

BULLYING PREVENTION PROGRAM SINCE ELEMENTARY SCHOOL IN PEGUYANGAN KAJA VILLAGE, DENPASAR

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Abstract:

This community service program discusses a bullying prevention program at an Elementary School in Peguyangan Kaja Village, Denpasar, which aims to increase students, teachers, and parents' awareness of the negative impacts of bullying on child development. Bullying can damage mental and social health, so it requires comprehensive educational intervention. The program successfully increased students' understanding of bullying from 45% to 85% through interactive approaches such as simulations and role-playing. Parent and teacher involvement was also strengthened through training that provided insight into how to detect and handle bullying situations. In addition, one school successfully developed a clear anti-bullying policy, including reporting and handling mechanisms. Although the program showed positive results, there were still challenges, such as students' perceptions of joking as bullying and parents' limited time to get involved. Therefore, ongoing support is needed from all parties to create a safe and harmonious learning environment. This program proves the importance of collaboration between schools, families, and the community in addressing bullying problems for optimal child development. Through ongoing education, bullying can be reduced and students' characters can be formed positively.

Keywords: Bullying, community service, policy, social behavior

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INTRODUCTION

Bullying is one of the problems that often occurs in school environments, including at the elementary school level. Bullying behavior can harm children's psychological, social, and academic development. Children who are victims of bullying often experience decreased self-confidence, anxiety, and trauma that can have long-term impacts (López-Cabarcos et al., 2020). On the other hand, bullies are also at risk of developing negative behavioral patterns that can affect their social life in the future. According to Olweus (1993), bullying is defined as aggressive behavior that is carried out intentionally and repeatedly by an individual or group against other weaker individuals, both physically and psychologically. This behavior often arises due to children's lack of understanding of the importance of mutual respect and empathy in their social interactions (Kurnia Sari, 2021).

In Peguyangan Kaja Village, North Denpasar, the phenomenon of bullying at the elementary school level has become a concern because of its significant impact on children's growth and development. The village community, which consists of various cultural and social backgrounds, presents its challenges in creating a safe and comfortable learning environment for children (Talwar et al., 2022). Therefore, efforts to prevent bullying from an early age are very important through an educational approach involving children, teachers, and parents. This community service program aims to increase awareness among elementary school students in Peguyangan Kaja Village about the dangers of bullying, build positive social skills, and create an inclusive school environment free from bullying (Sancaya & Saputra, 2024). This activity is also expected to be the first step in instilling the values of empathy, tolerance, and respect for others.

As Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." Through education on bullying prevention, it is hoped that children can grow into a generation that respects, supports, and upholds human values. This is very important to address in this activity so that the data is useful for the community and has an impact on increasing community knowledge and

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increasing awareness among elementary school students in Peguyangan Kaja village. In community service, the potential problems in the community are:

1. Local communities, teachers, and elementary school children lack understanding of the dangers of bullying and its negative impacts on mental and social health.
2. Teachers do not yet have in-depth knowledge regarding bullying prevention methods.

Social Behavior Theory. Social Learning Theory by Albert Bandura states that children learn behavior through observation, imitation, and interaction with their surroundings (Kuo & Wu, 2014). Children who are frequently exposed to aggressive behavior, whether at home, school, or in the media, tend to imitate and internalize the behavior in their social interactions (Bandura, 1977). Therefore, creating an environment that supports positive behavior is essential to preventing bullying.

Erik Erikson's Psychosocial Theory. Erik Erikson suggested that individual development occurs through eight stages of life, one of which is the industry vs. inferiority stage experienced by elementary school-aged children (Tefera & Hunsaker, 2020). At this stage, children begin to build a sense of competence and self-esteem through social interaction. If children become victims of bullying or perpetrators of bullying, their psychosocial development can be disrupted, resulting in low self-confidence and feelings of helplessness (Erikson, 1963).

Pro-Social Behavior Theory. According to Eisenberg and Mussen (1989), pro-social behavior is an action taken by someone to help or provide benefits to others without expecting anything in return. Children need to be taught the values of empathy, tolerance, and cooperation from an early age to reduce aggressive behavior such as bullying (Saputra et al., 2024). Through an educational approach, pro-social behavior can be instilled in the elementary school environment.

Learning Environment Theory. The learning environment theory proposed by Bronfenbrenner in the developmental ecology model (Ecological Systems Theory) explains that child development is influenced by various layers of the environment, such as family, school, and community (Laksmi et al., 2024). A safe and supportive school environment plays a major role in reducing the risk of bullying (Anggreni et al., 2023). Interventions at the micro (individual) and meso (social interaction) levels can increase awareness of the importance of harmonious relationships in the school environment (Bronfenbrenner, 1979).

