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Bullying Prevention Education through Awareness Sessions for Students of Sri Asih Public Elementary School, Cidahu Village, Subang Regency

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Abstract
Bullying is a problem that can undermine students' comfort, safety, and social relationships at school. At the elementary level, some students still find it difficult to distinguish between joking and behavior that hurts their peers. Preliminary observations at SDN Sri Asih, Cidahu Village, revealed teasing, calling classmates by their parents' names, and disturbing peers, behaviors that may cause discomfort. This community service program aimed to provide bullying prevention education so that students would understand the definition, forms, and impacts of bullying, as well as the actions they can take when experiencing or witnessing it. The activity was conducted on 11 August 2026 for 90 minutes using an educational-participatory approach that combined an awareness session, discussion, question and answer, PowerPoint presentation, and educational videos. The participants were 52 fifth and sixth grade students. Evaluation was conducted qualitatively through observation and oral questions to capture students' engagement and understanding. The results showed that students participated in the discussion, were able to explain the definition of bullying, mentioned several of its forms and impacts, and knew that bullying incidents can be reported to teachers, school staff, parents, or trusted adults. Students also began to recognize that jokes that make peers feel hurt, embarrassed, afraid, or uncomfortable cannot always be regarded as ordinary jokes. This program demonstrates that interactive awareness sessions can serve as a preventive effort to build students' awareness of mutual respect and to create a safe and comfortable school environment.

Keywords: anti-bullying awareness; community service; elementary school; participatory approach; peer interaction

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INTRODUCTION

Bullying is a behavior that can undermine students' comfort, safety, and social relationships at school. At the elementary school level, peer interaction is an important part of children's social development; however, differences in character, communication styles, and understanding of behavioral boundaries may give rise to actions that harm peers. Therefore, bullying prevention education needs to be provided from an early age so that students are able to recognize inappropriate behavior, understand its impacts, and know the steps they can take when facing bullying.

A number of community service programs and studies have highlighted the importance of bullying education for elementary school students. Paula et al. (2022) emphasized the need for bullying prevention education for elementary school-aged children, while Makrufi et al. (2023) showed that bullying may occur in physical, verbal, and social forms and that verbal acts are often perceived as jokes. A literature review by Mustofiyah et al. (2024) further indicated that educational models tailored to students' characteristics can be employed as part of bullying prevention strategies. These findings reinforce the importance of education that uses concrete examples and language that students can easily understand.

The problems identified at the partner school formed the basis for this program. Preliminary observations at SDN Sri Asih (Sri Asih Public Elementary School), Cidahu Village, revealed that

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students still teased one another, called classmates by nicknames associated with their parents' names, and disturbed their peers in daily interactions. Some of these behaviors may be regarded as jokes, yet for the targeted students they may cause feelings of hurt, embarrassment, fear, or discomfort. The observations also showed that, although some students were familiar with the term bullying, their understanding of its forms and impacts, the boundary between joking and bullying, and the procedures for reporting incidents still needed to be strengthened.

This situation indicates a gap between students' experiences in peer interaction and their ability to recognize behaviors that may harm others. Addressing this gap is important because students need to understand that the impact of an action is determined not only by the intention of the perpetrator but also by the experiences and feelings of the person being targeted. Education that uses situations close to students' lives can help connect the concept of bullying with their everyday experiences (Nurlaela et al., 2023).

This program offered an awareness session designed on the basis of the partner's initial conditions, with an emphasis on recognizing the forms of bullying, its impacts, the difference between joking and bullying, and the actions to take when experiencing or witnessing bullying. The material was delivered through an educational-participatory approach using presentations, videos, discussions, and oral questions. This approach was chosen so that students would not merely receive information but could also provide examples and respond to situations related to peer relationships.

The contribution of this program lies in the implementation of education that is contextualized to the problems identified at the school, particularly the habit of teasing using parents' names and the unclear boundary between joking and bullying. Unlike programs that employ pre-tests and post-tests to quantitatively measure changes in knowledge, this program used observation and oral questions to obtain a qualitative picture of students' engagement and understanding. Accordingly, the results are not intended as evidence of a statistically measurable improvement.

