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**Bullying Prevention, Sexual Violence Education, and English Learning in Indonesian Elementary Schools**

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**ABSTRACT**

**Purpose:** This study aims to evaluate the implementation and outcomes of an integrated community service program addressing bullying prevention, sexual violence awareness, and English language development among elementary school students at SDN 3 Teluk Pandan, Lampung, Indonesia.

**Methodology:** A qualitative case study design was employed, combining participatory educational methods including interactive socialization, discussion, role-play, and question-and-answer sessions. The program was conducted over three days in January 2026, targeting Grade V students for prevention programs and all enrolled students for English instruction.

**Results:** Students demonstrated improved ability to identify forms and consequences of bullying, enhanced understanding of body autonomy and self-protection from sexual violence, and increased English vocabulary mastery and communicative confidence in the English for Tourism program. High participation rates and active engagement were recorded throughout all sessions.

**Conclusions:** The integrated participatory program effectively strengthened child protection awareness and English language competence, contributing to a safer and higher-quality learning environment.

**Limitations:** The program was conducted over three days at a single school, limiting longitudinal assessment of behavioral change. No pre- and post-test instruments were administered, constraining quantitative measurement of knowledge gains.

**Contributions:** The study provides a replicable community service model integrating child protection education with language learning for Indonesian elementary schools, contributing to evidence-based practice in school-based prevention programs.

**Keywords:** *Bullying Prevention, Child Protection, Elementary School, English Learning, Sexual Violence Education*

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## 1. Introduction

Elementary schools serve as the primary institutional context for children's cognitive, social, and emotional development. The quality and safety of the school environment exert a profound influence on students' academic achievement, psychological well-being, and long-term life outcomes ([Volk, Dane, & Marini, 2014](#); [Swearer, Espelage, Vaillancourt, & Hymel, 2010](#)). A safe learning environment is not merely an absence of physical threat but encompasses the elimination of psychological intimidation, the reinforcement of inclusive norms, and the provision of foundational skills that equip students for active participation in an interconnected world. Globally, however, elementary schools continue to face persistent challenges that undermine educational quality, most notably the prevalence of bullying, the risk of sexual violence against children, and inadequate preparation in essential communication competencies such as English as an international language ([UNESCO, 2019](#); [Espelage, Low, Polanin, & Brown, 2013](#)).

Bullying constitutes one of the most frequently documented forms of peer aggression in school settings. Research consistently demonstrates that bullying behaviour encompasses verbal, physical, relational, and increasingly cyber-mediated forms of victimization, all of which generate significant psychological harm to the victim ([Olweus, 1993](#); [Smith, Lopez-Castro, Robinson, & Gorzig, 2019](#)). Children who experience bullying are at elevated risk of depression, anxiety, reduced academic engagement, and impaired social functioning ([Tofsi, & Farrington, 2011](#); [Gini, & Pozzoli, 2009](#)). Despite growing awareness of these consequences, studies indicate that bullying remains underreported and inadequately addressed in Indonesian elementary schools, partly because students and staff lack shared normative frameworks for recognising and responding to bullying behaviour ([Nugroho, & Azizah, 2024](#); [Fatimaningrum, 2020](#)). Systematic prevention education that establishes shared definitional clarity and practical reporting skills is therefore a prerequisite for effective school-level intervention ([Craig, Harel-Fisch, Fogel-Grinvald, Dostaler, Hetland, Simons-Morton, Pickett, HBSC, & Injuries, 2011](#); [Polanin, Espelage, & Pigott, 2012](#)).

Sexual violence against children represents a distinct but equally serious threat to children's safety and development. Children in the elementary school age range are particularly vulnerable because they frequently lack the conceptual vocabulary and social permission to recognise inappropriate adult behaviour or to communicate their experiences to trusted adults ([Finkelhor, 2009](#); [Walsh, Zwi, Woolfenden, & Shlonsky, 2018](#)). International evidence demonstrates that school-based prevention programs emphasising body autonomy, the distinction between appropriate and inappropriate touch, and explicit empowerment to seek help from trusted adults produce measurable reductions in vulnerability and increase disclosure rates ([Wurtele, 2009](#); [Topping, & Barron, 2009](#)). In the Indonesian context, the implementation of child-friendly school frameworks represents a policy commitment to such protection; however, program delivery at the individual school level remains uneven, particularly in rural and semi-urban settings ([Khoiriyah, & Filasofa, 2024](#); [Munawaroh, Wijaya, Nafis, Patricia, Widiyanti, Ardiansyah, & Fauziah, 2024](#)).

