



Education to Raise Awareness About Bullying by Forming an Anti-Bullying and Counseling Task Force at Sdn Pondokrejo 03, Glatangan Hall, Temporejo District

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Abstract

Bullying cases in elementary schools are a serious problem that is often found in many educational institutions and has a negative impact on development, both psychologically and socially. Therefore, education about bullying is very important among students, workers, and the community to raise awareness of the negative impacts caused by this education is very necessary with the aim of increasing awareness and understanding of the dangers of bullying in the SDN Pondokrejo 03 Glantangan Hall. Temporejo District school environment. This program involved all students from grades 1 to 6, which was held on January 18, 2025. The methods used in this activity included the provision of interactive materials, group discussions, and the formation of an anti-bullying task force. Then for the counseling program was given on January 20 and 23, 2025. The results of this activity demonstrated an increase in students' understanding of bullying, and the formation of an antibullying task force fostered a shared commitment to creating a safe school environment. This activity demonstrated that through an innovative approach involving all stakeholders, positive change in addressing bullying in schools can be achieved. This outreach program not only raised awareness but also facilitated the creation of a safer and more comfortable learning environment for all students.

Keywords: Early Childhood, Counseling, Bullying Behavior, Innovation

1. Introduction

Bullying is aggressive behavior carried out repeatedly by an individual or group against another individual with the aim of hurting, intimidating, or humiliating. Bullying can occur in various environments—school, workplace, home, and even online (cyberbullying). Bullying, often referred to as harassment or intimidation, is increasingly prevalent in various environments, including homes, communities, online, and schools. Bullying includes unpleasant verbal, physical, and social behavior that occurs in both the real and virtual worlds, causing psychological distress, discomfort, and emotional difficulties for the victimized individual, whether perpetrated by an individual or a group (Supriyatno et al., 2021). Data on bullying cases in Indonesia in 2024 showed an increasing trend compared to previous years. This data was collected by the Indonesian Education Monitoring Network (JPPI) through reports received from social media and official websites. In 2024, JPPI recorded 573 cases of violence in educational settings, including schools, Islamic schools, and Islamic boarding schools (pesantren). This figure represents a significant spike. In comparison, there were 91 cases in 2020, increasing to 142 cases in 2021, 194 cases in 2022, and 285 cases in 2023. This increasing trend indicates that bullying incidents continue to increase annually, raising concerns about the possibility of further increases in the future. Furthermore, the surge in reported cases also reflects growing public awareness of the importance of reporting incidents of violence and bullying (Supriyatno et al., 2021).

Bullying has long-term impacts on victims, one of which is post-traumatic stress disorder (PTSD). Zahra et al. (2024) found that individuals who experience bullying are at risk of experiencing prolonged trauma, which can lead to excessive anxiety, loss of self-confidence, and even emotional instability. However, individuals with high levels of resilience are better able to cope with and overcome this trauma. Resilience, in this context, refers to an individual's ability to regulate emotions, control impulses, maintain optimism, and develop self-efficacy and empathy toward others. Factors such as social support from family and friends, as well as involvement in positive activities like writing and dancing, have been shown to help survivors of bullying-induced PTSD recover from adversity and live life with more optimism (Zahra et al., 2024). Therefore, interventions for dealing with bullying victims should not only focus on trauma

management but also on strengthening individual resilience so they can adapt and thrive after a traumatic experience.

Bullying prevention efforts also need to be implemented systematically in the school environment. Schools involve various parties. Fitri Sholichah & Laily (2022) emphasize the importance of school-based programs in reducing bullying. Some strategies that have been developed include positive discipline programs, the Roots Indonesia program, and the buddy program. The positive discipline program aims to raise students' awareness of the importance of responsibility and mutual respect in school life. Meanwhile, the Roots Indonesia program involves students as agents of change to create a safer and more supportive school environment. Furthermore, the buddy program, which connects senior and junior students, has been proven effective in increasing empathy and togetherness in schools (Fitri Sholichah & Laily, 2022). Through these programs, it is hoped that bullying cases in educational settings can be reduced, and victims of bullying can receive better support and recovery mechanisms.

Bullying prevention can be achieved not only through student education, but also by establishing an Antibullying Task Force and providing effective counseling services in schools. The Antibullying Task Force plays a role in monitoring and following up on bullying cases, as well as providing education to students and educators about the dangers of bullying and preventive measures (Smith et al., 2005). Meanwhile, counseling services can provide a platform for bullying victims to receive psychological support, manage their emotions, and develop resilience in the face of traumatic experiences (Sestiani & Muhid, 2021). Previous research has shown that schools with clear antibullying policies, effective reporting systems, and adequate counseling services are more able to reduce bullying rates than schools that do not implement similar policies (Ttofi et al., 2012).

