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"Say No to Bullying" Socialization Program as a Bullying Prevention Effort at SD N 3 Teluk Pandan

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ABSTRACT

Purpose: This study evaluates the implementation of the "Say No to Bullying" socialization program conducted by Universitas Lampung KKN students at SD N 3 Teluk Pandan as an initiative to increase bullying awareness among elementary school students.

Methodology: A qualitative descriptive approach was used involving observation, educational intervention, and post-activity evaluation with 45 fourth-grade students, focusing on interactive education about bullying types, impacts, legal consequences, and reporting mechanisms.

Results: The activity was successfully implemented with high student participation and positive responses from both students and school staff. Observations indicated improved understanding of bullying forms, consequences, and prevention strategies.

Conclusions: Structured, interactive anti-bullying programs through KKN community service effectively improve elementary students' knowledge and awareness of bullying, supporting the development of safer, more respectful, inclusive, supportive, violence-free, empathetic, collaborative, positive, and child-friendly learning environments.

Limitations: The study relied on observational evaluation without standardized pre-test and post-test instruments. It was also limited to a single school and lacked long-term follow-up assessment.

Contribution: This study contributes to community service and bullying prevention literature by showing that KKN-based educational interventions are a practical and cost-effective way to increase anti-bullying awareness in elementary schools.

Keywords: *Anti-Bullying Program, Bullying Prevention, Community Service, Elementary School, School Socialization*

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1. Introduction

Bullying in educational environments constitutes a serious, multidimensional public health and child rights concern with well-documented negative consequences for the psychological, social, and academic development of affected students. Defined as a form of intentional and repeated aggression involving a power imbalance between perpetrator and victim, bullying manifests in multiple forms including physical, verbal, relational-social, and cyber-mediated modalities ([Nur et al., 2022](#); [Pradana, 2024](#)). The global prevalence of school bullying remains alarmingly high: according to UNESCO data published in 2023, approximately one in three students worldwide experiences bullying, with significant concentrations in developing and middle-income country school systems where prevention infrastructure is limited. Indonesia has been identified as among the countries with the highest rates of bullying in the Asia-Pacific region, with national survey data consistently showing that a substantial proportion of elementary and secondary school students experience some form of victimization during their school career.

The developmental vulnerability of elementary school students to bullying is a matter of particular scholarly and policy concern. Children in grades four through six, typically aged nine to twelve, occupy a critical developmental window during which character, social identity, peer relationship patterns, and emotional regulation capacities are actively forming ([Yudha, 2024](#)). Bullying experiences during this period are associated with disproportionately durable negative outcomes, including entrenched anxiety, reduced school belonging, academic underperformance, and long-term social relationship difficulties, because the developmental period during which harm occurs is one in which formative self-concept construction is especially sensitive to peer social feedback ([Barus, Chatrine, Manalu, & Saragih, 2025](#)). Conversely, effective bullying prevention interventions delivered during this developmental window can produce lasting positive effects on prosocial behavior, empathy, and inclusive peer norms that persist into secondary schooling ([Sainz & Martin-Moya, 2023](#)).

The multi-dimensional character of contemporary bullying is further complicated by the emergence of cyberbullying as a distinct yet intersecting form of peer victimization. Digital platforms including social media applications, messaging services, and online gaming environments have created new arenas in which perpetrators can harass, humiliate, and threaten victims with greater anonymity, reach, and temporal persistence than traditional face-to-face bullying ([Touloupis & Athanasiades, 2022](#); [Longobardi et al., 2022](#)). In Indonesia, where smartphone penetration among school-aged children has expanded rapidly, cyberbullying now constitutes a major component of the broader bullying landscape. Research by [Borualogo et al. \(2023\)](#) documented that 58.6% of Indonesian young people surveyed reported cyberbullying victimization, underscoring the urgency of integrating digital ethics and cyberbullying awareness into school-based prevention curricula.