Beyond child protection concerns, the development of English language competence from an early age has become an increasingly recognised priority in Indonesian educational policy. English functions as the principal medium of international academic communication, global tourism, and digital information access, and students who develop foundational English skills during elementary school benefit from cumulative advantages in secondary and tertiary education ([Cameron, 2001](#); [Krashen, 1982](#)). The tourism sector represents a particularly relevant application domain in Lampung Province, which possesses significant natural and cultural tourism assets and is actively developing its tourism economy. Instruction that contextualises English vocabulary and conversational expressions within a tourism framework provides authentic, motivating content that enhances both language acquisition and local economic awareness ([Inayah, & Sya, 2024](#); [Octaviano, Ramadhani, Dzulfikar, & Kurniawan, 2023](#); [Dörnyei, 2001](#)).

The broader challenge of creating safe, high-quality learning environments requires coordinated action across school administration, teaching staff, families, and the wider community ([Espelage et al., 2013](#); [Rigby, 2010](#)). University-based community service programs, known in Indonesia as

Community Service Program (KKN), represent one mechanism through which higher education institutions can contribute to addressing these challenges at the school level by providing structured, research-informed interventions that schools may lack the capacity to design and deliver independently ([Biggs, 2011](#); [Freire, 1970](#)). The present study reports on the design, implementation, and outcomes of one such program conducted at SDN 3 Teluk Pandan, a public elementary school in Gebang Village, Teluk Pandan District, Pesawaran Regency, Lampung, from 19 to 21 January 2026.

The novelty of this program lies in its integrated approach, combining three distinct intervention domains within a single, coherent community service program delivered using consistent participatory methodology. Most comparable programs address either bullying, sexual violence prevention, or English language development in isolation, thereby missing opportunities for synergistic reinforcement and for demonstrating to students that personal safety, respectful social behaviour, and communicative competence are interconnected dimensions of a quality education experience. The objectives of this study are to document the implementation process of the integrated program, evaluate participant engagement and observed outcomes across all three program components, and provide evidence-based recommendations for the replication and scaling of comparable programs in similar Indonesian educational contexts.

## 2. Literature Review

### *2.1 Bullying in Elementary Schools: Conceptual Framework and Prevention Evidence*

Bullying is defined as repeated aggressive behaviour in which there is an imbalance of power between the perpetrator and the victim ([Olweus, 1993](#)). The definitional criteria of repetition, intent to harm, and power asymmetry distinguish bullying from ordinary peer conflict and have important implications for prevention program design, as effective interventions must address not only the specific aggressive acts but also the relational and institutional conditions that sustain power imbalances in school settings ([Volk, Dane, & Marini, 2014](#); [Smith, Lopez-Castro, Robinson, & Gorzig, 2019](#)). Contemporary bullying research distinguishes four primary forms: verbal bullying, encompassing name-calling, threats, and denigrating comments; physical bullying, including hitting, kicking, and property damage; relational or social bullying, such as deliberate exclusion and reputational manipulation; and cyberbullying, which uses digital media to extend harassment beyond school hours ([Kowalski, Giumetti, Schroeder, & Lattanner, 2014](#); [Slonje, & Smith, 2008](#)).

Longitudinal research consistently documents the cumulative psychological harm experienced by bullying victims. [Ttofi and Farrington \(2011\)](#), in a systematic review of 44 bullying prevention programs, find that well-implemented school-based programs reduce bullying perpetration by approximately 20 to 23 percent and victimization by 17 to 20 percent. [Gini and Pozzoli \(2009\)](#), in a meta-analysis of 11 studies, demonstrate a robust association between bullying victimization and psychosomatic symptoms including headaches, sleep disturbance, and abdominal pain, effects that directly impair academic concentration and school attendance. In the Indonesian context, [Nugroho and Azizah \(2024\)](#) document that bullying victims in elementary school experience declines in self-confidence, social anxiety, and communication difficulties with peers, consequences that reinforce the urgency of preventive education. [Craig, Harel-Fisch, Fogel-Grinvald, Dostaler, Hetland, Simons-Morton, Pickett, HBSC, and Injuries \(2011\)](#), analysing data from 40 countries in the WHO Health Behaviour in School-aged Children study, identify shared social norms and peer support mechanisms as the most powerful school-level protective factors against bullying involvement.

