



Anti-Bullying Campaign to Increase Students' Awareness of Bullying at Tlogowungu Elementary School

Icha Kintan Pradania^a, Ratna Setyaningsih^b,
Dwi Maryani Rispatiningsih^c, Ayuning Wulan^d
^{abcd}Sekolah Tinggi Agama Buddha Negeri Raden Wijaya, Indonesia

Abstract

Bullying is one of the issues that can disrupt students' comfort and safety in elementary school settings. Students' understanding of bullying needs to be instilled from an early age so that they can recognize, prevent, and respond to bullying behavior appropriately. This activity aims to describe the implementation of anti-bullying awareness programs for elementary school students, assess students' responses during the activity, and explain the importance of anti-bullying education as a preventive measure to instill awareness of the dangers of bullying. The activity was carried out as part of a student work program at Tlogowungu Elementary School using a qualitative descriptive approach. The target participants were students in grades 1 through 6, divided into two sessions: lower grades and upper grades. The material covered included the definition of bullying, forms of bullying, examples of bullying behavior, the effects of bullying, and actions students can take when experiencing or witnessing bullying. The material was presented in a communicative and interactive manner using examples relevant to the students' daily lives. Observations showed that the students were engaged in the activity and were able to understand various forms of bullying behavior, as well as the importance of mutual respect and empathy toward their peers. Anti-bullying awareness campaigns serve as a preventive measure to build student awareness and create a safe and comfortable school environment.

Keywords: *bullying, student awareness, elementary school.*

INTRODUCTION

Elementary school is an educational environment that plays a crucial role in shaping children's character, attitudes, and behavior patterns. During elementary school, children are going through a phase of rapid social and emotional development. They begin to learn how to build relationships with peers, collaborate in groups, understand differences, express their opinions, and resolve various issues that arise in social interactions. This process is a vital part of a child's development because the experiences gained in the school environment can influence how children interact with others. School serves not only as a place to acquire academic knowledge but also as an environment for shaping students' attitudes and character.

Submitted: 30-09-2026 Approved: 02-10-2026. Published: 20-10-2026

Corresponding author's e-mail: ichapradani@gmail.com

ISSN: Print 2722-1504 | ONLINE 2721-1002

<https://ejournal.uika-bogor.ac.id/index.php/jpg/index>

Differences in character and background are inevitable in interactions among students. Every child has a unique personality, abilities, family circumstances, habits, and communication style. These differences are, in essence, natural, but if not accompanied by an understanding of mutual respect, they can become a trigger for conflicts among students. Conflicts that are not properly resolved can escalate into behavior that harms one party, such as bullying.

Bullying is aggressive behavior carried out with the intent to hurt, belittle, intimidate, or harass others (Erkurnia, Putri, Dianningsih, & Rachmawati, 2024). Such behavior can take verbal, physical, or social forms, or occur through digital media. In elementary school settings, bullying does not always manifest as physical violence. Behaviors such as mocking a classmate's name or physical appearance, giving them an unwelcome nickname, humiliating them in front of others, excluding them from playgroups, threatening them, taking or damaging their belongings, and spreading hurtful remarks can also be considered bullying if they are carried out in a harmful and repetitive manner or create an imbalance of power in peer relationships.

The issue of anti-bullying has become a concern because children who are victims can experience various negative effects on their social lives and learning processes. Children may feel afraid, uncomfortable at school, lose their self-confidence, have difficulty interacting with peers, and become less active in learning activities (Oktaviani & Ramadan, 2023). Under certain circumstances, experiencing unpleasant treatment from peers can also lead children to isolate themselves and be reluctant to share their problems with teachers or parents. This situation demonstrates that bullying is not merely a matter of playful teasing among friends but a serious issue that requires the attention of the entire school community (Afni, Suarni, Margunayasa, & Nurgufriani, 2024).

On the other hand, elementary school children's understanding of bullying still needs to be further developed. Children are sometimes unable to distinguish between joking and behavior that can hurt others (Dewi et al., 2024). An action may be considered a joke by the perpetrator, but it can cause sadness, embarrassment, fear, or discomfort for the child on the receiving end. Understanding the line between joking and hurting others is important so that children can consider others' feelings before taking an action or saying certain things.

Bullying prevention must be carried out through an approach tailored to the characteristics of elementary school children. One step that can be taken is to provide direct education through anti-bullying awareness sessions (Sukarman & Sarilah, 2025). These sessions can serve as a means to help students understand the definition of bullying, its various forms, the potential consequences, and the actions they can take when they witness or experience bullying. It is hoped that this education will not only impart knowledge but also foster students' awareness of the importance of maintaining good relationships with their peers.