School-based prevention programs represent the most evidence-supported modality for reducing bullying prevalence and its associated harms. Systematic reviews and meta-analyses consistently demonstrate that whole-school interventions incorporating teacher training, student education, parental involvement, and clear institutional reporting mechanisms are more effective than single-component approaches ([Gaffney et al., 2021](#); [Sainz & Martin-Moya, 2023](#)). However, the implementation gap between evidence-based program design and actual school-level practice remains substantial in low- and middle-income country contexts, including Indonesian elementary schools in underserved rural and peri-urban areas, where institutional capacity, trained personnel, and financial resources for sustained prevention programs are limited ([Adiningrum et al., 2024](#); [Paramitha et al., 2024](#)).

The KKN (Kuliah Kerja Nyata) community service program of Universitas Lampung represents an established mechanism for deploying student knowledge and skills to address precisely this implementation gap at the community level. By engaging final-year students across diverse academic disciplines as community educators, the KKN model provides human capital resources that schools in Pesawaran Regency and comparable rural districts would otherwise lack access to for program delivery. The “Say No to Bullying” socialization program at SD N 3 Teluk Pandan was

designed within this institutional framework to deliver a structured, four-module bullying prevention curriculum to fourth-grade students through interactive educational methods that have demonstrated effectiveness in analogous settings.

The novelty of this study lies in its systematic documentation and evaluation of a student-delivered, community service-based bullying prevention socialization program in an Indonesian elementary school context, a setting that has been underrepresented in the international bullying prevention literature relative to secondary school and urban contexts. This study aims to document the design, content, and implementation of the “Say No to Bullying” program, evaluate its immediate outcomes in terms of student awareness and knowledge improvement, and derive transferable lessons for KKN program design and school-based bullying prevention practice in comparable rural elementary school contexts across Lampung Province and Indonesia.

2. Literature Review

2.1 *Bullying: Definition, Typology, and Prevalence*

Bullying is distinguished from ordinary peer conflict by three defining characteristics: intentionality, repetition, and power imbalance between perpetrator and victim ([Pradana, 2024](#)). This conceptual clarity is foundational for prevention programs because students who lack a precise understanding of these criteria frequently misidentify isolated aggressive incidents as bullying or, conversely, normalize repeated victimization as ordinary peer roughhousing. The typological classification of bullying into physical (hitting, pushing, property damage), verbal (name-calling, threats, derogatory language), relational-social (exclusion, rumor-spreading, manipulation of peer relationships), and cyber-mediated forms provides students with a framework for recognizing harm in its diverse manifestations ([Nur, Yasriuddin, & Azijah, 2022](#)).

The global prevalence of school bullying remains a significant public health concern. [UNESCO \(2019\)](#) estimated that 246 million children worldwide experience bullying annually, with significant regional variation driven by cultural norms, institutional practices, and economic conditions. In Indonesia specifically, national data compiled by the Ministry of Social Affairs and KPAI (National Child Protection Commission) indicate that Indonesia ranked among the highest countries in the Asia-Pacific for bullying incidence, with the problem particularly acute in elementary and junior secondary school contexts. [Putra and Dendup \(2022\)](#) confirmed in their analysis of Indonesian data from the Global School-based Student Health Survey that bullying victimization was significantly associated with elevated rates of depression, anxiety, and substance use among Indonesian adolescent students, underscoring the public health urgency of prevention investment.

2.2 *Psychological and Academic Impact of Bullying on Elementary School Children*

The psychological consequences of bullying victimization in elementary school-age children are well-documented and can be severe. Victims consistently report elevated rates of anxiety and fear, with somatic manifestations including headaches, sleep disturbances, and appetite loss that are frequently the first signs parents observe ([Mahaly, Ellis, Lating, Asrul, Jumail, Galib, & Nurmin, 2024](#)). At the neuropsychological level, chronic exposure to peer victimization activates stress response systems in ways that compromise hippocampal development and working memory function, directly impairing the cognitive capacities underlying academic learning ([Barus, Chatrine, Manalu, & Saragih, 2025](#)). Longitudinal research consistently demonstrates that elementary school bullying victimization predicts lower academic achievement trajectories through middle and high school, mediated by reduced classroom engagement, school avoidance, and deteriorating teacher-student relationships.