Evidence on effective prevention program components converges on several consistent themes: the importance of whole-school approaches rather than classroom-only instruction ([Swearer, Espelage, Vaillancourt, & Hymel, 2010](#)); the centrality of developing bystander intervention skills alongside victim empowerment ([Polanin, Espelage, & Pigott, 2012](#)); and the necessity of establishing explicit, consistently enforced school norms against bullying behaviour ([Ttofi & Farrington, 2011](#)). Participatory methods, including role-play, case discussion, and interactive Q&A, are particularly effective for elementary-age students because they translate abstract concepts into recognisable social situations and create opportunities for behavioural rehearsal ([Rohmiyati, Nur, Nainggolan, Gunawan, Setiani, Sari, & Rahmana, 2025](#); [Fatmasari, Apriani, Sudaryanti, Sofian, Rahayu, Azman,](#)

[Putri, & Haabiburochman, 2024](#)). [Azahry, Handoyo, and Waluyo \(2025\)](#) further demonstrate that anti-bullying education contributes to the development of a positive school culture, improving students' sense of security and promoting inclusive peer norms.

### **2.2 Child Sexual Violence Prevention: Education and Empowerment Approaches**

Sexual violence against children encompasses a range of harmful behaviours including contact abuse, non-contact abuse, and online exploitation, all of which cause severe and lasting psychological harm ([Finkelhor, 2009](#)). Children aged 6 to 12 are disproportionately represented among sexual abuse victims globally, partly because their developmental stage limits their understanding of sexual behaviour and their capacity to communicate violation experiences to adults ([Walsh, Zwi, Woolfenden, & Shlonsky, 2018](#); [Topping, & Barron, 2009](#)). School-based prevention programs targeting this age group represent the most systematically studied approach to primary prevention, with research demonstrating that programs emphasising personal safety skills, body ownership, the concept of appropriate and inappropriate touch, and explicit permission and encouragement to disclose to trusted adults produce consistent improvements in children's protective knowledge and self-efficacy ([Wurtele, 2009](#); [Davis, & Gidycz, 2000](#)).

In Indonesia, the legal and policy framework for child protection is established by Law No. 35 of 2014 on Child Protection, which mandates educational institutions to provide environments free from violence and abuse. The child-friendly school concept, promoted by the Ministry of Women's Empowerment and Child Protection, provides an institutional framework for embedding child protection principles into school governance and pedagogy ([Khoiriyah & Filasofa, 2024](#)). However, implementation gaps persist, particularly in rural and peri-urban schools where teacher training in child protection and structured prevention curricula are insufficient. [Munawaroh, Wijaya, Nafis, Patricia, Widiyanti, Ardiansyah, and Fauziah \(2024\)](#) demonstrate that early sex education in elementary schools, when delivered in an age-appropriate and culturally sensitive manner, significantly improves students' understanding of body boundaries and increases their willingness to report uncomfortable situations to adults. [Wijaya, Susilana, and Akhlan \(2025\)](#) further establish that needs-analysis-driven sexuality education programs are essential for effective prevention, emphasising the importance of adapting content to the specific developmental, cultural, and contextual characteristics of the target population.

Effective delivery of sexual violence prevention education to elementary school students requires careful attention to developmental appropriateness, using concrete language, familiar scenarios, and visual or interactive aids to convey concepts that children can readily apply ([Topping & Barron, 2009](#)). The participatory approach employed in the present program, combining direct instruction with interactive discussion and simulated scenarios, reflects best-practice recommendations from the international literature on child protection education ([Walsh et al., 2018](#); [Wurtele, 2009](#)). [Fatmasari, Apriani, Sudaryanti, Sofian, Rahayu, Azman, Putri, and Haabiburochman \(2024\)](#) confirm that knowledge and attitude improvements following community service-delivered education sessions in Indonesian schools are greatest when the session includes structured discussion and participatory evaluation components, reinforcing the design choices made in the present program.

### **2.3 English Language Learning in Elementary Schools: Motivation, Context, and Method**

The cognitive and linguistic rationale for introducing English instruction in elementary school draws on established theories of second language acquisition, most influentially [Krashen \(1982\)](#) Input Hypothesis, which posits that language acquisition proceeds most effectively when learners are exposed to comprehensible input slightly beyond their current competence level, and his associated Affective Filter Hypothesis, which identifies low anxiety, high motivation, and positive self-confidence as prerequisites for optimal language acquisition. [Cameron \(2001\)](#) synthesises extensive research on young learner language development to demonstrate that children aged 5 to 12 possess neurological and cognitive characteristics that facilitate language acquisition when instruction is experiential, contextually embedded, and socially interactive.

