

The role of KKN students in effort preventing bullying with anti-bullying socialization in elementary school

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Abstract

Bullying is a serious issue that frequently arises in elementary schools and negatively impacts children's psychological and social development. To address this issue, students from the Community Service Program (KKN) at the University of Aisyiyah Yogyakarta implemented an anti-bullying outreach program at Muhammadiyah Sangonan III Elementary School, Genitem Hamlet, Sidoagung Village. The activity method began with observation, discussions with school officials, material preparation, and continued with outreach through interactive lectures, singing anti-bullying songs, and writing about bullying experiences. The results of the activity showed an increase in students' understanding of the meaning, forms, and effects of bullying, and encouraged changes in attitudes to be more careful when interacting with peers. In addition, this activity-built students' awareness of mutual respect, guarding their words and behavior, and created a safer and more supportive learning environment. With the help of teachers, the school, and the active participation of students, this program plays a role in creating a child-friendly school culture free from bullying.

Keywords: anti-bullying; elementary school; KKN; socialization

1. Introduction

Community Service Program (KKN) is a form of education that provides students with learning experiences living within the community. In KKN, students directly identify and resolve problems that occur in society. The goal is also to improve the quality and value of education for students, as well as provide greater added value to higher education. In addition, KKN also aims to increase students' understanding of the relationship between course material on campus and real-world conditions in society. One role in learning and real-world conditions of students directly in the community is to provide education about a problem that is currently rampant among elementary school children, namely bullying among their peers (Fahmi, et al., 2025).

Before starting activities in the field, KKN students have conducted observations to identify programs that can help develop the potential of Genitem Hamlet, so that the village becomes more productive. Based on these observations, the KKN work program that will be implemented is determined, including individual and group programs. In a series of KKN activities, we will carry out various types of social interactions that can generally be divided into three patterns or forms of interaction namely: (1) interaction between individuals; (2) interaction between an individual and their group, and vice versa; and (3) interaction between groups (Fadilah et al., 2024). This report is a

documentation of KKN activities by a group of students assigned to carry out community service in Genitem Hamlet.

Schools are places for students to interact directly with their peers and teachers, yet many problems arise in today's school environment. One common problem is bullying (Nuzuli et al., 2023).

Bullying behavior among elementary school children is becoming increasingly common and easy to find. This may be due to a lack of understanding of what bullying is and its impact. To address this issue, outreach programs are being held with several agendas, including presentations on bullying, group singing, writing about bullying experiences, and sharing stories about bullying experiences. It is hoped that this will increase students' interest in listening to the training materials and help them understand bullying and its impact. This anti-bullying program aims to create a safer and more supportive school environment and raise student awareness. Furthermore, the program aims to build students' skills and courage so they can take action against it. With the involvement of all parties, including students, teachers, parents, and the surrounding community, we can collectively create a school culture free from bullying. (Ardhany and Suroso 2024)

According to (Istiqomah, Dian Fertiana Devi, and Sriyati 2024), The problem of bullying in Indonesia is quite significant. According to information from the Indonesian Child Protection Commission (KPAI), from 2011 to 2019, there were 37,381 cases of complaints related to violence against children due to bullying, which occurred both in educational environments and on social media platforms, with 2,473 reports recorded and a growing trend. According to the latest data from KPAI and the Federation of Indonesian Teachers' Unions (FSGI), there were 119 cases in 2020, 53 cases in 2021, and 226 cases in 2022, where the types of bullying experienced consisted of physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%). The most common level of education for children who became victims of bullying was elementary school (26%), followed by junior high school (25%), and high school (18.75%). A 2008 study by a Non-Governmental Organization (NGO) revealed that highest prevalence of bullying in Indonesia is found in three major cities: Yogyakarta (77.5%), Jakarta (61.1%), and Surabaya (59.8%). Yogyakarta, a student city, ranks highest in cases of bullying and violence in schools. Most acts of bullying are still found in schools. To create a positive learning environment, teachers as educators need to guide and support students in building positive relationships and preventing conflicts related to bullying. Therefore, researchers are interested in conducting a study to identify the types of bullying that occur at Muhammadiyah Sangonan III Elementary School and to understand the psychological impact experienced by victims. This research is expected to broaden understanding of bullying in the school environment and serve as an additional source of reference, especially regarding the issue of bullying in schools. (Oktaviany and Ramadan 2023)