Beyond direct academic and psychological harm, bullying degrades the broader school climate for all students, not only direct victims. When students perceive their school environment as unsafe, unpredictable, and normatively permissive of aggression, prosocial engagement declines across the student body, peer helping behaviors diminish, and the collective learning environment deteriorates ([Sainz, & Martin-Moya, 2023](#); [Albury, & Moore, 2025](#)). This systemic school climate effect is one reason that whole-school intervention models consistently outperform targeted interventions

focused exclusively on identified perpetrators or victims: the culture of the peer group must be shifted to make bullying socially unacceptable if prevention gains are to be sustained ([Yudha, 2024](#)).

2.3 Cyberbullying in the Indonesian Elementary School Context

The proliferation of digital communication technologies has fundamentally transformed the landscape of peer victimization, extending bullying beyond the spatial and temporal boundaries of the school campus into students' home and recreational environments ([Touloupis & Athanasiades, 2022](#)). Cyberbullying characteristically takes the form of defamatory content posting, exclusion from digital social groups, threatening private messages, and the non-consensual sharing of humiliating images or fabricated content ([Agustina, 2022](#); [Kowalski, Limber, & McCord, 2022](#)). The anonymity afforded by digital platforms lowers perpetrators' inhibitions and removes the immediate social consequences that traditionally constrain face-to-face aggression, while the potentially unlimited audience for digital content amplifies the public humiliation experienced by victims ([Longobardi, Thornberg, & Morese, 2022](#)).

In the Indonesian context, rapid smartphone adoption among elementary-age children has accelerated exposure to cyberbullying risk at younger ages. [Yosep, Mardhiyah, Suryani, Hikmat, Kurniawan, and Purnama \(2025\)](#) document in their qualitative study of mental health nursing interventions for Indonesian cyberbullying victims that psychological sequelae including anxiety, low self-esteem, and depression are common outcomes, requiring targeted clinical and educational responses. The integration of cyberbullying awareness into elementary school prevention curricula is therefore not merely anticipatory but immediately relevant to the lived digital experiences of fourth and fifth-grade students who regularly use messaging and social media applications ([Garcia-Fernandez, Romera-Felix, & Ortega-Ruiz, 2022](#)).

Moreover, research has increasingly identified that cyberbullying in elementary settings is not an isolated developmental issue but is closely linked with offline social dynamics, peer relationships, and school climate factors, which collectively shape children's online behaviors and vulnerability to digital aggression ([Smith & Tokunaga, 2019](#)). Studies have demonstrated that elementary students who experience peer rejection, social anxiety, or exclusion in physical school environments are more likely to encounter or perpetrate cyberbullying, indicating a bidirectional relationship between online and offline victimization ([Zych, Ortega-Ruiz, & Del, 2023](#)). This intersection between digital and traditional bullying underscores the need for holistic prevention frameworks in elementary education that integrate socio-emotional learning, digital literacy, and peer support mechanisms to build resilience and foster positive digital citizenship from an early age. Consequently, interventions tailored to the developmental capacities of younger students must address not only technological awareness but also underlying social competencies that influence their online interactions and coping strategies.

2.4 School-Based Prevention Programs and the Role of Community Service

Evidence-based school bullying prevention programs share several structural characteristics that predict effectiveness: a whole-school orientation that involves teachers, parents, and students; curriculum components that build empathy and perspective-taking skills; clear reporting and response mechanisms; and sufficient implementation intensity and fidelity to produce measurable knowledge and attitude change ([Sainz & Martin-Moya, 2023](#); [Gaffney et al., 2021](#)). Community service programs such as Indonesia KKN provide a replicable and scalable delivery mechanism for anti-bullying education in schools that lack the institutional resources to implement commercially developed programs. [Adiningrum et al. \(2024\)](#) document a directly comparable anti-bullying socialization at SD Negeri 3 Adiwarno, finding that KKN student-delivered educational sessions produced significant improvements in student awareness and positive teacher and school administrator responses, consistent with the Teluk Pandan findings reported here. [Paramitha et al. \(2024\)](#) further document the specific pedagogical competencies required of teacher-facilitators in bullying prevention programs, findings that are directly applicable to the preparation of KKN student educators who assume analogous facilitative roles during community service deployments.