Based on these conditions, this community service program aimed to provide bullying prevention education to fifth- and sixth-grade students at SDN Sri Asih so that they would understand the definition, forms, and impacts of bullying, the difference between joking and bullying, and the actions they can take when experiencing or witnessing bullying. The program was expected to serve as an initial step in strengthening students' awareness and supporting mutually respectful peer interactions.

METHODS

This activity was a community service program in the form of bullying prevention education for students of SDN Sri Asih using an educational-participatory approach. The educational component was implemented by delivering the material in simple language with examples appropriate to the characteristics of elementary school students. The participatory component was implemented through discussions, question-and-answer sessions, opinion sharing, and the presentation of example situations drawn from students' everyday lives.

The activity was held at SDN Sri Asih, Cidahu Village, Pagaden Barat District, Subang Regency, West Java, Indonesia, on Tuesday, 11 August 2026, from 07:30 to 09:00 Western Indonesia Time (WIB). The participants comprised 52 students, consisting of 29 fifth-grade and 23 sixth-grade students. The school acted as a partner in coordinating the schedule and venue and in accompanying the participants throughout the activity.

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The program was implemented in three stages: preparation, educational delivery, and evaluation. In the preparation stage, the team coordinated with the school and conducted preliminary observations of student interactions. The observation results were used to adjust the material to the partner's needs. The material covered the definition of bullying, the difference between bullying and joking, the forms of bullying (physical, verbal, social, and cyberbullying), its impacts, prevention, and the actions to take when experiencing or witnessing bullying.

The implementation stage was carried out through an awareness session, discussion, and question-and-answer, supported by PowerPoint slides and educational videos. At the beginning of the activity, the facilitator posed oral questions to obtain an initial picture of students' knowledge of bullying. After the material was delivered, students were given the opportunity to answer questions, provide examples, express their opinions, and discuss situations related to bullying.

Evaluation was conducted qualitatively using an observation sheet and oral questions. Observation was used to record student engagement, including attention to the material, participation in discussions, responses to questions, and willingness to provide examples. Oral questions were used to assess students' understanding of the definition of bullying, its forms and impacts, the difference between joking and bullying, and the actions to take or the people from whom help can be sought. The success indicators were defined qualitatively, namely that students were able to: (1) explain the definition of bullying; (2) mention the forms of bullying; (3) explain the impacts of bullying; (4) distinguish jokes from behaviors that cause hurt, embarrassment, fear, or discomfort; and (5) identify the people from whom help can be sought or to whom incidents can be reported.

Ethical aspects were also considered because the participants were elementary school students. The activity was conducted after coordination with, and permission from, the school. Students' personal identities are not disclosed in this manuscript. The use of photographic documentation for publication must be consistent with the permission actually obtained from the school and/or the participants' guardians. If permission to publish photographs of individuals is not available, documentation showing students' identities should be removed, blurred, or replaced with documentation that does not identify the participants.



Figure 1. Implementation of the Bullying Prevention Education Session

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RESULTS AND DISCUSSION

The community service program in the form of bullying prevention education was conducted on Tuesday, 11 August 2026, at SDN Sri Asih, Cidahu Village, Pagaden Barat District, Subang Regency, West Java. The activity took place from 07:30 to 09:00 WIB (90 minutes) and was attended by 52 students, consisting of 29 fifth-grade and 23 sixth-grade students. The activity focused on the definition of bullying, the forms of bullying, its impacts, the difference between joking and bullying, and ways to prevent and respond to bullying.

At the beginning of the activity, the facilitator asked several oral questions about the definition of bullying, examples of bullying behavior, and the actions that can be taken when witnessing or experiencing bullying. Students' responses indicated that some of them were familiar with the term bullying, but their understanding of the difference between bullying and joking still needed to be strengthened. This finding was consistent with the preliminary observations, which identified habits of teasing, calling classmates by their parents' names, and disturbing peers. This condition served as the basis for providing concrete examples of the boundary between joking and behavior that may cause discomfort.

