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## EDUCATIONAL OUTREACH TO PREVENT AND COMBAT BULLYING ON SOCIAL MEDIA FOR PRIMARY SCHOOL STUDENTS

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| <p><b>Info Article</b></p> <p>Received :<br/>05 September 2025</p> <p>Revised :<br/>02 Oktober 2025</p> <p>Accepted :<br/>07 November 2025</p> <p>Publication :<br/>30 November 2025</p> <p><b>Keywords:</b><br/>Cyberbullying,<br/>Elementary School<br/>Education,<br/>Community Service,<br/>Educational<br/>Counselling, Student<br/>Engagement.</p> <p><b>Kata Kunci:</b><br/>Perundungan Siber,<br/>Pendidikan Sekolah<br/>Dasar, Pengabdian<br/>Masyarakat,<br/>Penyuluhan Edukatif,<br/>Keterlibatan Siswa.</p> <p><b>Licensed Under a<br/>Creative Commons<br/>Attribution 4.0<br/>International<br/>License</b></p>  | <p><b>Abstract:</b> <i>This community service program aims to enhance the knowledge and skills of elementary school students in preventing and addressing bullying, particularly cyberbullying. The activity was conducted at SDN 1 Beji, Boyolangu, Tulungagung, involving students from grades 1 to 6. The implementation methods included an initial observation to identify students' conditions and needs, educational counseling using an interactive approach, and an evaluation through questionnaires to measure students' understanding and behavioral changes. The results show a significant improvement in students' comprehension of bullying concepts and their ability to identify various forms of bullying. In addition, the program encouraged a behavioral shift among students, from previously acting only as bystanders to becoming more proactive in reporting bullying incidents and offering support to victims. Overall, this program proved effective in creating a safer school environment and increasing students' awareness of the importance of bullying prevention.</i></p> <p><b>Abstrak:</b> Pengabdian kepada Masyarakat ini bertujuan untuk meningkatkan pengetahuan dan keterampilan siswa sekolah dasar dalam mencegah serta melawan perilaku perundungan, khususnya perundungan siber. Kegiatan dilaksanakan di SDN 1 Beji, Boyolangu, Tulungagung, dengan melibatkan siswa dari kelas 1 hingga 6. Metode pelaksanaan mencakup observasi awal untuk mengidentifikasi kondisi dan kebutuhan siswa, penyuluhan edukatif dengan pendekatan interaktif, serta evaluasi melalui kuesioner guna mengukur tingkat pemahaman dan perubahan sikap siswa. Hasil kegiatan menunjukkan adanya peningkatan signifikan dalam pemahaman siswa mengenai konsep perundungan serta kemampuan mereka dalam mengenali berbagai bentuk perilaku perundungan. Selain itu, program ini mendorong perubahan perilaku siswa, dari yang sebelumnya hanya menjadi saksi (bystander), menjadi lebih berani melaporkan tindakan perundungan dan memberikan dukungan kepada korban. Secara keseluruhan, kegiatan ini terbukti efektif dalam menciptakan lingkungan sekolah yang lebih aman serta meningkatkan kesadaran siswa tentang pentingnya pencegahan perundungan.</p> |
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## INTRODUCTION

Bullying in elementary schools today has gone beyond the physical boundaries of the school. No longer just teasing or fighting in the schoolyard, bullying has now evolved into cyberbullying, which occurs through social media and online messaging (Makrufi et al., 2023). The main difference is that the perpetrator can reach the victim anytime and anywhere, without limitations of time and place, making the impact on children's lives more profound and lasting (Kusuma Dewi et al., 2024). The 2024 National Survey on the Life Experiences of Children and Adolescents (SNPHAR) data shows that 14.49% of boys and 13.78% of girls aged 13–17 have experienced cyberbullying. This indicates that cyberbullying is a serious issue that requires special attention (2025).

The childhood years of 9–12 are a critical period and also very vulnerable to bullying. At this age, children have a limited ability to understand the consequences of their actions, and their responses as victims of bullying are also underdeveloped. Research indicates that the psychological impact of bullying on elementary school children can last longer and be more serious than on older adolescents because their coping mechanisms are still developing (Purba et al., 2025). What's more concerning is that these childhood bullying experiences can have a lasting impact, even into adulthood, in the form of anxiety disorders, depression, and low self-esteem (Kusuma Dewi et al., 2024). Therefore, it is crucial to address bullying early on, before these long-term impacts become more deeply ingrained in a child's development.