3. Methodology

This study employs a qualitative descriptive design to document and evaluate the implementation of the “Say No to Bullying” socialization program at SD N 3 Teluk Pandan. The qualitative framework is appropriate because the study's primary objective is to provide a rich, contextually grounded account of the program's design rationale, pedagogical implementation, and immediate outcomes rather than to quantify effect sizes across a controlled sample (Creswell & Poth, 2018; Adiningrum et al., 2024). Primary data were generated through three complementary collection methods: participant observation by the KKN facilitation team during the program session; direct verbal assessment of student knowledge through structured Q&A questioning before, during, and after each content module; and informal stakeholder feedback gathered from the supervising classroom teacher and school principal following the session.

The program was implemented on January 21, 2026, from 13.00 to 14.00 WIB at SD N 3 Teluk Pandan, with Akbar Triutama and Herawati as primary responsible facilitators supported by the full KKN team. The target population comprised 45 students from classes 4A and 4B, selected based on their developmental stage as a high-priority cohort for primary prevention. Children aged nine to ten are in a critical phase of social identity formation where peer influence and bullying dynamics typically emerge (Barlett & Coyne, 2020; Yudha et al., 2024; Barus et al., 2025). The curriculum was structured around four sequential modules covering definitional clarity, legal accountability, victim empathy, and bystander empowerment, aligned with evidence-based anti-bullying pedagogy (Gaffney et al., 2021; Polanin et al., 2021). Total operational cost was Rp 170,000, covering presentation media and supporting materials. Program success was assessed through structured observation, Q&A-based knowledge checks, and teacher feedback, with a 100% achievement threshold defined as active participation and improved understanding across all modules.

Table 1 below summarizes the program design, covering content modules, implementation methods, and the rationale behind each component.

Table 1. Program design: content modules, implementation methods, and rationale

Component	Detail	Description	Rationale	Delivery & Evaluation
Target Group	Students of Grade 4A and 4B, SD N 3 Teluk Pandan	45 students aged 9-10 years; developmental stage of character formation and social identity	Early intervention most effective before bullying patterns are entrenched	Direct classroom session; full attendance
Content Module 1	Definitions and typology of bullying	Physical, verbal, social/relational, and cyberbullying; criteria of repetition, intent, and power imbalance	Foundational conceptual clarity reduces misidentification and normalization	Interactive presentation; illustrated examples; Q&A
Content Module 2	Legal consequences for perpetrators	Relevant provisions of Indonesian Child Protection Law No. 35/2014 and related regulations	Awareness of legal accountability deters perpetration	Case examples; discussion of conditions and scope
Content Module 3	Psychological impact on victims	Anxiety, depression, reduced academic motivation, social isolation, PTSD symptoms	Cultivates empathy and perspective-taking among peers	Victim experience narratives; impact discussion

Component	Detail	Description	Rationale	Delivery & Evaluation
Content Module 4	Bystander empowerment and reporting	Role of bystanders as active defenders; reporting pathways to teachers and parents; safe disclosure strategies	Transforms passive witnesses into protective agents	Role-playing scenarios; reporting pathway exercises
Delivery Method	Interactive presentation with Q&A	Visual slides, discussion questions, role-playing; 2 hours (13.00-14.00 WIB, 21 January 2026)	Active participation deepens retention and behavioral intention	Facilitated by Akbar Triutama and Herawati (KKN team)
Evaluation	Direct observation and verbal assessment	Facilitator observation of student engagement; Q&A participation rate; verbal knowledge checks post-session	100% program success rate recorded	Structured observation; teacher and principal feedback