Anti-bullying awareness activities are also closely linked to character education. Values such as mutual respect, respect for differences, caring for others, empathy,

responsibility, and self-control are essential components in creating a safe and comfortable school environment (Bramantha, Pratiwi, & Sari, 2023). Children need to understand that every classmate has feelings that must be respected. Bullying prevention is not only achieved by prohibiting students from engaging in certain behaviors but also by instilling positive values that can be applied in daily life.

Students participating in the Community Service Program (KKN) carried out a program tailored to these conditions in the form of anti-bullying outreach at elementary schools. This activity was conducted as a way for students to contribute by educating students and helping to raise awareness about the dangers of bullying in the school environment. The outreach activities were designed to suit the age-specific characteristics of the students. Students were not gathered into a single large group but were divided into two sessions: the first session for lower-grade students comprising grades 1, 2, and 3 and the second session for upper-grade students comprising grades 4, 5, and 6. Dividing the participants into two sessions allowed the presentation of the material to be tailored to the students' developmental levels and comprehension abilities. Lower-grade students generally require simpler language, examples closer to everyday life, and a more interactive presentation style. Meanwhile, upper-grade students already possess more developed thinking skills and social experience, so the discussion can be directed toward a broader understanding of the forms, impacts, and ways to prevent bullying.

These awareness raising activities are not only aimed at children who are at risk of becoming victims or perpetrators of bullying, but at all students. This is because preventing bullying is a shared responsibility. Students who witness bullying also play a crucial role in creating a safe environment. Children need to understand that when they see a classmate being treated poorly, they should not laugh at, support, or ignore such behavior. Instead, students can offer support to their classmates and report the incident to a teacher or a trusted adult.

The implementation of this work program is expected to serve as a preventive measure in creating a school environment that is safer, more comfortable, and supportive of children's development. Through awareness-raising activities, students are expected to gain a better understanding of bullying and be able to practice mutual respect in their daily lives. The Community Service Program (KKN) is not only focused on implementing short-term work programs but is also expected to help raise students' awareness of the importance of fostering healthy social relationships within the school environment. This article aims to describe the implementation of anti-bullying outreach activities for elementary school students, explain the students' responses during the activities, and discuss the importance of anti-bullying education as a preventive measure to instill awareness of the dangers of bullying behavior in the school environment.

METHOD

The research in this article employs a qualitative descriptive approach. The qualitative descriptive approach was chosen because the article focuses on the process of implementing anti-bullying awareness activities, as well as observing students' responses and understanding during the activities. This research is not intended to measure the program's success through numbers or statistical calculations, but rather to systematically describe the activities based on the processes that occurred in the field. The activities were carried out as part of a student community service (KKN) program at the elementary school where the activities took place. The target audience for the activities was all elementary school students from first through sixth grade. To tailor the material to the students' developmental levels, the activities were divided into two sessions. The first session was intended for lower-grade students, consisting of first, second, and third graders. The second session was intended for upper-grade students, consisting of fourth, fifth, and sixth graders.

The division of sessions into lower-grade and upper-grade classes was based on the consideration that students' ability to absorb information and their social experiences differ at each grade level. Based on observations during the activities, lower-grade students responded more actively when the material was presented through concrete examples related to their daily experiences. In contrast, upper-grade students could be provided with a more in-depth explanation of why certain behaviors can be categorized as bullying, the impact on victims, and the actions they can take when witnessing such incidents.

The first stage in implementing the activity is preparation. KKN students coordinate with the school regarding the time, location, participants, and technical details of the awareness session. Preparation also involves determining the material to be presented to the students. The material is designed with the students' age in mind so that information about bullying can be easily understood and does not use overly complex terminology. The material generally covers the definition of bullying, forms of bullying, examples of bullying behavior that can occur in a school setting, the effects of bullying, ways to prevent bullying, and actions students can take when they experience or witness bullying.

The second stage involved conducting the awareness-raising activities. Students were grouped according to the predetermined session assignments. The activities began with an introduction and an explanation of the objectives of the awareness-raising session. The material was presented in a communicative and interactive manner to create a conducive learning environment and increase student engagement throughout the activities. The approach used in presenting the material was communicative and interactive, incorporating examples relevant to the students' daily lives. The material was not merely presented as a one-way explanation. The students also asked the participants simple questions to gauge their initial understanding of bullying. The participants were given the opportunity to express their opinions and respond to the example situations

provided. This method was used to encourage the participants to think about which actions constitute good behavior and which actions can hurt their peers.