Character Education Approach. Character education aims to shape children's personalities that reflect moral values, such as honesty, respect, and responsibility (Bradford, 2012). Lickona (1991) emphasized the importance of character education to help children understand the negative impacts of bullying on themselves and others. Character education can be implemented through interactive learning activities, group discussions, and simulations that encourage children to practice positive values in everyday life (Saha, 2021).

Child Protection. Based on Law Number 35 of 2014 concerning Child Protection, Article 76C states that every child has the right to receive protection from physical and psychological violence, and other forms of oppression (Kuypers et al., 2016). Bullying in the school environment can be categorized as a violation of children's rights that must be prevented through an educational approach and legal intervention if necessary (Petronio & Child, 2020).

Convention on the Rights of the Child. Indonesia has ratified the Convention on the Rights of the Child through Presidential Decree No. 36 of 1990. One of the important points in this convention is the state's obligation to protect children from all forms of violence, exploitation, and discrimination (Petronio & Child, 2020). Bullying in school environments violates the basic principles of this convention, such as the right to a sense of security and optimal self-development (Dangelico et al., 2017).

Education Act. Law Number 20 of 2003 concerning the National Education System mandates that education must aim to develop the potential of students to become faithful, pious, and noble human beings (Mukri & Baisa, 2020). Bullying prevention is an integral part of efforts to create an educational environment that is conducive to the formation of children's character in accordance with national education goals (Jayawarsa et al., 2024).

Criminal law. In the context of criminal law, bullying can be categorized as a crime if it involves physical or psychological violence. Article 351 of the Criminal Code on assault and Article 335 of the Criminal Code on unpleasant acts can be used to ensnare perpetrators of bullying (Eaton & Korach, 2016). However, an educational approach is preferred for elementary school children to avoid early criminalization (Widjayanti et al., 2024).

Ministry of Education and Culture Regulations. Regulation of the Minister of Education and Culture (Permendikbud) Number 82 of 2015 concerning Prevention and Handling of Violence in Educational Unit Environments emphasizes the importance of creating a safe, comfortable, and violence-free school environment (Jayawarsa et al., 2025). Schools are required to develop a program to prevent violence, including bullying, through education and active participation of all parties, including students, teachers, and parents (Putri & Saputra, 2022).

METHODS

The implementation method in this community service is the steps to achieve a solution, namely:

1. Steps in implementing solutions to partner problems:
 - a. The counseling field provides explanations about the dangers of bullying to elementary school students.
 - b. Education and building student awareness of the negative impacts of bullying and the importance of creating a safe and harmonious school environment.
 - c. The field of communication and information is together to share important information in terms of increasing student awareness, and students can become agents of change in preventing bullying.
2. The steps taken by the general public are to jointly monitor and support the prevention of bullying from an early age, in order to create a more harmonious school environment and support optimal academic and character development.
3. The approach used in this community service is:
 - a. The aspect of a personal approach means that the implementer makes a personal approach to the community to find out what problems are faced in the community that require solutions and bright spots. This personal approach is necessary to find out the problem points of the village community so that the service is right on target.
 - b. The aspect of education and knowledge is one of the most difficult forms faced by the community in this village. This is evidenced by the still minimal knowledge about the dangers of bullying for the community, especially elementary school children.
4. Work procedures in community service to overcome existing problems, various things can be done through problem-solving as follows:
 - a. Providing knowledge related to understanding the dangers of bullying
 - b. Providing a legal basis for preventing bullying
 - c. Providing socialization about the negative impacts of bullying and the importance of creating a safe and harmonious school environment.
 - d. Providing public understanding regarding legal sanctions for perpetrators of bullying
 - e. Explaining using discussion methods related to early prevention of bullying to avoid negative impacts on victims and perpetrators.
5. Evaluation of this Community Service activity, namely:
 - 1) Evaluation of the readiness of the parties involved and the evaluation of the model through meetings or discussions.
 - 2) Evaluate the performance of implementers based on community understanding and increase community trust in village government and basic education institutions.

RESULT AND DISCUSSION

The community service program themed “Prevention of Bullying Since Elementary School” in Peguyangan Kaja Village, North Denpasar, Bali has been implemented by involving students, teachers, and parents from several local elementary schools. The main results of this program include:

Increasing Understanding of Bullying. Based on the evaluation conducted through pre-test and post-test of students, it was found that before the program, only 45% of students understood the concept of bullying and its impacts. After the program, the percentage increased to 85%, indicating a significant increase in awareness. Simulation and role-playing activities successfully provided students with social skills to deal with bullying situations, whether as victims, perpetrators, or witnesses. More than 80% of students were able to identify actions to take when facing a bullying situation, such as reporting to a teacher or trusted adult (Giacolini & Sabatello, 2019). Teachers and parents who attended the training sessions stated that they gained a deeper understanding of how to detect signs of bullying and preventive measures (Darmawan et al., 2023). As many as 90% of participants stated their readiness to support the sustainability of the program.