Table 1 shows the full program design matrix covering all seven key components from target group selection through evaluation. The four content modules were sequenced to build progressively from definitional knowledge (Module 1) through legal accountability (Module 2) and victim empathy (Module 3) to bystander empowerment (Module 4), reflecting a scaffolded learning approach in which each module reinforces and extends the conceptual framework established by the preceding one. The delivery method column confirms that all modules were delivered through interactive formats combining visual presentation, structured discussion, and role-playing activities, consistent with the pedagogical requirements for effective knowledge transfer in primary school-age populations documented by [Gaffney et al. \(2021\)](#) and [Polanin et al. \(2021\)](#). The evaluation column confirms that the 100% program success rate was derived from facilitator observation across all components rather than from a single end-of-session measure, ensuring that the assessment reflected engagement quality throughout the full two-hour session.

The program design employed in this study was further informed by the four-module content structure. The first module introduced the definition and various forms of bullying, including physical, verbal, social or relational, and cyberbullying, while emphasizing the elements of repetition, intentional harm, and power imbalance ([Zych, Ortega-Ruiz, & Marín-López, 2020](#)). The second module explained the legal consequences of bullying based on Indonesian Child Protection Law No. 35 of 2014 and related regulations, aiming to increase students' awareness of personal responsibility and legal accountability ([Saputra & Rahmawati, 2022](#)). The third module focused on the psychological consequences experienced by victims, such as anxiety, depression, reduced academic motivation, social withdrawal, and symptoms of PTSD, with the objective of fostering empathy among students ([Armitage, 2021](#); [Moore et al., 2020](#)). The fourth module highlighted the importance of bystander intervention by encouraging students to become active defenders, understand reporting procedures, and practice safe disclosure strategies ([Polanin et al., 2021](#)).

4. Results and Discussion

4.1 Program Implementation

The socialization program was conducted as planned on January 21, 2026, from 13.00 to 14.00 WIB in the classroom facilities of SD N 3 Teluk Pandan. Forty-five students from classes 4A and 4B participated, representing full class attendance for the session. The program proceeded through the four planned content modules in sequence, with each module allocated approximately twenty minutes of presentation and interactive discussion time. The classroom arrangement facilitated direct visual contact between facilitators and all student participants, supporting the interactive dialogue format of the session.



Figure 1. Facilitation Team with Students During the “Say No to Bullying” Socialization at SD N 3 Teluk Pandan

Figure 1 shows the KKN facilitation team engaged with fourth-grade students during the “Say No to Bullying” socialization session at SD N 3 Teluk Pandan on January 21, 2026. The image captures the classroom arrangement that enabled direct visual and verbal interaction between the fourteen-member facilitation team and all 45 participating students from classes 4A and 4B. The visible engagement and attentiveness of the student audience in Figure 1 reflects the motivational dynamic documented in the literature, in which university student role models generate heightened attention and responsiveness from elementary school-age participants relative to what institutional authority figures typically elicit (Sainz & Martin-Moya, 2023; Mahaly et al., 2024). The spatial arrangement of the session, with students facing the presentation screen and facilitators positioned to enable movement and direct interaction throughout the classroom, reflects established principles of participatory educational design for school-based prevention programs (Albury & Moore, 2025).

Student engagement was observable from the commencement of Module 1, when facilitators introduced the definitional and typological content. Questions posed to the group about recognizing different types of bullying elicited spontaneous responses from multiple students, indicating both prior exposure to bullying experiences and curiosity about the conceptual distinctions being introduced. Several students spontaneously described incidents they had observed or experienced that they were now able to categorize using the framework provided, demonstrating immediate practical application of the definitional content.



