as low self-confidence can lead either to engaging in bullying behavior or becoming a target.

3.2. Family Factors

Family background plays a significant role in shaping bullying behavior. Lack of parental attention may result in children having low self-esteem. Inadequate parenting practices can also contribute to the development of children who engage in bullying.

3.3. Peer Factors

Peers play an equally important role in the development and reinforcement of bullying behavior. The presence of peers is often perceived as a form of support and can encourage or facilitate bullying actions.

3.4. Internal Factors

Internal factors influencing bullying include both biological and psychological aspects. Biological factors may involve physical health conditions, while psychological factors include mental health issues, such as intelligence, willpower, talents, and concentration.

3.5. External Factors

External factors encompass the child's broader environment, including family setting, community environment, peer group dynamics, and the school environment.

It is important to conduct this socialization program regularly and continuously so that students are constantly reminded of and able to internalize anti-bullying values. With improved understanding, it is expected that bullying behavior can be minimized, thereby creating a safer and more conducive learning environment for all students.

4. Conclusion

Bullying is a serious issue that frequently occurs among children, particularly within school settings, and may lead to severe consequences such as depression and even suicidal ideation. The *Stop Bullying* socialization program conducted at SD Negeri Plumbon aimed to raise students' awareness and foster empathy. By employing interactive methods—including material delivery, educational video screenings, games, and discussions—the program successfully enhanced students' understanding of the various forms of bullying and their impacts. As a result, students began to recognize the importance of mutual respect and empathy, which is expected to help minimize bullying cases at school and create a safer, more supportive learning environment.

5. Recommendation

Recommendations for Addressing Bullying in Schools:

1. Continuous Education – Schools should regularly implement anti-bullying programs for students, teachers, and parents.
2. Safe Reporting System – Provide a safe and accessible mechanism for students to report bullying cases without fear of retaliation.
3. Firm yet Educational Sanctions – Enforce strict but constructive disciplinary measures for perpetrators of bullying.
4. Psychological Support – Offer counseling services for both victims and perpetrators to support recovery and behavioral change.
5. Culture of Empathy – Foster a school culture that promotes mutual respect and appreciation of diversity.

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