In lower-grade classes, the presentation of material places greater emphasis on concrete examples. Students are introduced to behaviors such as teasing, calling classmates by names they dislike, pushing, disrupting others, taking classmates' belongings, or intentionally making classmates feel left out. These examples are presented in simple language so that students can relate them to their daily experiences. Students are also guided to understand that if a word or action makes a friend feel sad or uncomfortable, then that behavior must be stopped. Classroom sessions on this topic can be expanded further. Students are taught that bullying takes many forms not only physical violence but also verbal abuse, social exclusion, and digital harassment. Students are encouraged to understand that the effects of bullying are not always immediately apparent. A victim may appear quiet or continue to participate in school activities, but may actually feel uncomfortable or distressed due to the treatment they receive.

The third stage is observation. During the activity, students observed the students' responses. Observations focused on the students' engagement while the material was being presented, their willingness to answer questions, their ability to provide examples, and their reactions to situations related to bullying. Observations also noted differences in responses between students in lower and upper grades. In addition to observation, the information in this article was obtained through activity documentation. This documentation served as supporting data to describe the implementation of the program. It included students' activities while presenting the material, their interactions with students, and the circumstances surrounding the anti-bullying awareness sessions. The data from the observations and documentation were then described qualitatively to provide an overview of how the anti-bullying awareness sessions were conducted.

Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions. During the data reduction stage, the information gathered during the activity was selected and focused on aspects related to the activity's objectives, such as students' understanding of bullying, their responses, the nature of interactions during the outreach sessions, and the importance of anti-bullying education. Next, the data was presented in the form of descriptive analysis so that the activity process could be understood in a coherent manner. The final stage involves drawing conclusions based on observations of the entire activity. This method was chosen because the outreach activity is fundamentally an educational initiative aimed at providing students with experiences and insights. Using a qualitative descriptive approach allows for a more comprehensive portrayal of the activity's process, including the atmosphere of the event, student responses, and differences in participant characteristics between lower- and upper-grade classes.

The validity of the data in this activity was established through the correlation between the results of observations and documentation during the anti-bullying awareness campaign. Observations were used to gain an understanding of student engagement, responses, and comprehension throughout the activity, while

documentation was used to corroborate information regarding the implementation process. Observations were conducted directly during the presentation of the material so that the students could record the various responses that emerged naturally from the students. These responses included students' attention to the material, their active participation in answering questions, their ability to provide examples of bullying behavior, and their reactions to situations presented by the facilitator.

The observations also focused on the students' ability to distinguish between behaviors that constitute bullying and those that represent positive peer interactions. The data collected were not used to evaluate individual students but rather to describe the general conditions and responses of the participants during the awareness-raising activities. Thus, the research findings place greater emphasis on the educational process and the students' experiences as they learned about bullying. The combined use of observation and documentation also helped provide a more comprehensive picture of the activity's implementation, from the preparation stage, through the presentation of the material and interactions between college students and school students, to the students' responses after receiving the material. All of this information was then used as a basis for describing the implementation of the anti-bullying awareness campaign and examining how these educational activities can provide students with an initial understanding of the importance of creating a safe, comfortable, and mutually respectful school environment. This also supports the achievement of the activity's objectives in a more optimal and sustainable manner.

RESULTS AND DISCUSSION

Research findings

The anti-bullying awareness program is one of the activities carried out by KKN students at elementary schools as a preventive measure to instill awareness among students about the dangers of bullying. This activity involved students in grades 1 through 6. To ensure the material was delivered effectively, the students were not gathered in a single session but were divided into two groups based on grade level. The first session was attended by students in grades 1, 2, and 3, comprising the lower-grade group. After the first session concluded, the second session began, attended by students in grades 4, 5, and 6, comprising the upper-grade group. This division allowed the students to tailor their presentation methods to the students' developmental levels. Additionally, splitting the participants created a more conducive environment for the awareness campaign, as the smaller group size per session allowed for a more focused approach and the material could be presented using different teaching strategies. The activity began with an introduction to the anti-bullying theme. The university students explained to the students that school should be a safe place to learn, play, make friends, and develop skills. Every student has the right to be treated well by their peers and the school community. Every student also has a responsibility to treat others well.

Teachers should try to use examples that are relevant to students' daily lives when presenting the material. This is important because the concept of bullying can seem abstract to children if it is explained solely through definitions. When students are given

concrete examples, they can more easily connect the material to experiences they have witnessed or gone through themselves. For example, teachers can describe a child who is constantly teased because of their name, physical appearance, academic ability, or a specific circumstance. Another example is when a student is deliberately excluded from play, constantly teased, pushed, or humiliated in front of their peers. Through these examples, students are guided to understand that not all behavior labeled as “joking around” is acceptable. Joking should be done with consideration for others’ feelings. If someone feels uncomfortable, sad, afraid, or asks for the teasing to stop, the friend doing the teasing needs to respect that request.