Motivation is consistently identified as the most powerful individual-level predictor of second language learning outcomes. [Dörnyei \(2001\)](#) develops an influential motivational framework for L2 learning centred on the ideal L2 self, the vision of oneself as a proficient user of the target language,

and the ought-to L2 self, the perceived obligations and expectations associated with language learning. In the elementary school context, these motivational constructs are most effectively activated through instructional contexts that present English as practically useful and personally relevant ([Inayah & Sya, 2024](#)). The English for Tourism theme employed in the present program exploits this principle by situating English within a domain that has immediate local relevance for students in Lampung Province, a region with a developing tourism economy, and that resonates with children's natural curiosity about travel, places, and cultural encounter.

Interactive and communicative approaches to elementary English instruction have demonstrated consistently positive results in the Indonesian context. [Octaviano, Ramadhani, Dzulfikar, and Kurniawan \(2023\)](#) demonstrate that game-based and interactive media-supported English learning significantly increases engagement and knowledge retention among elementary school students. The Communicative Language Teaching (CLT) approach, which prioritises meaningful communication over grammatical accuracy and creates structured opportunities for interactive language use, is particularly well-suited to contexts where students have limited prior exposure to English and require immediate positive reinforcement to build communicative confidence ([Inayah and Sya, 2024](#); [Richards, 2006](#)). Building English proficiency from elementary school also supports Indonesia's development aspirations in the global knowledge economy and tourism sector, connecting individual language learning to community economic development.

#### ***2.4 Integrated School-Based Prevention and Development Programs***

The integration of child protection education with academic skills development within a single program intervention represents an emerging approach in school-based community service that addresses multiple risk and developmental factors simultaneously. [Bronfenbrenner \(1979\)](#) ecological systems theory provides the theoretical foundation for this integrated approach, situating child development within nested environmental systems in which the school, family, and community mutually reinforce each other's influences. From this perspective, programs that address both the protective (anti-bullying, sexual violence prevention) and developmental (English language) dimensions of school quality create more comprehensive improvements in the learning environment than single-focus interventions ([Espelage, Low, Polanin, & Brown, 2013](#); [Rigby, 2010](#)).

Participatory learning methodologies, drawing on [Freire \(1970\)](#) pedagogy of critical consciousness and zone of proximal development, are particularly appropriate for integrated programs serving elementary-age students in community service contexts. These methodologies acknowledge students as active participants in their own learning rather than passive recipients of information, and create conditions for knowledge construction through dialogue, social interaction, and collaborative problem-solving ([Hmelo-Silver, 2004](#); [Biggs, 2011](#)). The community service model also carries institutional legitimacy advantages, as university-facilitated programs are often perceived by school communities as credible, authoritative, and worthy of engagement in ways that routine classroom instruction may not achieve for sensitive topics such as bullying and sexual violence ([Munawaroh, Wijaya, Nafis, Patricia, Widiyanti, Ardiansyah, & Fauziah, 2024](#); [Khoiriyah, & Filasofa, 2024](#)). The present study contributes to this evidence base by documenting an integrated program that combines these three domains within a coherent participatory methodology.

### **3. Methodology**

This study employed a qualitative case study design to document the implementation and evaluate the outcomes of the integrated community service program conducted at SDN 3 Teluk Pandan, Gebang Village, Teluk Pandan District, Pesawaran Regency, Lampung Province, Indonesia, from 19 to 21 January 2026 ([Yin, 2018](#); [Creswell and Poth, 2018](#)). The case study design was selected because the primary research objectives were descriptive and evaluative rather than hypothesis-testing, requiring an in-depth, contextually grounded understanding of the program processes, participant responses, and institutional factors that shaped implementation outcomes. The program was carried out by undergraduate students participating in the Community Service Program (KKN) community service program of Universitas Lampung, with the school serving as the bounded case under investigation. Participants included all enrolled students of SDN 3 Teluk Pandan, with Grade

V students as the primary target group for the bullying prevention and sexual violence education sessions, while all students participated in the English for Tourism program. Prior to implementation, program coordinators conducted field observation and coordination meetings with school principals and class teachers to identify existing student needs, establish session scheduling, prepare contextually appropriate materials, and ensure institutional consent and logistical support (Merriam and Tisdell, 2016; Miles et al., 2020).

The program employed a participatory educational methodology, drawing on the principles of active learning, communicative language teaching, and interactive discussion to maximise student engagement and knowledge retention across all three intervention components (Freire, 1970; Krashen, 1982; Richards, 2006). Each session followed a structured three-phase format: an opening phase establishing the relevance of the topic and activating prior knowledge; a core instructional phase delivering content through a combination of verbal presentation, visual aids, scenario discussion, and role-play activities; and a closing evaluation phase using question-and-answer exchanges and group reflection to assess comprehension and reinforce key messages.