The material was delivered using PowerPoint (PPT) slides and educational videos. It was presented in simple language adapted to the characteristics of elementary school students to facilitate understanding. The material covered the definition of bullying, the forms of bullying, the impacts of bullying, and ways to prevent and respond to bullying. The delivery was interactive, incorporating simple questions and example situations drawn from students' everyday lives.

In the session on the definition of bullying, students were taught that bullying is behavior that can hurt or harm others and cannot be regarded as a joke if it causes someone to feel pressured, afraid, embarrassed, or uncomfortable (Dewi et al., 2024). Understanding the difference between bullying and joking is important because, in the school environment, teasing or giving certain nicknames is often considered a form of joking. Through this material, students were guided to pay greater attention to others' feelings in their interactions.

The next material addressed four forms of bullying, namely physical, verbal, social, and cyberbullying. Physical bullying was explained through examples such as hitting, pushing, kicking, or committing other acts of violence against peers. Verbal bullying includes teasing, insulting, threatening, or using unwanted nicknames. One of the examples given was calling a classmate by their parent's name with the intention of mocking them. Social bullying was explained through acts of exclusion, deliberately not inviting peers to play, or causing someone to be shunned by a group. Meanwhile, cyberbullying was described as hurting, humiliating, or harassing others through digital media (Emilda, 2022).

During the delivery of the material, students paid attention to the PowerPoint slides and educational videos (Yusuf et al., 2024). The videos were used to present more concrete bullying situations so that students could relate the material to their everyday experiences. After the material and videos were presented, students were invited to discuss several simple case examples and to determine whether the behaviors constituted bullying and how they should respond.

The subsequent material addressed the impacts of bullying. Students were taught that bullying not only has physical effects but can also affect the emotional condition and social relationships of victims. Victims of bullying may feel sad, afraid, embarrassed, insecure, lonely, and uncomfortable in the school environment (Rahmayanti et al., 2025). By understanding these impacts, students were

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expected to develop empathy and to be more careful in how they speak to and treat their peers.

In the prevention material, students were guided not to commit violence, tease or exclude peers, use hurtful nicknames, or share content that could humiliate peers through digital media. Students were also taught about the actions they can take when experiencing or witnessing bullying. Students who experience bullying can seek help from teachers, parents, or trusted adults. Meanwhile, students who witness bullying are expected not to laugh along with or support the perpetrator, but rather to support the victim and report the incident to a teacher.

Following the delivery of the material, the activity continued with discussion and a question-and-answer session. Students were given the opportunity to answer and ask questions, express their opinions, and provide examples of bullying behavior related to their everyday lives. Several students shared experiences or observations of unkind treatment among peers, such as mocking physical appearance or calling classmates by their parents' names. These responses indicated that students were able to relate the material to the social situations they encountered. Through questions on the definition, forms, and impacts of bullying, the difference between joking and bullying, and the actions to take when experiencing or witnessing bullying, students were able to restate several key points of the material and knew that bullying incidents can be reported to teachers, school staff, parents, or trusted adults.

Students' engagement in the discussion and question-and-answer session indicated that the activity was not merely one-directional. Students were involved through questions, case examples, and opinion sharing. During the video screening, several students showed emotional responses to the victim's situation and began to connect the video content with behaviors they may previously have regarded as jokes. These responses provided an initial indication that students were beginning to recognize the impact of words or actions that make peers feel hurt, embarrassed, afraid, or uncomfortable. However, this understanding remained preliminary, as some students still needed examples and explanations to distinguish joking from bullying.

In terms of achievements, the outputs of the program comprised the delivery of education to 52 students, the presentation of bullying prevention material, and the implementation of discussions and oral evaluation. The outcomes were observed qualitatively through students' responses: students were able to explain the definition of bullying, mention several of its forms and impacts, recognize that jokes causing discomfort can be problematic, and identify the people from whom they could seek help when experiencing or witnessing bullying. These achievements are understood as the responses and understanding observed during the activity rather than as evidence of quantitative improvement, since pre-test and post-test data were not available.