In lower-grade classes, activities take place with characteristics that differ from those in upper-grade classes. Students in grades 1, 2, and 3 tend to be more easily engaged by concrete examples and communication that directly involves them. Therefore, the material is presented using simple, easy-to-understand language. When asked about inappropriate behavior toward classmates, students can provide various examples based on their understanding. The students’ responses indicate that some children already recognize behaviors such as teasing, disrupting, or hurting classmates as inappropriate. However, this understanding needs to be continuously reinforced so that children not only know that a certain action is wrong but also understand why it can harm others. A key takeaway from the activity is the need to foster empathy from an early age. Students need to develop the ability to understand an event from another person’s perspective. For example, when a child thinks it’s funny to call a friend by a nickname, that child needs to be helped to understand that the friend being called that way might feel embarrassed or upset. Fostering empathy is one aspect of efforts to prevent bullying among elementary school students. Children who are able to understand others’ feelings are expected to be more careful in what they say and do. Anti-bullying education in lower grades isn’t just about forbidding students from teasing or hurting their friends; it’s also aimed at fostering habits of caring for, respecting, helping, and being considerate of their friends’ feelings.

Fourth-, fifth-, and sixth-grade students have a relatively more developed ability to understand social issues. Discussions in upper-grade sessions can be conducted by providing a wider variety of examples. Students are encouraged to understand that bullying can take many forms and does not always leave immediately visible signs. In this session, students can be guided to understand the difference between ordinary conflicts and bullying. Not every disagreement among friends can immediately be labeled as bullying. However, if actions are taken to hurt or belittle others and cause discomfort, fear, or harm to the target, the situation warrants attention. This understanding is important so that students do not carelessly label their peers, but also do not downplay instances of bullying that are actually occurring.

Upper-grade students also need to understand that bullying can occur in groups. In certain situations, a person may not be the primary perpetrator but may join in the laughter, offer support, or allow a friend to bully someone. Therefore, the program emphasizes that students who witness bullying also play an important role. Students are

encouraged not to support actions that hurt their peers. If they witness an inappropriate incident, students can help in a safe way, offer support to the victim, and report the incident to a teacher or an adult who can help. Children do not have to face dangerous situations alone. This discussion is important because a child's social environment consists of more than just the perpetrator and the victim. There are also other classmates who witness the incident. The attitudes of bystanders can influence the situation; when classmates join in the mocking, the perpetrator may feel supported. Conversely, when classmates make it clear that such behavior is unacceptable and choose to seek help from an adult, the school environment can become safer.

One of the observable outcomes of the awareness-raising activities is that students can be guided to recognize bullying through various examples of behavior. Research findings on elementary school students indicate that bullying behavior can manifest in physical, verbal, or social forms, making recognition of these various forms crucial for prevention efforts. Understanding the different forms of bullying is essential so that students can become more attuned to the behavior occurring around them. Physical bullying can include actions such as hitting, shoving, kicking, or other acts intended to cause physical harm to another person. Meanwhile, verbal bullying can take the form of taunts, insults, derogatory names, or words intentionally meant to humiliate a peer. Another form is social bullying, such as intentionally excluding someone or humiliating a peer in front of a group. Technological advancements also make it necessary for children to understand the forms of bullying that can occur through digital media.

Although the awareness-raising activities focus on the school environment, understanding the responsible use of digital media remains relevant because interactions among children do not occur solely in person. Words or actions carried out through digital media can impact children's social relationships. Understanding the various forms of bullying enables students not only to recognize overt acts of violence but also to understand behaviors that might be considered trivial. Repeated teasing, for example, can be an unpleasant experience for the child on the receiving end. Similarly, excluding a friend can affect a child's sense of belonging and acceptance within a group.

Discussions about the effects of bullying are a crucial part of these activities because students need to understand why such behavior must be prevented. The effects of bullying are not limited to feelings of sadness at the time the incident occurs but can impact various aspects of a child's life. Children who experience bullying may become less confident when interacting with peers. They may be afraid to speak up or participate in certain activities out of fear of being treated unkindly. Verbal bullying can also affect students' academic performance; therefore, the issue of bullying must be viewed not only from a social perspective but also in relation to the learning process (Najah, Sumarwiyah, & Kuryanto, 2022). Social consequences may also arise when a child begins to withdraw from their social environment. The child may choose to play alone or avoid groups because they feel unaccepted. Bullying can also affect students' emotional intelligence, particularly in terms of social sensitivity and social communication (Nurunisa, Simbolon, & Iskandar, 2024).