Table 1. Implementation timeline, session content, and target participants

Date	Activity	Content	Target Participants
19 Jan 2026	Anti-Bullying Socialization	Definition, types (verbal, physical, social, cyber), impacts on victims, prevention strategies, and reporting procedures	Grade V students (focused), all classes attended
20 Jan 2026	Sexual Violence Prevention Education	Body autonomy, private body parts, recognition of inappropriate touching, self-protection strategies, reporting to trusted adults	Grade V students (focused), all classes attended
21 Jan 2026	English for Tourism Program	Tourism vocabulary (greetings, directions, places, numbers), simple conversational role-play, interactive games and quizzes	All enrolled students of SDN 3 Teluk Pandan

Table 1 presents the three-day implementation schedule of the integrated program at SDN 3 Teluk Pandan. The activities were conducted sequentially from 19 to 21 January 2026, beginning with anti-bullying socialization, followed by sexual violence prevention education, and concluding with the English for Tourism program. The table also summarizes the instructional content and target participants for each session. The first two activities primarily targeted Grade V students while remaining open to all classes, whereas the English for Tourism session involved all enrolled students.

## 4. Results and Discussions

### 4.1 Result

The integrated community service program at SDN 3 Teluk Pandan comprised three main activities: anti-bullying socialization, sexual violence prevention education, and the English for Tourism learning program. All three sessions were completed as planned, with high levels of student participation and engagement recorded throughout. The overall program outcomes are summarised in Table 2, which presents the initial conditions, interventions, and achieved outcomes for each program component.

Table 2. Initial conditions, interventions, and achieved outcomes by program component

Aspect	Initial Condition	Intervention	Expected Outcome
Bullying Prevention	Many students did not recognise forms of bullying and regarded mockery or social exclusion as normal peer behaviour.	Interactive socialization covering the definition, types, impacts, and prevention strategies of bullying, combined with discussion and role-play.	Students can identify bullying behaviour, articulate its consequences, and demonstrate respect and empathy toward peers.

Aspect	Initial Condition	Intervention	Expected Outcome
Sexual Violence Prevention	Students had limited knowledge of personal body boundaries, forms of sexual violence, and appropriate self-protective actions.	Age-appropriate education on body autonomy, recognition of inappropriate behaviour, and reporting procedures for trusted adults.	Students understand the importance of safeguarding personal boundaries, can recognise inappropriate behaviour, and know how to seek help.
English Language Skills	Students demonstrated low English vocabulary mastery and limited confidence in communicating in English.	English for Tourism program using interactive methods to introduce tourism-related vocabulary and simple conversational expressions.	Students acquire additional vocabulary, apply simple expressions in conversation, and display greater confidence in using English.

Table 2 presents the three-component structure of the program, mapping the documented initial conditions of students prior to the intervention, the specific intervention strategies employed, and the outcomes observed upon program completion. That all three program components moved students from conditions of limited knowledge or skill toward demonstrably improved understanding and capability, consistent with the participatory and interactive instructional methods applied. The alignment between the initial conditions identified through pre-program observation, the targeted interventions, and the achieved outcomes confirms the responsiveness of the program design to actual student needs at SDN 3 Teluk Pandan.

The anti-bullying socialization session, conducted on 19 January 2026, engaged Grade V students as the primary participants. The session covered the definitional characteristics of bullying, the principal forms of bullying behaviour (verbal, physical, social, and cyberbullying), the psychological and social consequences for victims, practical strategies for prevention and bystander intervention, and procedures for reporting incidents to teachers and trusted adults. Students demonstrated high engagement throughout the session, actively contributing examples of bullying behaviour from their own school experience during the discussion phase and correctly identifying the defining feature of power imbalance when prompted with scenario questions. By the end of the session, the majority of students could articulate the distinction between bullying and ordinary conflict, name at least three forms of bullying, and describe the appropriate reporting pathway within the school. This outcome reflects an improvement relative to the initial observation that many students regarded social exclusion and mockery as normal peer behaviour without recognising them as harmful or actionable.



Figure 1. Anti-Bullying Socialization Session at SDN 3 Teluk Pandan (19 January 2026)

Figure 1 shows a facilitator presenting anti-bullying material to Grade V students at SDN 3 Teluk Pandan using a projected visual aid featuring animated characters. The image captures the classroom arrangement, the interactive projector-based presentation method, and the attentive engagement of students seated at individual desks. Figure 1 illustrates the instructional approach of combining visual stimuli with direct verbal explanation, a methodology consistent with evidence-based recommendations for delivering bullying prevention content to elementary school-age children through visually engaging, relatable media ([Craig, Harel-Fisch, Fogel-Grinvald, Dostaler, Hetland, Simons-Morton, Pickett, HBSC, & Injuries, 2011](#); [Rohmiyati, Nur, Nainggolan, Gunawan, Setiani, Sari, & Rahmana, 2025](#)).