SDN Pondokrejo 03 Dusun Glantangan, Temporejo District, is one of the educational institutions that strives to create a safe and bullying-free school environment. However, to date, there is no structured bullying prevention and handling system at the school. Therefore, this study aims to evaluate the effectiveness of education in raising awareness about bullying through the formation of an Antibullying Task Force and counseling services at SDN Pondokrejo 03 Dusun Glantangan, Temporejo District. With this research, it is hoped that the school can have more targeted policies and strategies in preventing and handling bullying cases, thereby creating a more conducive learning environment for all students.\

2. Methods

SDN Pondokrejo 03 Dusun Glantangan, Temporejo District, is one of the educational institutions that strives to create a safe and bullying-free school environment. However, to date, there is no structured bullying prevention and handling system at the school. Therefore, this study aims to evaluate the effectiveness of education in raising awareness about bullying through the formation of an Antibullying Task Force and counseling services at SDN Pondokrejo 03 Dusun Glantangan, Temporejo District. With this research, it is hoped that the school can have more targeted policies and strategies in preventing and handling bullying cases, thereby creating a more conducive learning environment for all students.

The implementation of the real work lecture program from the Psychology Study Program was carried out by holding education to increase awareness about bullying and the formation of an anti-bullying and counseling task force at SDN Pondokrejo 03, Glantangan Hamlet, Temporejo District, Jember Regency. The education and formation of the task force were carried out on January 18, 2025. The targets of this activity were all students from grades 1 to 6. The stages of this implementation method are as follows:

1. Preparation Stage

a. Needs Identification

Before starting the program, the first step was to identify the needs at SDN Pondok Rejo, Glantangan Hamlet, Temporejo District. The method used was school environment observation. This observation focused on daily student interactions, both in class and outside of class, such as during recess. This was done to determine whether there was potential for bullying, including forms of joking that could lead to bullying. The second step was a brief interview with teachers at SDN Pondokrejo 03. This was done to gain an overview of the problems that had occurred and the most common ones experienced by students. It was found that they often witnessed these actions, both directly and indirectly. The final step was interviews with several students regarding their experiences interacting with peers, such as whether they had ever felt intimidated, witnessed bullying, and how they felt at school. From the results of the identification, it was found that there were many cases of bullying that occurred in the school environment and there were many indications that students felt uncomfortable with interactions in the environment, especially because of the verbal teasing and exclusion.



Figure 1. Identification of Students and Teachers at SDN Pondokrejo 03 Dusun Glantanganb. Coordination with the School

The organizing team coordinates with the school regarding the implementation of the activity, including determining the date, time, and location of the activity, as well as the number of students involved in the outreach.



Figure 2. Coordination with the School regarding the Implementation of Activities

2. Providing Education

After identifying needs, the next stage was implementing outreach and education for all students in grades 1 through 6 at Mi Tarbiatul Athfal. This program included:

a. Material Delivery

The activity took place on January 18, 2025, involving all students from grades 1 through 6. The material was presented in an interactive PowerPoint presentation that was easy for children to understand. The PowerPoint presentation included the definition of bullying, types of bullying, the impacts of bullying, signs of bullying in students, why bullying occurs, and sanctions for perpetrators.



Figure 3. Bullying Socialization

b. Group Discussions

To ensure that the material presented is truly understood by students, group discussions are organized according to each class. Questions are tailored to the material presented and their experiences with bullying, whether from the perspective of a victim, witness, or perpetrator.



Gambar 4. Diskusi Kelompok

3. Formation of an Antibullying Task Force

One of the interventions of this program is the formation of an antibullying task force in schools. The process of forming this task force involves several steps. The first step is the selection of task force members, with two members chosen from each class. The selection is carried out This task force is expected to act as an anti-bullying or security ambassador, helping to monitor, report, and provide support to victims if they experience bullying from the perpetrator. The final step is to provide specific training to the task force, including how to detect bullying and how to report it to the school.



Figure 5. Formation of the Antibullying Task Force

4. Counseling Services

The counseling program is an important part of this activity. Counseling is provided as an intervention step for both victims, perpetrators, and witnesses of bullying. This is done to understand their perspectives on the activities, their reasons for committing these acts, and how they react when they witness such acts. Counseling sessions were held on July 20 and 23, 2025. Counseling sessions were conducted for students identified as victims, perpetrators, or witnesses of bullying. The goal of this counseling was to help students understand their emotions, overcome the trauma or psychological impact of bullying, help students understand what to do when they witness bullying, and guide perpetrators to change their behavior



Figure 6. Counseling Session

3. Results and Discussion

The real work lecture activity carried out by the Psychology study program was realized in the provision of education with the theme Bullying Education and the Formation of an Antibullying Task Force. This activity was carried out smoothly on July 20, 2025, starting at 10:00-11:00 WIB in the Musholah Room

of SDN Pondokrejo 03 Dusun Glantangan. This activity was divided into 3 sessions, the first session was the delivery of material delivered by Icha Nur Anggraei, the second session was a question and answer session and discussion led by Dinda Cantik Putri, then the last session was the formation of an antibullying task force led by Fida Puspitasari Dewi. This activity was intended to help create a safe and comfortable school environment.