Bullying not only affects the victim but can also impact the perpetrator and the school environment. Children who are accustomed to resolving problems through aggressive behavior may struggle to build healthy social relationships. Meanwhile, a school environment that tolerates bullying can become an uncomfortable place for all students. Bullying prevention should not be limited to responding after an incident has already occurred. Prevention must begin early through character education, fostering positive behaviors, strengthening communication between students and teachers, and creating a school culture that promotes mutual respect.

The awareness campaigns conducted by KKN students are one form of preventive education; however, sustained bullying prevention requires the involvement of all parties at the school. Teachers play a crucial role in preventing and addressing bullying through supervision, fostering understanding, engaging with students, and creating a safe and comfortable classroom environment (Elawati, Suandy, Beltapan, & Giwangsa, 2024). Teachers can help students understand how to resolve conflicts effectively, model respectful communication, and pay attention to changes in student behavior. In addition to teachers, peers also play a vital role. Children spend a great deal of time with their friends, so peer relationships are an essential part of their school experience. A culture of mutual support and respect can be fostered through group activities, collaboration, educational games, and the cultivation of positive communication habits.

Schools also need to provide a safe space for students to voice their concerns. Children must know whom they can turn to when they experience or witness behavior that makes them feel uncomfortable. With support from adults, children will not feel they have to deal with bullying on their own. Anti-bullying awareness activities conducted by KKN students can serve as a starting point to strengthen this awareness. However, behavioral change cannot be achieved through a single activity alone. Education must be ongoing and reinforced through daily habits within the school environment (Fauziyah & Sutini, 2024).

Anti-bullying activities are not merely about preventing negative behavior; they are also an integral part of character education. When students are taught not to tease, hurt, or exclude their peers, they are simultaneously learning the values of empathy, tolerance, responsibility, and compassion. Character education becomes more meaningful when the values taught can be applied in everyday life. Therefore, the educational materials need to be linked to situations that students frequently encounter. Children can be guided to understand that respecting peers can be demonstrated through simple actions, such as using polite language, not laughing at a friend's mistakes, helping a friend in need, giving a friend a chance to speak, and not discriminating against peers during play activities. The ultimate goal of these socialization activities is not merely for students to be able to define bullying. A more important goal is for students to be able to apply that understanding in their actual behavior. The activities are designed to foster students' awareness so they consider the impact of their words and actions on others' feelings.

Dividing the awareness session into two parts supports the delivery of the material. The differences in characteristics between lower-level and upper-level classes allow the material to be presented using a more appropriate approach. In lower-level classes, the use of simple examples and easy-to-understand language is more necessary. Meanwhile, in upper-level classes, the discussion can focus on more complex social situations. Direct interaction is also a crucial part of the activity. When students are given the opportunity to answer questions and share their opinions, they can gain insight into their understanding of bullying. This interaction also ensures the activity is not one-sided. Nevertheless, the awareness-raising activity has its limitations. Conducting it as a one-time event is not sufficient to conclude that all students have experienced a permanent change in behavior.

The understanding gained after the awareness-raising session needs to be reinforced through consistent practice and follow-up activities. Furthermore, observations made during the activity primarily reflect students' immediate responses during the awareness session and thus cannot yet indicate long-term behavioral changes. Follow-up measures can be implemented by the school through strengthening character education, fostering a culture of mutual respect, monitoring student relationships, and maintaining open communication between teachers and students (Khatimah, 2024). Anti-bullying material can also be integrated into learning activities and other school programs so that the message conveyed does not end once the awareness campaign is over. Overall, the anti-bullying awareness campaign provided an educational experience for students while also serving as a form of contribution by KKN students toward creating a safer school environment. The activity also gave students the opportunity to interact directly with students and understand the importance of an approach tailored to children's developmental characteristics.

Students' understanding of bullying behavior is shaped not only through the presentation of theoretical material but also through interactions and examples drawn from everyday life. During awareness-raising activities, students are given examples of various behaviors that can constitute bullying, such as mocking a classmate's name or physical appearance, excluding a classmate from a playgroup, calling a classmate by an unflattering nickname, or engaging in actions that make a classmate feel afraid or uncomfortable. These examples help students connect the material presented with experiences they might encounter in their school life. (Widiarti, 2023) explains that empathy-based character education is important for elementary school-aged children because empathy helps children understand the feelings and circumstances of others. In the context of bullying prevention, this understanding can serve as a foundation for students to consider the impact of their words and actions on their peers.

Interactions during the activity also play a crucial role in helping students understand that bullying does not always take the form of physical actions. Bullying can manifest through words, attitudes, or social behaviors that are repeated and cause peers to feel belittled or rejected. Therefore, students are guided to recognize simple behaviors that are often dismissed as jokes but can actually make others feel uncomfortable. This

kind of understanding is important because at the elementary school level, students are still in the early stages of social and emotional development and therefore need concrete examples to distinguish between joking and behavior that can hurt their peers.

