

Increasing Students' Awareness in Combating Bullying Through an Educational Approach

Anggi Suci Anjani^{1*}, Aripin Ilham Nudin², Shafira Vionisa³, Milla Arriska⁴
Muhamad Rizki⁵, Syukri Hamdi⁶
Universitas Panca Sakti Bekasi, Indonesia

Corresponding Author: Anggi Suci Anjani anggisuci.psu2025@gmail.com

ARTICLE INFO

Keywords: Bullying, Student Awareness, Educational Approach, Vocational High School

Received : 01, October

Revised : 15, November

Accepted: 29, December

©2025 Anjani, Nudin, Vionisa, Arriska, Rizki, Hamdi : This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The phenomenon of bullying in vocational high schools is a social issue that requires serious attention because it impacts students' psychological well-being and character development. This Community Service activity aims to raise students' awareness of combating bullying through a participatory educational approach at SMK HS Agung, Karang Bahagia. The activity methods included interactive counseling, educational video screenings, reflective discussions, and role-play simulations that fostered students' understanding, empathy, and ability to recognize and prevent bullying behavior. The results of the activity showed a significant increase in students' understanding of the various forms of bullying, particularly verbal and social, as well as a growing courage to reject and report bullying. A questionnaire evaluation revealed an increase in moral awareness and empathy after the activity. Thus, the active participation-based educational approach has proven effective in instilling anti-bullying values and building a safe, comfortable, and character-based school culture.

INTRODUCTION

The phenomenon of bullying in Vocational High Schools (Sekolah Menengah Kejuruan/SMK) has become an increasingly concerning social issue in Indonesia. According to data from the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI), the trend of bullying cases in schools has continued to rise each year, placing Indonesia as the fourth highest globally (Amin, Syafwani, & Raya, 2025; KPAI, 2023). This condition indicates that vocational school adolescents are particularly vulnerable to aggressive behaviors, including physical, verbal, and social bullying (Olweus, 2013; Rigby, 2017). Such vulnerability is often influenced by a school environment that is permissive toward violence, as well as low levels of moral awareness and empathy among students (Coloroso, 2016; Santrock, 2020).

In response to this situation, increasing students' awareness in combating bullying requires a well-planned, systematic, and participatory educational approach that actively involves teachers, students, and all elements of the school community (UNESCO, 2019). Various efforts have been implemented through anti-bullying counseling programs and seminars in several vocational schools. As demonstrated by Hakim, Winata, Insan, and Atmasari (2024), anti-bullying education programs that apply interactive methods based on empathy values and mutual respect have been proven effective in reducing permissive attitudes toward bullying behavior among SMK students. Similar findings were reported by Smith and Low (2021), who emphasized that participatory approaches are more effective than one-way lecture methods in fostering adolescents' social awareness.

Furthermore, the school environment plays a significant role in shaping students' behavior. Wulandari and Aryani (2025) revealed that an uncondusive school environment, combined with weak teacher supervision, can increase the tendency toward juvenile delinquency, including bullying behavior. This finding aligns with Bronfenbrenner's (1994) ecological theory, which emphasizes that interactions between individuals and their social environments strongly influence behavioral development. Therefore, efforts to increase students' awareness cannot rely solely on counseling activities but must be balanced with the creation of a safe, supportive school culture grounded in moral values (Hidayat & Suryani, 2022).

In addition to environmental factors, students' psychological aspects also play an essential role in preventing bullying. Students with higher levels of spiritual intelligence tend to exhibit better self-control and are more capable of avoiding aggressive behavior toward their peers (Alim, Naimah, & Setyawati, 2023). Moreover, strengthening empathy and self-awareness has been shown to reduce aggressive tendencies among adolescents (Goleman, 2018; Eisenberg et al., 2015). Through an educational approach that instills spiritual values, empathy, and respect for diversity, schools have the potential to create an inclusive learning climate free from intimidation and violence (Lickona, 2012).