2. Method

The initial method applied before the 'Aisyiyah University Yogyakarta Community Service Program students held an anti-bullying outreach activity was the observation method, where we observed the conditions and atmosphere at Muhammadiyah Sangonan III Elementary School. Subsequently, the Community Service Program students decided to hold an anti-bullying outreach event to educate students not to bully their peers. The next method applied by the Community Service Program students in this anti-bullying outreach activity was the interactive lecture method. The interactive lecture method is a way of conveying information and messages verbally by involving the active participation of the listeners. By encouraging students to think critically, ask questions, and discuss, this can deepen their understanding. This will help them to better and more deeply understand the material. Direct interaction between the speaker and the audience (students) makes information easier to remember and will be stored in memory longer (Moejiono, 2018).

2.1. Observation of the conditions and situation at Muhammadiyah Sangonan III Elementary School

Conducting observations at Muhammadiyah Sangonan III Elementary School, the target site for anti-bullying outreach activities, to identify potential issues. Observing the situation will facilitate the KKN student team in mapping the issues and developing activities for the school in Genitem Hamlet, Sidoagung Village, Godean District.



Figure 1. Observation of the conditions and situation at Muhammadiyah Sangonan III Elementary School

2.2. Discussion with the Principal and Homeroom Teacher

Discussions between the KKN student team and the homeroom principal were conducted to understand the problems and needs that would be required and to find solutions that were considered effective.

2.3. Proposal Submission

Submission of a proposal to the homeroom teacher to obtain approval to carry out socialization activities at Muhammadiyah Sangonan III Elementary School, which contains the implementation time, socialization targets and activities to be carried out.

2.4. Compiling Anti-Socialization Materials *Bullying*

The purpose of this material is to make it easier for presenters to present anti- bullying material, making it more systematic and understandable. It is hoped that this material will improve students' knowledge of bullying prevention at Muhammadiyah Sangonan III Elementary School.

2.5. Implementation of Anti-Corruption Socialization Activities *Bullying*

This method aims to provide a direct understanding of behavior, types, factors, sanctions for perpetrators, as well as the negative impact of bullying on victims. These materials are provided so that students know the dangers of carrying out these actions. Activities are carried out using varied methods so that they are easy for students to understand and follow. One way is to sing anti-bullying songs and write about experiences of bullying at school.



Figure 2. Presentation of anti-bullying material



Figure 3. Singing and writing about bullying experiences

2.6. Certificate Submission

At the end of the socialization activity session, the KKN group gave a certificate as a souvenir to Muhammadiyah Sangonan III Elementary School.



Figure 4. Certificate Presentation to the Principal

The following is a rundown of anti-bullying socialization activities at Muhammadiyah Sangonan III Elementary School:

Table 1. Activity Rundown

No	Time	Activity
1.	09.30 - 10.00	Opening of Socialization and Introduction of KKN Students
2.	10.00 - 11.00	Delivery of anti-bullying material
3.	11.00 - 11.15	Singing anti-bullying songs
4.	11.15 - 11.30	Write about experiences of bullying and bullying at school
5.	11.30 - 12.00	Closing
6.	12.00 – 12.30	Certificate Submission

3. Results and Discussion

3.1. Results

The results of this activity demonstrated that the outreach and counseling method effectively increased students' understanding of bullying and its impacts. Furthermore, this activity emphasized the important role of teachers and educational institutions in creating a safe and supportive environment. The following are some of the students' understandings after the outreach and counseling.