The sexual violence prevention education session on 20 January 2026 was delivered using a carefully age-appropriate approach adapted to the developmental stage of Grade V students. The content focused on the concept of body autonomy and private body parts, the distinction between appropriate and inappropriate physical contact, the importance of trusting one's own discomfort as a signal of a potentially unsafe situation, and the importance of disclosing uncomfortable experiences to parents, teachers, or other trusted adults. Scenarios were presented in a non-frightening, empowering tone that emphasised students' capacity to protect themselves and seek help rather than dwelling on harm. Students engaged actively with the discussion components and demonstrated in their responses an understanding of key concepts including the right to refuse unwanted physical contact and the importance of speaking up. The session outcome also included visible increases in students' confidence in discussing body safety topics, which is consistent with the literature demonstrating that structured, participatory prevention education increases children's willingness to disclose ([Wurtele, 2009](#); [Walsh, Zwi, Woolfenden, & Shlonsky, 2018](#)).



Figure 2. Sexual Violence Prevention Education Session at SDN 3 Teluk Pandan (20 January 2026)

Figure 2 presents the sexual violence prevention education session facilitated by the KKN team at SDN 3 Teluk Pandan on 20 January 2026. The photograph shows three facilitators engaged with a full classroom of students, with projected materials displayed on the front screen and student seating arranged to facilitate visibility and discussion participation. Figure 2 demonstrates the team-facilitated delivery model adopted for the sensitive subject matter of sexual violence prevention, in which multiple facilitators provided a supportive and approachable educational environment consistent with best-practice recommendations for age-appropriate child protection education at the elementary school level ([Wurtele, 2009](#); [Walsh et al., 2018](#); [Munawaroh, Wijaya, Nafis, Patricia, Widiyanti, Ardiansyah, & Fauziah, 2024](#)).

The English for Tourism program on 21 January 2026 engaged all enrolled students across grade levels. The session introduced tourism-related vocabulary including greetings, directional expressions, names of landmarks and tourist facilities, and simple conversational exchanges relevant to a tourism context. Interactive games, call-and-response vocabulary drills, and a pair-work role-play activity provided multiple modalities of engagement and practice. Students demonstrated enthusiastic participation across all activities, with the majority correctly recalling newly introduced vocabulary items when tested in the closing Q&A. Several students who had

initially been hesitant to speak in English voluntarily participated in role-play exchanges by the end of the session, indicating an improvement in communicative confidence consistent with theoretical predictions of anxiety reduction through structured, low-stakes practice (Krashen, 1982; Dörnyei, 2001). Table 2 summarises the assessment outcomes across all three program components alongside key supporting references.



Figure 3. English for Tourism Program Session at SDN 3 Teluk Pandan (21 January 2026)

Figure 3 shows the English for Tourism program session conducted at SDN 3 Teluk Pandan on 21 January 2026. The facilitator is seen writing tourism-related vocabulary and conversational expressions on the whiteboard, engaging students through a structured board-based presentation complemented by interactive verbal practice. Figure 3 illustrates the communicative language teaching methodology applied in the session, with the whiteboard serving as a shared focus for vocabulary introduction and the open classroom layout enabling direct facilitator-student interaction. This instructional configuration reflects the active, participatory approach to English language teaching recommended for elementary school contexts to maximise vocabulary retention and communicative confidence (Krashen, 1982; Inayah, & Sya, 2024; Octaviano, Ramadhani, Dzulfikar, & Kurniawan, 2023).

Table 3. Program outcomes assessment summary

Program Component	Indicator	Observed Result	Key Reference
Anti-Bullying Socialization	Students' ability to identify bullying types and appropriate responses	High participation; students could articulate verbal, physical, and social bullying examples and describe reporting steps	Olweus (1993); Craig et al. (2011); Volk et al. (2014)
Sexual Violence Prevention Education	Students' understanding of body autonomy and self-protection	Students demonstrated understanding of private body boundaries and the importance of reporting to trusted adults	Finkelhor (2009); Walsh et al. (2018); Wurtele (2009)
English for Tourism Program	Vocabulary recall and willingness to communicate in English	Majority of students recalled tourism vocabulary and demonstrated increased communicative confidence	Krashen (1982); Dörnyei (2001); Cameron (2001)
Overall Program	Student participation rate and engagement quality	Sustained high engagement across all three sessions; positive teacher feedback; effective participatory methodology	Freire (1970); Biggs (2011); Hmelo-Silver (2004)

Table 3 shows the assessment outcomes for each of the four evaluated dimensions of the program: anti-bullying socialization, sexual violence prevention education, the English for Tourism program,

and overall program engagement. The evidence that the participatory methodology produced observable improvements across all measured dimensions, with high participation rates and qualitative indicators of increased knowledge and confidence consistently recorded. The mapping of observed results to key international references in the final column confirms the theoretical grounding of the program design and validates the selection of participatory instructional methods for each component.