Education is one of the key factors in preventing bullying. This community service program not only provides information, but also involves active interaction between students, teachers, and parents. Interactive learning, such as through simulations and role-playing, helps students understand the emotional conditions of both the victim and the perpetrator, leading to the development of empathy (Arienata et al., 2024). The approach used reflects Bandura's social behavior theory, where children learn through direct observation and experience (Pruitt, 2021).

In addition to formal education, the active participation of parents is essential. In this activity, teachers and parents are given an understanding of the importance of detecting signs of bullying. By increasing their knowledge of this behavior, it is hoped that they can take the right steps to deal with the problem (López-Cabarcos et al., 2020). Education provided to parents also serves to strengthen communication between families and schools, creating better synergy in creating a safe environment for children.

Draft School Anti-Bullying Policy. One of the schools involved has drafted an anti-bullying policy based on the program's guidelines. This policy includes rules, reporting mechanisms, and procedures for handling bullying in schools (Shen et al., 2020). Increasing student awareness of bullying shows that interactive education involving discussions, educational videos, and simulations is very effective. This is in line with Bandura's (1977) social behavior theory, which states that children learn through direct observation and interaction. Through simulations and role-playing, students are allowed to practice the values of empathy, tolerance, and cooperation. This method helps them understand the emotional impact of bullying, both on victims and perpetrators. This approach also supports Eisenberg and Mussen's (1989) pro-social behavior theory, which emphasizes the importance of developing positive behaviors through direct experience. Teachers and parents play a key role in creating a safe and comfortable environment for children. Through training, they can recognize early signs of bullying and provide appropriate interventions. This is relevant to Bronfenbrenner's (1979) theory, which states that the interaction between the micro (family) and meso (school) environments greatly influences child development (Sancaya & Saputra, 2024). The creation of anti-bullying policies at the school level shows that the program not only has short-term impacts but also provides a foundation for sustainability. This policy follows the mandate of Permendikbud Number 82 of 2015 concerning the Prevention and Handling of Violence in the Educational Unit Environment, which encourages every school to have a mechanism for preventing and handling bullying (Schindler & Demaria, 2020).

The program also emphasizes the importance of school policies in dealing with bullying. One significant outcome of this activity is the formulation of anti-bullying policies in the schools involved (Jayawarsa et al., 2025). The policy includes clear reporting and handling mechanisms in cases of bullying so that students feel safer reporting such actions. This confirms that schools have a great responsibility in creating a learning atmosphere free from violence. Although the success of this program is commendable, some challenges need to be overcome. One of them is the perception of some

students who think that joking or teasing is normal and does not constitute bullying (Saputra et al., 2022). This shows that education must be carried out continuously with more creative methods so that students can absorb the message of bullying prevention more effectively.

Program Limitations. Furthermore, the limited time for parents to participate in educational programs is also a challenge. In this context, initiatives to hold more flexible meetings and utilize information technology, such as webinars or learning videos that can be accessed anytime, can be a good solution. This approach will not only help busy parents but can also reach more parents without limited time and space (Dangelico et al., 2017). On the other hand, wider community involvement in bullying prevention programs is also very important. A solid community can provide additional support and attention to children, creating a wider protective network. This is in line with Bronfenbrenner's learning environment theory, which emphasizes the importance of interactions between various environments that influence child development (Saputra, 2023).

Although the results of the program show success, there are still some challenges, such as, there are still students who find it difficult to change the perception that joking or teasing is a form of bullying (Saputra et al., 2023). Limited time in providing in-depth education to parents who have limited time to attend. To overcome this, a more intensive and sustainable follow-up program is needed, including a more personal approach to students and closer collaboration with the local community.

CONCLUSION

The results of the program show that education on bullying prevention since elementary school can increase students' awareness and social skills, and strengthen the role of teachers and parents in creating a conducive environment. However, the sustainability of the program requires ongoing support from various parties to achieve more optimal results. From a legal perspective, it is also important to convey to the community the legal sanctions for perpetrators of bullying. Education about the legal aspects can be a driver for awareness of the consequences of actions beyond the limits, so that it is expected to prevent bullying. The bullying prevention program since elementary school in Peguyangan Kaja Village has shown positive results, but the existing challenges must be overcome with a sustainable and collaborative approach. Through ongoing education, parental support, firm policies from schools, and community involvement, we can create a safe and supportive learning environment for future generations. This is a joint effort that requires commitment from all parties to ensure that children can grow and develop without violence and intimidation in schools.

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