- a. Students at Muhammadiyah Sangonan III Elementary School, particularly those in grades 4 and 5, are beginning to understand and understand the meaning, attitudes, and actions of bullying, leading all students to be cautious when joking with friends or opponents of the same sex. Students are also beginning to maintain good words and actions and always greet their elders. This socialization also contributes to increased awareness and sensitivity among students. They are now more sensitive to the circumstances of their friends and have an understanding of the importance of looking after each other. This socialization also plays a crucial role in building a friendlier and safer school culture. With knowledge about bullying, both students and teachers can contribute to creating an active, comfortable, and prosperous learning environment.
- b. The Muhammadiyah Sangonan III Elementary School and all teaching staff at Muhammadiyah Sangonan III Elementary School would like to express their gratitude for the successful implementation of the outreach program on bullying among 4th and 5th grade students, as this issue remains a significant challenge for the school to address. The school now recognizes that bullying is extremely dangerous and can be devastating for the younger generation if not handled appropriately. The school has also begun to raise awareness and sensitivity among fellow teaching staff and all students at Muhammadiyah Sangonan III Elementary School.
- c. The organizers, the Regular KKN group 57 from Dusun Genitem from 'Aisyiyah University Yogyakarta, are proud to have successfully implemented the program planned to educate about anti-bullying at Muhammadiyah Sangonan III Elementary School. We also express our gratitude for the support and prayers in the form of permission, time, place, targets, and others, which enabled the socialization to run smoothly. This activity was successful thanks to the active involvement of students from Muhammadiyah Sangonan III Elementary School who listened well to the explanation, were ready to answer questions, ask questions, and express their views in front of their friends. In addition, the activity of singing together an anti-bullying song and writing about bullying experiences further increased student enthusiasm because after the event, students received prizes in the form of snacks.
- d. Based on this event, the organizers hope that bullying will never happen to anyone, anywhere, in the future. Moving forward, the school is expected to be more proactive and open in implementing re-socialization to create a sense of safety, comfort, and peace for students at Muhammadiyah Sangonan III Elementary School.

3.2. Discussion

The outreach program was conducted at Muhammadiyah Sangonan III Elementary School, providing an explanation of the current bullying problem. Because Muhammadiyah Sangonan III Elementary School is located in Genitem Hamlet, Sidoagung Village, Godean District, the outreach program was held at the school, receiving a positive response from the school administration. Environmental factors are often the primary factor shaping the character of individuals involved in bullying, and the influence of evolving technology sometimes plays a significant supporting role (Jumaah, 2024).

Bullying comes from the term bully, which means to attack, an individual who harasses a more vulnerable person. Bullying is a form of abuse of power that occurs continuously in a relationship, through verbal, physical, and social behavior that is repeated repeatedly and results in both physical and psychological harm (Tirmidziani et al., 2018). Children involved in bullying are often unaware that their behavior is a form of oppression against others. Often, bullies do not understand the meaning of their actions. Many children in their social interactions engage in teasing, violence, or humiliating their friends without realizing that these actions will have a negative impact on their victims (Ningtyas and Sumarsono, 2023).

According to Katyana (2019) in (Najwa et al., 2023), forms of bullying that are often experienced by children and teenagers include:

- a. *Bullying*Physical: This type is the easiest to identify because the perpetrator uses physical actions to injure the victim. Examples include hitting, biting, pulling hair, kicking, locking someone in a room, pinching, scratching, extortion, and damaging another person's property.
- b. *Bullying*Verbal behavior tends to be difficult to detect because it usually occurs when no one else is around. Examples include threatening, humiliating, belittling, harassing, name-calling, sarcasm, insulting or mocking, intimidating, cursing, and spreading bad news.
- c. *Bullying*Relational bullying is a form of bullying that occurs directly. It often occurs behind the victim's back. The goal is to undermine the victim's dignity, such as spreading gossip, revealing someone's weaknesses, or even damaging their reputation.
- d. *Cyber Bullying*This form emerged with the development of information technology. It's very common nowadays. Perpetrators generally hide behind anonymous accounts that are difficult to trace.
- e. *Bullying*Prejudice, this type is an action based on race, religion, ethnicity or a certain sexual orientation

According to research conducted by Ying, Yusuf, and Haslinda (2018), bullying is influenced by external or environmental factors, such as lack of parental supervision, parenting methods applied, aggressive behavior that develops at home, the use of physical punishment by parents, and the influence of friends who often commit violence against other children as a form of revenge. Apart from that, bullying is also influenced by internal factors originating from the individual himself.