These results suggest that the use of simple language, concrete examples, and PPT and video media can help create an educational process appropriate to the characteristics of elementary school students. Students not only received information about bullying but were also given the opportunity to relate the material to situations they encounter in their daily lives. This is important because bullying-related material is directly linked to students' social relationships in the school environment.

Theoretically, an awareness session is a form of educational and communication process that can support changes in knowledge, attitudes, and behavior. Amanah (2007) explained that extension is not merely concerned with delivering information but constitutes an educational and communication process that can support the behavioral transformation of individuals and groups. In this program, this principle was applied by delivering knowledge about bullying systematically, from its definition,

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forms, and impacts to ways of preventing and responding to it.

The gradual delivery of the material helped students gain a more comprehensive understanding of bullying. The material did not focus solely on recognizing the forms of bullying but also addressed its impacts and appropriate responses. Thus, students were expected not only to recognize bullying but also to understand that every action directed at peers can affect others' emotional condition and social relationships.

The educational-participatory approach applied in this program was another important factor. The educational component involved delivering knowledge about bullying in simple language adapted to the characteristics of elementary school students. Meanwhile, the participatory component actively involved students through questions, discussion, question-and-answer, opinion sharing, and example situations close to their lives (Rohmiyati et al., 2025). Through this approach, students were not merely recipients of information but were actively involved in the process of understanding the material.

The results of this program are consistent with the community service program "Anti-Bullying Education to Build a Child-Friendly School at SDN Pasuluhan," which used an educational-participatory approach through material delivery, interactive discussion, and question-and-answer (Hermawan et al., 2026). That program addressed the definition of bullying, its types and impacts, the difference between joking and bullying, and students' roles in preventing bullying. This similarity indicates that bullying education for elementary school students can be delivered through interactive methods tailored to the participants' characteristics (Ekasari et al., 2026).

The findings of this program are also consistent with an anti-bullying education program for students of SD Negeri Tawar in Mojokerto, which used an educational-participatory approach through presentations, interactive discussions, question-and-answer, and activities adapted to the characteristics of elementary school students (Novianto et al., 2026). Evaluation in that program was conducted by observing students' participation, enthusiasm, and ability to answer questions about bullying. This indicates that observation and direct interaction during the activity can be used to obtain an overview of students' reception of the material when quantitative evaluation is not employed.

Active student involvement is essential in bullying prevention education because students are a direct part of the peer environment at school. In daily life, students may be in the position of victims, perpetrators, or bystanders. Therefore, education should not only provide information about the definition of bullying but also foster an understanding of the actions to take when facing such situations. Through discussion and question-and-answer, students can learn to distinguish appropriate from inappropriate behavior and understand the importance of respecting their peers.

Nevertheless, this program had several limitations. First, time was limited, as the activity lasted only 90 minutes; consequently, the material had to be delivered concisely and focused on the core content. Second, students' levels of understanding and confidence in expressing their opinions varied; some students were more active in answering questions, whereas others tended to listen and required repeated explanations or examples. Third, the evaluation did not employ pre-test and post-test instruments; therefore, this program cannot demonstrate a quantitative improvement in understanding. Accordingly, the findings presented are limited to a qualitative description of students' engagement, responses, and understanding during the activity.

The sustainability of this education requires reinforcement from the school through supervision of student interactions and the cultivation of mutual respect. Teachers and homeroom teachers can

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provide reinforcement when behaviors leading to bullying are identified, while the school can continue prevention efforts through regular mentoring and monitoring. Where guidance and counseling services are available, they can be involved in supporting students who experience or are involved in bullying. Parental involvement can also form part of the follow-up so that bullying prevention is not only carried out at school but also reinforced within the family. Thus, the awareness session serves as an initial step that can be continued through sustained prevention efforts.