In addition to providing an understanding of the different forms of bullying, these awareness-raising activities also encourage students to think about how they should respond when they see a classmate being treated unkindly. Students are instructed not to join in the laughter, not to reinforce the bully's behavior by offering support, and to have the courage to report any incidents that may indicate bullying to a teacher. In this way, students are not merely viewed as potential victims or perpetrators, but also as an integral part of the social environment that can help prevent bullying at school.

Presenting material through two-way communication also gives students the opportunity to express their understanding and experiences in simple terms. The students' responses during the activity showed that discussions about bullying can be related to situations they encounter in their daily lives. This indicates that the use of simple language, concrete examples, and direct interaction can help elementary school students better understand the socialization material. Thus, socialization activities serve not only to convey information but also to strengthen students' awareness so they can recognize, avoid, and prevent bullying behavior in the school environment.

One important aspect emphasized in anti-bullying awareness activities is students' ability to understand others' feelings. This understanding is closely related to empathy the ability to recognize and understand the emotional states experienced by others. In the context of elementary school life, empathy is necessary so that students can consider their classmates' feelings before doing or saying something. When students are able to understand that certain words or actions can make their peers feel sad, embarrassed, afraid, or rejected, they will be better able to avoid behaviors that could harm others. (Nasywa, Tentama, & Mujidin, 2021) indicate that empathy has a negative correlation with cyberbullying behavior; therefore, fostering empathy can be a key aspect to focus on in efforts to prevent bullying.

Understanding empathy is fostered through simple examples that students can find in their daily lives. Students are encouraged to imagine how they would feel if they were in the position of a friend who is teased, excluded, or treated unkindly. This approach helps students view an event not only from their own perspective but also from the perspective of others. Thus, students can understand that something considered a joke by one person may not necessarily be perceived as funny by the person on the receiving end. Strengthening empathy is also important because bullying behavior can stem from a lack of sensitivity toward a friend's circumstances. Students who are accustomed to being mindful of others' feelings will more easily understand the boundaries of social interaction. Therefore, cultivating habits such as mutual respect, listening to peers, offering help when others are struggling, and refraining from mocking others' shortcomings can be part of bullying prevention efforts. These values should not only be conveyed during socialization activities but also integrated into students' daily routines within the school environment.

Empathy can help students take a stand when they witness bullying. Students who understand the victim's feelings are expected not to remain silent or join in mocking the victim. Instead, students can offer support to a classmate experiencing unpleasant treatment and report the incident to a teacher or a trusted adult. Thus, preventing bullying is not only the responsibility of teachers or the school administration but also involves students as part of the school's social environment. Through awareness-raising activities, fostering empathy becomes one of the foundations for building more positive friendships. Students not only gain knowledge about the dangers of bullying but are also guided to understand the importance of treating others with kindness. This demonstrates that bullying prevention must be accompanied by the development of students' attitudes and character so that the awareness gained through these activities can be applied in their daily lives.

Anti-bullying awareness activities can be viewed as a form of preventive measure to raise students' awareness before more serious bullying behaviors emerge in the school environment. Prevention efforts are not only carried out by providing knowledge about the definition and forms of bullying, but also by fostering a school environment that encourages students to value, care for, and respect one another's differences. (Kawuryan, 2021) explains that creating a caring community in elementary schools can be achieved through caring relationships, teaching humanistic values, valuing intrinsic motivation, and learning to understand others. These strategies require the involvement of various stakeholders, such as the principal, teachers, counselors, parents, and the community.

Outreach serves as the first step toward building a shared awareness of the importance of creating a safe and comfortable school environment for all students. When presenting the material to students in lower and upper grades, the delivery method is tailored to the students' characteristics. This is important because the concept of bullying must be conveyed using language and examples that are appropriate for each age group. With a better understanding, students are expected to be able to recognize behavior that is inconsistent with the value of mutual respect and to know what actions to take when they encounter or witness bullying. Preventive efforts also need to be carried out continuously. A single awareness-raising activity is not enough to ensure that students' understanding will immediately translate into habits in their daily lives. Therefore, the values conveyed during these activities need to be reinforced through consistent practice within the school environment. Teachers can remind students to use respectful language when communicating, to respect differences, to avoid teasing peers, and to resolve conflicts through appropriate communication. Such consistent practice ensures that the messages conveyed during awareness-raising activities do not remain mere knowledge but are actually applied in students' behavior.