Based on the results of the activities that have been implemented, it is known that they have had a positive impact on both students and teachers. This is evident in their responses. Broadly speaking, these activities encompass several components, including:

- a. Definition of Bullying
- b. Types of Bullying
- c. Impact of Bullying
- d. Signs of Students Experiencing Bullying
- e. Why Bullying Occurs
- f. Sanctions for Bullies
- g. Formation of an Anti-Bullying Task Force

2. Achieving the Number of Participants in Educational Activities

During the activity at Pondokrejo Elementary School, 66 students from grades 1 to 6 attended. The presence of all participants and the formation of an Antibullying Task Force ensured that bullying material was comprehensively conveyed to all students at Pondokrejo 03 Elementary School, Glantangan Hamlet.

3. Participants' Interest in Asking Questions and Discussion

The presence of all participants and the rewards given increased interest in asking questions, which the moderator had to end due to time constraints. Based on the educational outcomes presented, the following were generally achieved: increased student understanding of bullying, understanding of the types of bullying, understanding the impact of bullying, recognizing the signs of students experiencing bullying, the reasons for bullying, and the sanctions for bullies. Furthermore, an anti-bullying task force was established.

4. Participants' Interest in Joining the Anti-Bullying Task Force

Participants' interest in joining the anti-bullying task force increased after gaining a deeper understanding of the task force's duties and roles. Participants continued to express their interest in contributing to creating a safe school environment, as evidenced by the large number of students who raised their hands when offered the opportunity to join the task force.

To determine whether the research results can be confirmed and thus answer the research questions for each variable/hypothesis, you need to go through several important stages in the research process. Here's a complete explanation: Discussion of the research part of the description of how the results of research which can be known whether it can be confirmed or unconfirmed so find answers to research questions of each variable / research hypothesis

Steps to Determine the Validity of Research Results

1. Designing Data Collection Instruments

To measure variables and test hypotheses, you need to create instruments such as:

- a. Questionnaires: To measure students' level of understanding about bullying before and after the intervention.
- b. Observations: To observe changes in student behavior in the school environment.
- c. Interviews: With teachers, students, and parents to gain a qualitative perspective.

2. Conduct a Pre-Test and Post-Test

To measure changes in student awareness, conduct:

Pre-test: Before the educational program and task force formation. Post-test: After the program is implemented.

Examples of measurable indicators:

- a. Knowledge of types of bullying
- b. Attitudes toward bullies and victims of bullying
- c. Ability to resolve conflicts peacefully

3. Data Analysis

Use quantitative and qualitative analysis methods:

Quantitative Analysis

Paired Sample t-Test: To determine significant differences between the pre-test and post-test.

Correlation Test: To determine the relationship between task force participation and bullying awareness levels.

Qualitative Analysis

Thematic analysis of interviews and observations to determine changes in student attitudes and behavior.

4. Hypothesis Testing

Compare the analysis results with the initial hypothesis:

Hipotesis	Hasil analisis	Kesimpulan
H ₁ : Education and task force raise awareness of bullying	There was a significant increase in the post-test	Confirmed
H ₀ : No significant change	There is no difference between pre and post-test There is no difference between pre and post-test	Not confirmed

Source: explained

5. Answering the Research Questions

After all the data has been analyzed and the hypotheses tested, you can conclude:

- Was the education program effective?
- Did the task force play a role in reducing bullying?
- Were students more aware and responsive to bullying issues

4. Conclusion

Raising Student Awareness: a) The educational activities successfully increased students' understanding of the definition, forms, and impacts of bullying. b) Students became more aware of the importance of creating a safe and respectful school environment. Establishment of an Anti-Bullying and Counseling Team: a) The formation of a task force serves as a forum for students and teachers to handle bullying cases quickly and appropriately. b) This team also serves as a counseling center for victims and perpetrators of bullying, promoting a restorative approach. Collaborative Approach: a) Activities involve teachers, parents, and local authorities (such as the police or community leaders) to provide legal and social education regarding bullying. This collaboration reinforces the message that bullying is a shared problem that must be addressed collectively.

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