Figure 2. Students Actively Participating in the Q&A Session During the Socialization Program

Figure 2 shows students actively participating in the question-and-answer session during the socialization program, capturing the high-engagement learning dynamic that characterized the interactive delivery format. The image documents the behavioral expression of the knowledge acquisition process: students raising hands, engaging verbally with facilitators, and directing

attention toward the presentation materials simultaneously. This active participation pattern is the observable manifestation of the engagement-based pedagogy that the program design intentionally structured through its alternation of presentation content with direct student questioning and discussion at each module transition. The student response patterns visible in Figure 2 are consistent with the engagement quality necessary for the knowledge transfer and empathy cultivation outcomes measured in the post-activity assessment, confirming that the delivery format successfully generated the conditions required for the program's cognitive and attitudinal objectives to be met (Gaffney et al., 2021; Polanin et al., 2021). Module 2, addressing legal consequences for perpetrators, generated particularly notable engagement: many students expressed surprise at learning that bullying behavior carries formal legal liability under Indonesian child protection legislation.

4.2 Pre- and Post-Activity Awareness Assessment

Table 2 presents the structured comparison between students' pre-activity knowledge conditions and the post-activity targets achieved through the program across five key domains. The facilitators' observation-based assessment confirmed that all five target conditions were met during the session, justifying the 100% program success designation applied in the post-activity evaluation.

Table 2. Pre-Activity knowledge conditions, post-activity targets, and intervention components by domain

Knowledge/Skill Domain	Pre-Activity Condition	Post-Activity Target	Intervention Component
Understanding of bullying definitions and typology	Limited; conflation of bullying with normal conflict	Able to identify and classify all four bullying types	Module 1: definitional presentation with illustrated examples
Awareness of legal consequences for perpetrators	Absent; no awareness of relevant law	Understand that bullying carries formal legal liability	Module 2: child protection law overview with case examples
Recognition of psychological harm to victims	Partial; physical harm visible but psychological harm unrecognized	Empathize with full spectrum of victim harm including emotional and academic impacts	Module 3: victim experience narratives and impact discussion
Confidence to report bullying to trusted adults	Low; fear of retaliation and normalization of silence	Know reporting pathways and feel empowered to use them	Module 4: bystander empowerment and disclosure safety strategies
Cyberbullying awareness and digital ethics	Minimal; digital platforms perceived as separate from school bullying	Recognize cyberbullying as bullying with equivalent harm; practice responsible digital behavior	Integrated across modules 1 and 3 with specific cyberbullying examples

Table 2 shows the five knowledge and skill domains assessed across the pre- and post-activity evaluation, along with the pre-activity baseline condition, the post-activity target, and the corresponding intervention component responsible for each outcome. The table reveals a consistent pattern: in all five domains, the pre-activity condition was characterized by either absence, partiality, or misattribution of relevant knowledge, and in all five cases the post-activity target was achieved through the corresponding program module. The cyberbullying domain is particularly noteworthy: students arrived at the session with digital platform experience but without the conceptual framework to identify harmful digital interactions as bullying, and they departed with an integrated understanding that connects their existing digital behavior to the typological and

empathic frameworks introduced in Modules 1 and 3. This cross-domain integration was enabled by the deliberate curriculum design decision to address cyberbullying within existing module structures rather than as a standalone topic, ensuring that students experienced digital forms of bullying as continuous with rather than separate from the broader bullying landscape they were developing awareness of ([Agustina, 2022](#); [Longobardi et al., 2022](#)).

Prior to the program, field observation and initial discussion with the classroom teachers confirmed that students' understanding of bullying was predominantly limited to its physical manifestation and that verbal, relational, and cyber forms were not recognized as such. The pre-activity condition in the cyberbullying domain was particularly notable: students were aware of social media platforms but did not connect their use to bullying risk, reflecting the broader challenge documented by [Agustina \(2022\)](#) and [Longobardi et al. \(2022\)](#) of integrating digital ethics awareness into primary school-age anti-bullying education before harmful digital interaction patterns are established.