Bullying prevention education through awareness sessions combined with PowerPoint slides, videos, discussion, and question-and-answer can be a preventive effort relevant to the partner's needs. Based on the qualitative evaluation, students demonstrated engagement and were able to restate several key points of the material as well as the actions they can take when facing bullying. However, these findings are not intended as evidence of a quantitative improvement in understanding. The sustainability of the program requires reinforcement from the school through the cultivation of mutual respect, monitoring of student interactions, and regular mentoring.

Overall, the implementation of bullying prevention education through awareness sessions for students of SDN Sri Asih shows that material delivery combined with PPT slides, videos, discussion, and question-and-answer can create an interactive educational activity. Based on observations during the activity, students showed attention and engagement in understanding the material and were able to provide several examples of bullying behavior and preventive actions. Since no pre-test or post-test was administered, this activity was not intended to measure improvements in understanding quantitatively, but rather to provide a qualitative overview of students' reception of the material. The activity is expected to serve as an initial step in raising students' awareness of the importance of building healthy, mutually respectful, and bullying-free peer relationships.

Table 1. Overview of Students' Understanding Based on Observation and Oral Evaluation

Observed aspect	Preliminary observation	Qualitative evaluation findings after the education session
Understanding of bullying	Some students were familiar with the term bullying but did not yet understand it comprehensively.	Students were able to explain the definition of bullying, as reflected in their responses to oral questions.
Distinguishing bullying from joking	Some students still regarded teasing or disturbing peers as joking.	Students began to recognize that jokes that make peers feel hurt, embarrassed, afraid, or uncomfortable should be considered problematic behavior.
Recognizing forms of bullying	Understanding of the forms of bullying still needed to be strengthened.	Students were able to mention several forms of bullying, such as physical, verbal, social, and cyberbullying.
Understanding the impacts of bullying	Understanding of the impacts on peers still needed to be strengthened.	Students were able to explain that bullying can make peers feel sad, afraid, embarrassed, and uncomfortable.
Actions when witnessing or experiencing bullying	Students did not yet fully understand the appropriate actions.	Students knew that bullying can be reported to teachers, school staff, parents, or trusted adults.
Engagement in the activity	Initial conditions were identified through oral questions and preliminary observation.	Students showed engagement through their answers, participation in discussions, and provision of examples during the activity.

Source: Preliminary observation and oral evaluation during the community service program, 2026.

Note: The table presents a qualitative overview and does not represent pre-test and post-test measurement results.

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Figure 2. Group Photo of the Implementation Team and Students of SDN Sri Asih

CONCLUSION

The community service program on bullying prevention education at SDN Sri Asih was conducted for 52 fifth- and sixth-grade students using an educational-participatory approach that combined an awareness session, discussion, question-and-answer, PowerPoint slides, and educational videos. The program focused on introducing the definition, forms, and impacts of bullying, the difference between joking and bullying, and preventive and reporting actions.

Based on observation and oral evaluation, students showed engagement in the activity and were able to restate several key points of the material, including the definition and forms of bullying, its impacts on peers, and the people from whom they can seek help. Students also began to recognize that jokes causing hurt, embarrassment, fear, or discomfort cannot always be regarded as ordinary jokes. These achievements indicate the benefits of education as a preventive effort but cannot be interpreted as a quantitatively measured improvement in understanding.

The main limitations of this program were the absence of pre-test and post-test evaluation and the limited implementation time. Therefore, follow-up is recommended through periodic education, monitoring of student interactions, and more systematic evaluation so that changes in students' knowledge, attitudes, and behavior can be identified more robustly.

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school environment.

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Author Contributions
All authors contributed to the implementation of the community service program and the preparation of this article. Deva Devi Anti; contributed to the conceptualization of the activity, data collection, and manuscript writing. Ahmad Farihin; contributed to activity planning and manuscript review. Fitria Zulfa; contributed to the implementation of the activity and the collection of field information. Lutfi Maulana; contributed to the implementation of the activity and documentation. Laila Qodri; contributed to information collection, review, and editing of the manuscript. All authors have read and approved the final version of the manuscript.

Conflict of Interest
The authors declare no conflict of interest.

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