According to (Fadillah et al. 2022), the impacts of bullying on children are as follows:

3.2.1. Decreased Self-Confidence

Children who are victims of unpleasant behavior in social settings typically experience decreased self-confidence. They tend to become more shy or fearful, making it difficult to interact socially with their peers.

3.2.2. Negative Feelings Emerge

Children who experience bullying often experience unusual emotions such as anger, sadness, helplessness, frustration, loneliness, and a sense of disconnection from their surroundings. However, they often don't know how to cope with or express these feelings.

3.2.3. Risk of Depression

Persistent bullying can have a serious impact on a child's psychological well-being. It can lead to deep depression and, in extreme cases, thoughts of suicide.

3.2.4. Difficulty Trusting Others

Because they frequently face painful experiences, children who are victims of bullying often find it difficult to trust others. The fear and trauma they experience make them tend to keep their problems to themselves, refusing to share them with those around them.

The negative impacts of bullying are significant, making it crucial to take preventative measures to prevent bullying from occurring in the community, especially in schools. One preventative measure that can be implemented through children is by empowering them to:

- a. Children are able to recognize the early signs of bullying.
- b. Children can fight back if they experience bullying directly.
- c. Children can help when they witness bullying, for example by trying to prevent conflict, providing support to the victim to restore their self-confidence, and reporting the incident to the school, parents, or community leaders.

In addition to children's roles, schools must also prevent bullying by designing and implementing specific programs that emphasize that bullying behavior is unacceptable. Schools need to establish anti-bullying policies that support these efforts. Some steps schools can take include (Fitroh et al. 2023):

- a. Building effective communication between teachers and students.
- b. Holding discussions and lectures to provide understanding about the negative impacts of bullying in schools.
- c. Creating a safe, comfortable, and conducive school environment for all students.

- d. Provide support and assistance to students who are victims of bullying.
- e. Hold regular meetings with parents or the school committee to jointly discuss and monitor bullying prevention efforts.

The objectives of bullying prevention carried out in elementary schools include the following:

- a. Creating a safe and comfortable learning environment so that students feel calm and protected so that the learning process can take place well.
- b. Protecting children's physical and mental health Reducing the risk of physical violence and negative psychological impacts such as stress and depression.
- c. Forming positive social attitudes. Instilling the values of mutual respect, empathy, and the ability to resolve conflicts peacefully.
- d. Equipping children to recognize and deal with bullying So that students can recognize bullying and know how to protect themselves and help friends who are victims.
- e. Supporting the effectiveness of the learning process With a bullying-free atmosphere, students and teachers can focus on teaching and learning activities.
- f. Encourage character development and academic achievement Help students build self-confidence and positive character that support learning success.

4. Conclusion

Bullying is a negative act that harms others and oneself. Bullying can be influenced by several factors, including family, peers, school, social environment, television, and print media. There are several forms of bullying, including physical, verbal, and social. The impact of this bullying behavior is very worrying, especially for the victims, some of whom have even committed suicide. Therefore, efforts are needed to prevent bullying from occurring. The anti-bullying outreach program run by students participating in the Community Service Program (KKN) at Muhammadiyah Sangonan 3 Elementary School (SD Muhammadiyah Sangonan 3) successfully had a positive impact on improving students' understanding of the meaning, types, and impacts of bullying. Using interactive lectures, singing activities, and writing about bullying experiences, students were able to better understand the importance of being mindful of their attitudes and words, and were more sensitive to the situations of their peers. These activities also strengthened a culture of mutual respect and created a safer, more comfortable, and more supportive learning environment. Furthermore, support from the school and teachers played a crucial role in the program's success. Through collaboration between students, the school, and students, anti-bullying outreach can be an effective step in preventing bullying problems and creating a child-friendly educational environment.

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