Students also play a role in creating an environment that supports the prevention of bullying. Students can be encouraged to develop habits of helping one another, including peers in group activities, and offering support to peers who are struggling. When relationships among students are built on a foundation of care and mutual respect, the likelihood of behavior that demeans or excludes peers can be minimized. Thus,

bullying prevention is not only focused on addressing incidents after they occur but also on fostering a social environment that prevents such behavior from arising in the first place. The awareness-raising activities conducted at Tlogowungu Elementary School can thus serve as the first step in efforts to build a school culture that places greater emphasis on social relationships among students. Awareness of the dangers of bullying must continue to be reinforced through collaboration among students, teachers, and the entire school community. This ongoing effort is essential so that the values instilled during these awareness sessions can develop into positive habits in everyday school life.

Anti-bullying awareness activities not only help students understand the dangers of bullying but also highlight the importance of fostering a school culture that promotes mutual respect. The values conveyed during these activities need to be applied in daily life so that they do not remain merely as knowledge acquired by students during the awareness sessions. (Gestiardi & Suyitno, 2021) explain that strengthening character education in elementary schools can be achieved by integrating character values into learning, school programs, and collaboration between schools and parents. Thus, values such as compassion, responsibility, mutual respect, and respect for peers can be continuously reinforced through various activities within the school environment.

Building a school culture that supports bullying prevention can start with simple habits in student interactions. Students can be encouraged to use polite language, respect their peers' differences in personality and abilities, avoid using nicknames that might hurt others' feelings, and help peers who are struggling. Teachers also play a role in modeling positive interactions and providing reinforcement when students demonstrate respectful behavior toward one another. Consistently reinforcing these habits can help students understand that treating others with respect is an integral part of school life. Anti-bullying values can be integrated not only through peer relationships but also into learning activities and other school activities. Teachers can link learning materials to the values of cooperation, compassion, tolerance, and responsibility. In group activities, for example, students can be guided to give all members the opportunity to participate and to respect their peers' opinions. Such activities can provide a space for students to directly practice the values they have learned through socialization.

The program's sustainability also requires the full involvement of the school community. Teachers can monitor student interactions and provide guidance when inappropriate behavior is observed. Students also need to be given the space to speak up if they experience or witness actions that make them or their friends feel unsafe. On the other hand, communication between the school and parents can help reinforce positive behaviors outside the school environment. With continuity between the habits fostered at school and the guidance provided at home, the values instilled through socialization activities are more likely to be applied consistently.

The anti-bullying awareness campaign at Tlogowungu Elementary School can thus be seen as one of the first steps in raising students' awareness and fostering a more caring school culture. The success of bullying prevention efforts depends not only on a one-time awareness campaign but also on the sustained practice of positive behaviors, leading by

example, supervision, and cooperation among students, teachers, the school, and parents. Therefore, the messages conveyed during the awareness campaign must be continually reinforced and applied in everyday school life so that awareness of the dangers of bullying can develop into tangible behavior.

CONCLUSION

The anti-bullying awareness campaign conducted by KKN students at an elementary school is one of the efforts to instill awareness among students regarding the dangers of bullying in the school environment. The activity involved students from first through sixth grade and was divided into two sessions: the first session for lower-grade students (first, second, and third grades) and the second session for upper-grade students (fourth, fifth, and sixth grades). This division was made so that the presentation of the material could be tailored to the students' developmental levels and comprehension abilities. The educational materials covered an introduction to bullying, its various forms, examples of behaviors that can occur in the school environment, the resulting impacts, and actions that can be taken to prevent and address bullying. Observations showed that students began to recognize that behaviors such as teasing, hurting, ostracizing, humiliating, or other actions that harm peers are behaviors that must be avoided. The program also demonstrated that education about bullying should begin as early as elementary school. Children not only need to know that bullying is wrong but also need to understand why such actions can hurt others. Fostering empathy is a crucial component, as children need to learn to understand their peers' feelings and consider the impact of their words and actions.

Anti-bullying awareness campaigns also highlight the importance of the role played by the entire school community in creating a safe and comfortable environment. The responsibility for preventing bullying cannot fall solely on the victims or the perpetrators. Students who witness bullying, teachers, and everyone else in the school environment have a role to play in preventing and addressing bullying behavior. Students need to be encouraged not to laugh at or support bullying and to have the courage to seek help from teachers or adults when they witness inappropriate behavior. Although awareness campaigns can provide knowledge and raise students' awareness, a single event cannot guarantee long-term behavioral change. Therefore, follow-up action by the school is necessary through fostering a culture of mutual respect, strengthening character education, maintaining open communication between teachers and students, and monitoring social relationships among students. Education about bullying can also be conducted on an ongoing basis through classroom instruction and other school activities. Thus, anti-bullying outreach can serve as one of the first steps in building a more positive school culture. Through knowledge, awareness, empathy, and the cultivation of positive behaviors, students are expected to be able to form healthy friendships and help maintain a school environment free from bullying. The work program carried out during the Community Service Program (KKN) not only benefits students by providing them with experience in community service but also serves as a

form of contribution to supporting the character development of elementary school students, helping them learn to appreciate, respect, and care for one another.