Although many schools in Indonesia have made anti-bullying declarations and programs, their implementation in the field still faces many obstacles. Initial observations at SDN 1 Beji, Boyolangu, Tulungagung, show that, despite anti-bullying programs and declarations, students' understanding of what actually constitutes bullying is still very limited. Many students fail to recognize verbal taunting (insulting with words) as bullying, and most don't know how to report it if they witness or experience it. The problem is further exacerbated by a student culture that prefers not to get involved when they see bullying happening, rather than acting to defend the victim (Sudirman et al., 2022). This shows that simply declaring a school an anti-bullying zone is not enough—a deep and genuine understanding of the importance of combating bullying is needed from all members of the school community (Suhandoko et al., 2025).

Facing this situation, an educational outreach approach involving active and interactive learning activities proved to be the most effective solution. Research shows that when students participate in educational sessions on anti-violence and anti-bullying

using an interactive approach, they demonstrate a significant improvement in understanding and a willingness to change (Yasmin et al., 2023). Educational programs designed with interactive elements—such as games, group discussions, and simulations—have proven to be more engaging and effective in conveying messages to students compared to traditional lecture methods. To measure the success of the program, evaluation methods using questionnaires before and after the counseling are very useful in determining if students' knowledge and attitudes have truly improved (Harahap et al., 2025; Iswati et al., 2025).

One of the reasons why bullying prevention programs are still not optimal is that most programs only emerge after bullying has occurred, with an approach that tends to punish perpetrators rather than educate and prevent (Nadia et al., 2024). The lack of learning about character and social-emotional skills tailored to elementary school students' needs leads to their low awareness of what bullying is (Rasji et al., 2025). Additionally, a heavy administrative workload often burdens teachers, making it challenging to dedicate time for preventive character education (Gumay et al., 2024). Research also shows that bullying prevention cannot be done by teachers alone—support and involvement from family and parents, as well as the entire school environment, are needed (Makrufi et al., 2023).

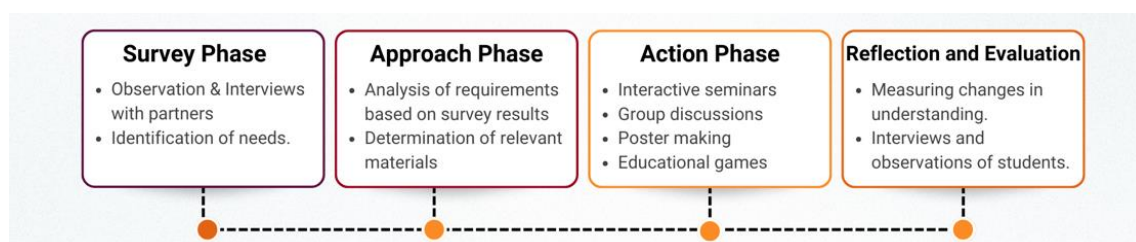
Based on an in-depth analysis of the problem, it has become extremely urgent to provide preventive intervention through educational outreach specifically designed for elementary school students. The educational counselling referred to here is not merely a one-way dissemination of information but rather an active learning process that engages students through discussion, games, simulations, and reflection on their experiences (Hidayat et al., 2024). A well-designed program can significantly improve students' understanding of bullying—including its definition, forms, causes, and impacts—as well as develop their skills in identifying and distinguishing bullying from ordinary conflict (Purwati et al., 2025).

This educational program was conducted at SDN 1 Beji, Boyolangu, Tulungagung, involving students from grades 1 to 6. Its aim was to cultivate critical awareness among students about the importance of being active "upstanders" (defenders) rather than passive bystanders and to provide them with practical strategies for protecting themselves from bullying, particularly cyberbullying. This program aims to make the school a better place for all students by teaching them to be more empathetic, tolerant, and morally brave. Additionally, if this programme works well, it could be used as a model for other

elementary schools, adjusted to fit their local needs, helping to create a safe and supportive learning environment for all Indonesian children.

## METHOD

This community service activity was carried out at SDN 1 Beji, Boyolangu, Tulungagung, involving 89 students from grades 1 to 6, 4 teachers, 2 lecturers, and 30 active students who served as student mentors during the activity. This research adopts a qualitative approach using four main stages designed to analyze and improve students' understanding of cyberbullying. The stages are as follows:



**Figure 1 Community Service Activity Flow**

### 1. Survey and Needs Identification Phase.

The implementation team conducted observations and interviews on September 8, 2025, with the school principal and teachers to explore the potential and needs of students regarding the issue of cyberbullying. The main goal is to understand the challenges schools face in addressing bullying and student social dynamics.