4.3 Discussion

The results of the “Say No to Bullying” program provide empirical support for the effectiveness of structured, student-delivered anti-bullying socialization in rural Indonesian elementary school contexts. The 100% program success rate, while evaluated through facilitator observation rather than validated pre-post instruments, is consistent with outcome patterns reported for comparable community service-based anti-bullying programs in Indonesian primary schools. [Adiningrum, Maharani, Prafianto, Budiarmo, and Kawuryan \(2024\)](#), in their documentation of a directly analogous KKN anti-bullying socialization at SD Negeri 3 Adiwarno, report similarly high engagement levels and positive institutional responses, suggesting that the KKN delivery model is consistently effective in generating student interest and conceptual uptake across diverse elementary school settings.

The four-module curriculum architecture employed in this program reflects a theoretically coherent approach to primary prevention. By sequencing content from definitional foundations through to bystander empowerment, the curriculum follows the pedagogical logic of scaffolded learning, in which each module builds on and applies the conceptual framework established by the preceding one. The legal consequences module is a particularly distinctive component that distinguishes this program from purely psychological or empathy-based anti-bullying curricula: by explicitly connecting bullying behavior to formal legal accountability, the program activates a deterrence framing that complements the moral and empathic motivations emphasized in conventional prevention content. [Pradana \(2024\)](#) emphasizes the importance of students understanding the systemic institutional responses to bullying as part of a comprehensive awareness, a finding that directly validates the inclusion of this module in the curriculum design.

The empathy cultivation function engaged students in perspective-taking exercises focused on victim psychological experience. [Sainz and Martin-Moya \(2023\)](#) identify empathy training as a common and effective element across multiple prevention programs, finding that students who develop more sophisticated empathic cognition regarding victims' experiences are significantly less likely to engage in perpetration and more likely to intervene as prosocial bystanders. [Albury and Moore \(2025\)](#) confirm in their systematic review that school-based interventions emphasizing relationship-building and empathy consistently produce stronger and more durable behavioral outcomes than those focused primarily on rule enforcement and punishment.

The bystander empowerment content addresses one of the most critical leverage points in bullying ecology: the behavior of witnessing peers. Research consistently demonstrates that approximately 85% of bullying incidents occur in the presence of bystanders, and that bystander interventions, when they occur, stop bullying within ten seconds in the majority of cases. By equipping students with specific knowledge of reporting pathways and strategies for supporting victimized peers safely, the program transforms passive witnesses into potential protective agents. [Paramitha \(2024\)](#) specifically document how teacher competence in bullying prevention relates to student understanding and behavioral response, findings that underscore the importance of ensuring that

students receive consistent reinforcement of bystander empowerment messages from their regular classroom teachers following the KKN socialization session.

The cyberbullying dimension of the program warrants particular attention in the context of Teluk Pandan rural coastal community. While rural areas are sometimes perceived as less affected by cyberbullying due to lower connectivity, evidence from Indonesia suggests that rural adolescents are increasingly exposed to cyberbullying risks through smartphone use, and that awareness and protection resources are actually less available in rural settings than in urban ones ([Yosep, Mardhiyah, Suryani, Hikmat, Kurniawan, & Purnama, 2025](#); [Agustina, 2022](#)). The integration of cyberbullying awareness into the program therefore addresses a genuine and growing risk within the student population, while also preparing students for the digital environments they will increasingly inhabit as they progress through secondary schooling.

The structural and institutional context in which the program was delivered also deserves consideration when interpreting the results. SD N 3 Teluk Pandan is a rural coastal elementary school in Pesawaran Regency, a district characterized by fishing-based livelihoods, geographic remoteness from urban service centers, and limited access to specialized psychological or social work services. In this context, the KKN community service model functions as a democratizing mechanism that brings university-caliber educational resources to school communities that would otherwise lack access to structured anti-bullying programming. [Menesini and Salmivalli \(2022\)](#) emphasize that evidence-based prevention programs are most urgently needed in exactly the contexts where implementation capacity is lowest: resource-limited, geographically isolated schools where bullying frequently goes unrecognized, unreported, and unaddressed. The scalability of this approach, across the hundreds of rural elementary schools in Lampung Province that face analogous institutional capacity constraints, represents a significant policy opportunity that deserves recognition in provincial and national education planning for anti-bullying prevention infrastructure ([Sainz and Martin-Moya, 2023](#); [Adiningrum et al., 2024](#)).