#### **4.2 Discussion**

The results of the integrated program at SDN 3 Teluk Pandan are consistent with international and national research evidence on the effectiveness of school-based prevention and development programs when delivered through participatory, interactive methodologies adapted to the developmental characteristics and contextual needs of elementary school students. The three-component program produced observable improvements in knowledge, awareness, and communicative skill across all targeted domains, with sustained high engagement levels throughout all three sessions indicating strong program acceptance by the student population.

The outcomes of the anti-bullying socialization component confirm the importance of providing students with explicit definitional knowledge of bullying behaviour as a prerequisite for prevention. The research literature consistently demonstrates that students' ability to recognise bullying as distinct from ordinary peer conflict is a necessary but not sufficient condition for prevention: students must also possess practical skills for bystander intervention and confidence in the reporting pathway ([Craig, Harel-Fisch, Fogel-Grinvald, Dostaler, Hetland, Simons-Morton, Pickett, HBSC, & Injuries, 2011](#); [Polanin, Espelage, & Pigott, 2012](#)). The present program addressed both dimensions, and the student responses in the closing Q&A phase suggested that the reporting pathway information was particularly salient, with multiple students indicating they had previously been uncertain whether to report incidents they had witnessed. This finding is consistent with [Olweus \(1993\)](#) foundational observation that bullying thrives in institutional climates where there is ambiguity about whether adult intervention will follow reports of incidents, suggesting that school-level follow-through on reporting procedures is an essential complement to the educational intervention delivered in the present program ([Azhary, Handoyo, & Waluyo, 2025](#); [Fatmasari, Apriani, Sudaryanti, Sofian, Rahayu, Azman, Putri, & Haabiburochman, 2024](#)).

The sexual violence prevention education component produced outcomes that align with international evidence on the efficacy of personal safety programs for elementary-age children. The age-appropriate, empowerment-oriented approach used in the present program reflects best-practice recommendations emphasising that effective prevention education for young children should increase their protective knowledge and self-efficacy without inducing anxiety or over-sexualising content ([Wurtele, 2009](#); [Davis, & Gidycz, 2000](#)). Students' demonstrated understanding of body autonomy and their articulated awareness of the importance of disclosing uncomfortable situations to trusted adults represent the two most critical protective outcomes of personal safety programs, as they create the internal conditions necessary for disclosure, which is the primary mechanism through which sexual abuse is interrupted and children receive protective intervention ([Walsh, Zwi, Woolfenden, & Shlonsky, 2018](#); [Finkelhor, 2009](#)). The contextual relevance of embedding this education within the school environment, facilitated by university students whose age and relationship to the school community created an approachable, non-threatening educational dynamic, appears to have contributed to the program's effectiveness in this culturally sensitive domain ([Munawaroh, Wijaya, Nafis, Patricia, Widiyanti, Ardiansyah, & Fauziah, 2024](#); [Khoiriyah, & Filasofa, 2024](#)).

The English for Tourism program outcomes illustrate the motivational benefits of contextually embedded, tourism-themed language instruction for students in a region with a developing tourism economy. The improvement in vocabulary recall and communicative confidence observed in the session is consistent with theoretical predictions from the Communicative Language Teaching literature, which emphasises that authentic, meaningful communicative tasks produce superior retention and motivation compared to decontextualised grammar or vocabulary drills ([Richards, 2006](#); [Inayah, & Sya, 2024](#)). The observed reduction in communicative anxiety, evidenced by

students who initially refused to speak in English volunteering to participate in role-play by the session's end, reflects the operation of the affective filter mechanism described by [Krashen \(1982\)](#): as the structured, low-stakes, gamified practice activities reduced performance anxiety, students' willingness to attempt communication increased. The English for Tourism theme also served a broader community development function by connecting individual language learning to the economic aspirations of the local community, a dimension of motivational relevance that is particularly important in resource-constrained settings where students may not perceive English as immediately relevant to their lives ([Octaviano, Ramadhani, Dzulfikar, & Kurniawan, 2023](#); [Cameron, 2001](#)).