### 2. Program Planning Stage.

The team developed a program plan that included goals, methods, and an analysis of resource needs to improve students' understanding of cyberbullying. This plan included interactive activities such as presentations, discussions & educational games.

### 3. Program Implementation Stage.

We carried out the service activity on September 12, 2025, using a participatory approach. Students participated in discussions, simulations, and educational games to introduce cyberbullying and how to prevent it.

### 4. Program Reflection and Evaluation Stage

After implementation, evaluation was conducted through interviews with teachers and observation of student social dynamics. The questionnaire is used to assess changes in students' understanding and readiness to report bullying. The results of this evaluation are used to assess program effectiveness and provide recommendations for improvement.

## RESULTS AND DISCUSSION

The implementation of this service program aims to increase students' knowledge about bullying, particularly cyberbullying, and provide them with skills to combat and prevent it. This activity will be held on September 8th and 12th, 2025, at SDN 1 Beji, Boyolangu, Tulungagung, involving 89 students from grades 1 to 6. Based on initial observation results, although the school has an anti-bullying commitment, students' understanding of bullying on social media is still limited, and many students do not consider online teasing or bullying to be a serious problem. During the survey stage, the service team also found that many students were unaware of the reporting procedures if they witnessed or experienced bullying on social media.

During the implementation phase on September 12, 2025, educational outreach activities were conducted using interactive lecture methods followed by group discussions. Students were provided the opportunity to discuss their experiences related to social media and the bullying they had experienced or witnessed. Additionally, students created anti-bullying posters to educate their peers. An educational game followed this activity, aiming to foster empathy, cooperation, and a positive attitude towards the virtual world. The evaluation conducted after the activity showed an increase in students' understanding of cyberbullying, as well as an awareness of reporting if they become victims or witness bullying.

The evaluation results indicate that the educational outreach method implemented can improve students' understanding of cyberbullying and its impact. This program not only emphasizes cognitive understanding of cyberbullying but also introduces social skills to combat and prevent it. These results support the findings by Harahap, et al. (2025) and Iswati, et al. (2025), which indicate that educational programs based on active participation, such as discussions and games, can increase students' awareness of bullying-related issues and strengthen values of empathy and cooperation.

The participatory approach that involves students, teachers, and parents in this program has proven effective in creating a safer and more inclusive environment. Through activities such as creating anti-bullying campaign posters and educational games, students are not only taught about the dangers of cyberbullying but are also encouraged to actively participate in addressing the issue. This is consistent with the research findings of Makrufi, et al. (2023), which emphasise the importance of collaboration between various parties in creating a school climate that supports bullying prevention.

Furthermore, this approach supports Bandura's (1963) social learning theory, which proposes that individuals learn by observing and imitating the behaviour of others, in this case, peers who act as models or "upstanders" to defend bullying victims. Learning through this model helps students internalise the knowledge they acquire and apply it in their daily lives, particularly in the virtual world. This program also provides a more profound understanding of the important role of social engagement in preventing bullying, which has been proven effective in research by Yasmin et al. (2023) and Suhandoko et al. (2025).

With increased understanding and behavioral changes in students, teachers, and parents, they also gain new insights into the importance of guiding their children's use of technology. They are better prepared to support their children in facing digital challenges, especially those related to social media use. Parental involvement in this program strengthens the arguments of Harahap et al. (2025) and Iswati et al. (2025), who showed that synergy between schools, parents, and the community is crucial in preventing cyberbullying.

Overall, the results of this program indicate that educational outreach based on a participatory approach can contribute to the development of students' character to be more empathetic, responsible, and ready to combat bullying. Other elementary schools can implement this program as a model to foster a safer and more ethical digital environment. This programme's sustainability, through the integration of digital literacy materials into the school curriculum, is crucial for helping students continue to develop the understanding and skills they need to face challenges in the virtual world.



Figure 2. Partner Location Survey



Figure 3. Interactive Counselling and Educational Game Implementation



Figure 4. Shows The Resulting Poster



Figure 5. Community Service Team

## CONCLUSION

This educational outreach program proves the importance of well-designed character education in preventing bullying in elementary school environments. Based on active participation, this outreach program increases students' understanding of bullying and develops skills to report it. The success in creating a safer environment and raising awareness about bullying demonstrates that the interactive approach is highly effective. Parental and community involvement is crucial to strengthening the impact of this program, making it recommended as a model for implementation in other elementary schools. Going forward, integrating digital literacy materials into the school curriculum can also be an effective strategy in ensuring students continue to receive adequate education about cyberbullying and online safety.

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