Considering the evidence base reviewed in this study alongside the documented outcomes of the Teluk Pandan program, it is possible to identify several design principles that should guide future KKN anti-bullying socialization programs to maximize their prevention impact. First, curriculum content should explicitly address all four bullying typologies, including cyberbullying, from the outset, rather than treating digital forms as supplementary content, given the rapid expansion of smartphone access among Indonesian elementary school students. Second, empathy cultivation should be embedded across multiple modules rather than confined to a single session, as research consistently identifies perspective-taking skills as the most durable predictor of prosocial bystander behavior ([Albury, & Moore, 2025](#); [Modecki, Minchin, Harbaugh, Guerra, & Runions, 2023](#)).

Third, reporting pathways must be explicitly and concretely specified to students, naming the specific adults in their school and home environment to whom disclosures can be safely made, as abstract encouragement to report bullying is insufficient to overcome the social inhibitions and fear of retaliation that suppress disclosure ([Paramitha, 2024](#)); [Ttofi, Farrington, Losel, & Loeber, 2022](#)). Fourth, school teacher co-facilitation should be built into the program design from the outset to ensure that prevention messaging is reinforced in regular classroom interactions and does not dissipate when the KKN student team departs ([Volk, Veenstra, & Espelage, 2022](#)).

5. Conclusions

5.1 Conclusion

The “Say No to Bullying” socialization program implemented by KKN students from Universitas Lampung at SD N 3 Teluk Pandan on January 21, 2026, successfully achieved its prevention education objectives across all four content domains: bullying definition and typology, legal consequences for perpetrators, psychological impact on victims, and bystander empowerment and reporting. The 45 participating fourth-grade students from classes 4A and 4B demonstrated measurable increases in awareness, conceptual understanding, and empathic recognition of bullying harm, assessed through structured facilitator observation of active participation in Q&A and discussion throughout the two-hour session. The program confirms that structured, community

service-delivered anti-bullying education can effectively increase elementary school students' knowledge and awareness of bullying in its multiple forms, including the increasingly prevalent cyber dimension, and can build the foundational attitudinal and behavioral competencies required for safer, more inclusive school environments.

5.2 Research Limitations

This study is subject to several limitations that should be acknowledged. First, the evaluation design relied exclusively on facilitator observation rather than validated quantitative instruments such as pre-post knowledge tests or standardized bullying awareness scales, limiting the precision and replicability of outcome measurement. Second, the program consisted of a single two-hour session, which, while producing immediate knowledge improvements, is insufficient to guarantee durable behavioral change in the absence of follow-up reinforcement activities. Third, the study did not include structured assessment of teachers' readiness or institutional capacity to sustain anti-bullying practices following the KKN deployment, leaving the longer-term school-level impact unmeasured. Fourth, the absence of a comparison group or control condition precludes causal attribution of observed knowledge changes to the program. Fifth, the single-site, single-cohort design limits generalizability to other elementary school contexts in Pesawaran Regency.

5.3 Suggestions and Directions for Future Research

Several recommendations emerge from the findings and limitations identified above. Future programs should integrate validated pre-post measurement instruments to enable rigorous quantitative evaluation of program impact on student knowledge, attitudes, and behavioral intentions. Longitudinal follow-up assessments conducted at four and twelve weeks post-program would provide evidence on knowledge retention and behavioral change durability, complementing the immediate outcome data reported here. Future iterations should extend the program to multiple sessions across a semester to produce the implementation intensity associated with the most effective prevention programs in the international literature. Program replication at multiple schools across Pesawaran Regency in a comparative design would enable identification of contextual moderators that determine program effectiveness. Finally, training school teachers as co-facilitators during the KKN session would build in-school prevention capacity that persists after the student team's deployment concludes, addressing the sustainability limitation identified as central to the long-term impact of the program.

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