BIBLIOGRAPHY

- Afni, N., Suarni, N. K., Margunayasa, I. G., & Nurgufriani, A. (2024). Dampak Bullying Terhadap Perkembangan Emosional Siswa Sekolah Dasar. *Indonesian Journal of Education and Learning*, 7(2), 23–36.
- Bramantha, H., Pratiwi, V., & Sari, N. A. (2023). Duta Anti Bullying sebagai Peer Group Educator untuk Pengembangan Perilaku Saling Menghargai pada Siswa Sekolah Dasar. *Jurnal Mimbar Integritas: Jurnal Pengabdian*, 2(1), 77–90.
- Dewi, F. T., Apriani, A.-N., Sudaryanti, A. A., Sofian, M., Rahayu, D. P., Fetinarumi, ... Haabiburochman, Y. K. (2024). Edukasi Anti Bullying bagi Siswa di Sekolah Dasar. *Jurnal Indonesia Mengabdi*, 6(2), 145–154.
- Elawati, Suandy, I. V., Beltapan, N. D. A., & Giwangsa, S. F. (2024). Analisis Peran Guru dalam Mengatasi Perundungan di Sekolah Dasar. *AS-SABIQUN: Jurnal Pendidikan Islam Anak Usia Dini*, 6(1), 147–156.
- Erkurnia, F., Putri, T. N., Dianningsih, Y. N., & Rachmawati, I. (2024). Analisis Profil Perilaku Bullying Pada Siswa Tingkat Sekolah Dasar Negeri Di Kabupaten Bantul Frizka. *G-COUNS: Jurnal Bimbingan Dan Konseling*, 8(3), 1254–1259. <https://doi.org/10.31316/gcouns.v8i3.5059>
- Fauziah, S. H., & Sutini, A. (2024). Peran Orang Tua dalam Meminimalisasi Kasus Perundungan Anak di Sekolah Dasar. *EDUKASI: Jurnal Penelitian Dan Artikel Pendidikan*, 16(01), 109–122.
- Gestiardi, R., & Suyitno. (2021). Penguatan Pendidikan Karakter Tanggung Jawab Sekolah Dasar di Era Pandemi. *Jurnal Pendidikan Karakter*, 1(1), 1–11.
- Kawuryan, S. P. (2021). Strategi Penciptaan Komunitas Peduli dengan Pendekatan Komprehensif di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 12(1), 27–42.
- Khatimah, H. (2024). Implementasi Layanan Bimbingan dan Konseling dalam Upaya Pencegahan Perundungan (Bullying) di Sekolah Dasar. *ALPEN: Jurnal Pendidikan Dasar*, 8(1), 66–73.
- Najah, N., Sumarwiyah, & Kuryanto, M. S. (2022). Verbal Bullying Siswa Sekolah Dasar dan Pengaruhnya Terhadap Hasil Belajar. *Jurnal Educatio*, 8(3), 1184–1191. <https://doi.org/10.31949/educatio.v8i3.3060>
- Nasywa, N., Tentama, F., & Mujidin. (2021). What Makes the Cyberbullying Model Among Vocational High School Students. *Cakrawala Pendidikan*, 40(2), 329–344. <https://doi.org/10.21831/cp.v40i2.34549>
- Nurunisa, H., Simbolon, M. E., & Iskandar, A. N. (2024). Analisis Dampak Perilaku Perundungan Terhadap Kecerdasan Interpersonal Siswa Sekolah Dasar (Studi Kualitatif Deskriptif pada Siswa Kelas 3 di SDN 2 Windusengkahan). *JURNAL SILIWANGI: Seri Pendidikan*, 10(1), 1–4.
- Oktaviani, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Educatio*, 9(3), 1245–1251. <https://doi.org/10.31949/educatio.v9i3.5400>
- Sukarman, & Sarilah. (2025). Upaya Pencegahan Perundungan di Sekolah Dasar melalui Edukasi dan Sosialisasi. *JILPI: JURNAL ILMIAH PENGABDIAN DAN INOVASI*, 3(4), 479–492.
- Widiarti, P. W. (2023). Pendidikan Karakter Berbasis Empati pada Anak-Anak Usia SD. *Jurnal Informasi*, 1(39), 83–91.