

Bullying Prevention Education for Elementary School-Age Children

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Abstract

Bullying in school environments is a serious issue frequently faced by adolescents, negatively impacting students' social and emotional development. This community service was conducted at SD Negeri 46 Pekanbaru to identify bullying issues and provide education on bullying prevention to students. The methods used included surveys, interviews, observations, and educational activities with lectures and animated video presentations. Pre-tests and post-tests were administered before and after the educational activities to measure the students' increased knowledge about bullying. The results indicated a significant improvement in students' understanding, with an average pre-test score of 70 increasing to 90.5 in the post-test. This educational intervention successfully raised students' awareness of bullying and prevention steps, creating a safer and more conducive learning environment.

Keywords: bullying; education; school age children

A. INTRODUCTION

Bullying is a phenomenon that often occurs at the elementary school level, which is the earliest level of formal education in the Indonesian education system. Elementary school plays a significant role in building the foundation of education, character, and personality of children. However, if the educational foundation provided is not strong enough, children can be more vulnerable to negative influences from the environment. Various forms of deviant behavior, such as teasing, hitting, or tripping friends, are often considered normal in elementary school-aged children, even though this behavior can actually be classified as aggressive actions or part of bullying (Dewi, 2022).

Bullying is a serious problem that affects children all over the world. Based on a 2018 UNESCO survey through the Global School-based Student Health Survey (GSHS) in 144 countries, around 16.1% of children reported having experienced bullying. Data from the World Health Organization in 2018 stated that one in four adults had experienced violence as children. In addition, 12% of children worldwide have been victims of sexual violence in the past year. In the United States, around 20.8% of students are involved in bullying (Destiyanti, 2022).

Research shows that bullying occurs in various parts of the world, with 54% of cases occurring globally and 64% in Asia. According to UNICEF in 2015, incidents of violence involving children or adolescents in Indonesia continued to increase, with 40% of cases occurring in school environments. Research by Sarang et al. (2021) found that 26% of physical violence led to physical punishment and threats to students or teachers. In addition, 50% of these cases involved threats or intimidation.

Bullying in the school environment can have a significant negative impact on students. These impacts include decreased self-confidence, anxiety about the surrounding environment, discomfort when dealing with bullying behavior, and feelings of shame, anger, and trauma. Students who experience bullying tend to feel less confident in expressing opinions in learning, even doubting their abilities. This condition not only hinders academic development but can also affect students' mental and emotional health in the long term (Oktaviany & Ramadan, 2023).

Based on an interview with a teacher at SDN 46 Pekanbaru, it was found that many students at the school often tease each other, and this is a serious problem that requires more attention..

B. METHODS

This activity began with a location survey, interviews, and observations of school children to identify problems in SD Negeri 46 Pekanbaru. This survey also coordinated with the principal and teachers in elementary schools in finding the most common problems in the school environment. Furthermore, educational activities were carried out based on the results of the problems that had been obtained by delivering material on preventing bullying in schools and showing animated videos about bullying.

Before the education was given to the school children, a pre-test was conducted first to determine the participants' knowledge about bullying. After the education was given, a post-test was conducted to evaluate the understanding of the educational material that had been given. The pre-test and post-test consisted of 5 multiple-choice questions A B C D and participants were able to fill in the questions correctly.

Educational activities involved a group of students from the Independent Learning Community Service Program, Independent Campus (Kukerta MBKM) consisting of 10 people using lecture methods and educational animation video performances to 40 school-age children at State Elementary School 46, Pekanbaru City.

C. RESULTS

In educational activities, it begins with a pre-test and after the educational activities, it ends with a post-test. Pre-test and post-test are carried out as an evaluation of the activities that have been carried out to compare the average value of the pre-test results with the average value of the post-test results. The following are the results of the average pre-test and post-test values.

Table 1. Pretest Dan Posttest SCORE

Score	Pretest	Posttest
40	3	-
60	19	4
80	13	11
100	5	25
Average	70	90,5

The pre-test results showed that the average score of the participants was 70 and the post-test results were 90.5 (maximum score 100). Based on the evaluation results, it shows that this educational activity has increased knowledge about bullying prevention. After the educational activity about bullying prevention, it was continued with the appearance of an animated video about bullying so that participants can better understand bullying prevention.

The process of this educational activity was followed by participants enthusiastically following the series of activities. Participants stated that this educational activity was very useful and enjoyable.



Photo 1. Educational Activities



Photo 2 Community Service Team, Participants, and Parties

D. CONCLUSION

The bullying prevention education program conducted at SD Negeri 46 Pekanbaru successfully enhanced students' knowledge and awareness. The intervention increased student engagement and created a more supportive learning environment. It is recommended that this initiative be adopted in other elementary schools as part of character education and school health programs..

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