Viewed as an integrated program, the three-component intervention at SDN 3 Teluk Pandan demonstrates the viability and value of combining child protection education with language and skills development within a single, coherent community service program. The consistent thread across all three components was the participatory methodology, which transformed students from passive recipients into active participants in their own learning. This methodological consistency created a virtuous cycle across the three days: students who experienced the safety and validation of active participation in the anti-bullying session carried positive engagement dispositions into the sexual violence prevention session, and the positive climate established in both prevention sessions supported the risk-taking required for communicative language practice in the English session. [Bronfenbrenner \(1979\)](#) ecological systems perspective supports this interpretation, suggesting that improvements in the immediate school microsystem, specifically the social climate of trust, mutual respect, and active engagement created by the program, have reinforcing effects across developmental domains. The findings support the continuation and expansion of similar integrated programs in comparable elementary school contexts across Lampung Province and more broadly in Indonesia.

## **5. Conclusions**

### **5.1 Conclusion**

This study documented the design, implementation, and outcomes of an integrated community service program at SDN 3 Teluk Pandan, Lampung, addressing bullying prevention, sexual violence education, and English language development through a participatory, interactive educational methodology. The program successfully achieved its three principal objectives: improving students' knowledge and awareness of bullying behaviour and prevention strategies; enhancing students' understanding of body autonomy and self-protection from sexual violence; and increasing students' English vocabulary mastery and communicative confidence through a tourism-themed language program. High levels of student participation and engagement across all three sessions confirmed the effectiveness of the participatory methodology in creating an inclusive, safe, and motivating learning environment appropriate for elementary school students. The integration of three previously siloed intervention domains within a single coherent program produced synergistic outcomes, with the positive social climate established by the prevention education sessions reinforcing student engagement in the language learning session. The program contributes to the evidence base supporting school-based, community service-facilitated integrated education programs as a practical and effective approach to improving school safety and educational quality in Indonesian elementary schools.

### **5.2 Research Limitations**

Several limitations of the present study should be acknowledged. First, the program was conducted over three days at a single school, which limits the generalisability of the findings and precludes longitudinal assessment of whether the knowledge gains and attitude improvements observed during the program are sustained over time or translate into durable changes in student behaviour and school climate. Second, the absence of standardised pre- and post-test instruments restricts the precision with which knowledge gains can be quantified, as the evaluation relied primarily on observational data and informal Q&A performance rather than validated measurement instruments. Third, the self-selection of SDN 3 Teluk Pandan as the program site through the KKN placement process may have introduced site-specific characteristics that influenced program receptivity and

outcomes in ways that cannot be assessed without comparison to control or comparison sites. Fourth, the relatively brief duration of each session (single day per topic) means that the depth of conceptual coverage and the opportunity for practice and consolidation were constrained, particularly for the sexual violence prevention component, which addresses sensitive and conceptually complex material. Fifth, while the participatory methodology succeeded in creating visible engagement, the study cannot assess whether engaged participation was uniformly distributed across the student population or whether less visible students received equivalent benefit from the program.

### **5.3 Directions and Future Study**

Future research and program development should address the identified limitations in four directions. First, future programs should incorporate validated pre- and post-test measurement instruments for each program component to enable rigorous quantitative assessment of knowledge gains and to benchmark outcomes against comparable programs in the international literature. Instrument development should be adapted to the developmental stage of Indonesian elementary school students and validated in the local cultural context. Second, longitudinal follow-up data collection conducted at three and six months post-program would allow assessment of whether observed improvements are sustained and whether there is evidence of behavioural change in the school environment, such as changes in bullying incident reporting rates or teacher observations of peer interaction quality. Third, comparative studies examining program outcomes across multiple school sites varying in urban-rural location, school resource levels, and prior prevention education exposure would substantially strengthen the evidence base and enable identification of contextual moderators of program effectiveness.

Fourth, future program iterations should explore the integration of digital and technology-based instructional tools for the English learning component, building on evidence and related studies demonstrating that game-based and multimedia-supported instruction enhances vocabulary retention and communicative motivation among elementary students. Fifth, the development of teacher capacity-building components alongside the student-facing program would extend the program's impact beyond the KKN implementation period by equipping teachers with the knowledge, skills, and materials to continue prevention education and English language enrichment activities independently. Finally, engagement with families and the wider community, potentially through parent information sessions conducted alongside the student program, would extend the ecological reach of the intervention consistent systems model of child development.

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