Based on the above discussion, the Community Service Program (Pengabdian Kepada Masyarakat/PKM) entitled *"Increasing Students' Awareness in Combating Bullying through an Educational Approach"*, conducted at SMK HS

Agung, was designed to strengthen students' understanding and awareness of the negative impacts of bullying. The program was implemented through counseling sessions, case simulations, and group reflections aimed at reinforcing positive values and fostering character development among students (Kemendikbud, 2021). Grounded in previous research findings and a character education approach, this PKM activity is expected to make a meaningful contribution to building a school culture that is friendly, safe, and free from violence (Suyanto & Jihad, 2020).

IMPLEMENTATION AND METHODS

The community service activity employed a coaching and educational approach aimed at providing vocational high school students with knowledge and awareness regarding bullying prevention. This educational intervention emphasized the enhancement of students' self-awareness and their ability to recognize, prevent, and report bullying incidents within the school environment. The activity was conducted on **18 October 2025** at **SMK HS Agung**, located in Kp. Pulo Bambu RT 01/02, Karangbahagia, Bekasi Regency, West Java Province.

The program began with the delivery of educational material covering the definition of bullying, various forms of bullying behavior, and its impacts on victims and the overall school environment. The material was presented alternately by members of the community service team using a communicative and contextual approach to ensure that it was easily understood by the students of SMK HS Agung. Following this session, an educational animated video was shown, illustrating examples of bullying behavior, victims' experiences, and appropriate actions that students can take when confronted with bullying situations. The use of video media aimed to facilitate students' visual and emotional understanding, thereby enhancing the effectiveness of the anti-bullying message.

After the material presentation and video screening, a reflective discussion and question-and-answer session were conducted to allow students to share their perspectives and personal experiences related to bullying in their school environment. This stage was designed to encourage students to express their voices and to foster empathy toward others.

As the final stage of the activity, participants were asked to complete an evaluation questionnaire to assess the extent to which their knowledge and awareness of bullying had improved after participating in the coaching session. The questionnaire data were used to evaluate the effectiveness of the material delivery methods and to measure students' understanding of the topics presented.

Preparation

The preparation stage encompassed situational analysis, media design, material development, and coordination with the school. The situational and needs analysis was conducted through initial communication with the management of SMK HS Agung and the school guidance and counseling (BK) teachers. At this stage, the implementation team identified bullying phenomena occurring within the school environment through informal interviews with

teachers as well as observations of students' behavior in classrooms and school areas. The purpose of this activity was to gain an understanding of students' socio-emotional conditions, peer interaction patterns, and the school's readiness to support an anti-bullying program.

The next stage involved the development of coaching materials tailored to the characteristics of SMK HS Agung students. The materials were designed based on an educational approach and included an introduction to the types of bullying, the impacts on both victims and perpetrators, and prevention strategies within the school environment. In addition, an educational animated video was prepared to present realistic scenarios of bullying and appropriate response strategies.

Education or Prevention

The educational stage of the activity entitled "Increasing Students' Awareness in Combating Bullying through an Educational Approach" at SMK HS Agung, Karang Bahagia, was carried out through a coaching-based educational program focused on enhancing students' understanding and empathy regarding the dangers of bullying. The delivery of the material was conducted through the screening of an educational animated video presenting examples of bullying cases in school settings and appropriate handling strategies.

Following the video screening, students were engaged in guided discussions to identify various forms of bullying that may occur in their surrounding environment and to collaboratively explore solutions for preventing such behaviors. Through this activity, students were expected to develop an awareness of the importance of respecting differences, rejecting all forms of verbal and physical violence, and demonstrating the courage to report bullying incidents, whether as victims or witnesses.

Training against bullying

The training stage focused on strengthening students' skills in responding to and preventing bullying through simulation activities and role-playing exercises. Students were trained to recognize bullying situations, refuse involvement as perpetrators, and provide support to victims. This stage also emphasized the importance of assertive communication and empathetic attitudes in resolving social conflicts within the school environment.

Through these activities, the program aimed to foster a positive culture at SMK HS Agung, in which students are empowered to act as agents of change who reject all forms of violence and promote solidarity among peers.

Evaluation

At this stage, the team conducted documentation of the educational activities as part of the reporting process and evaluated the development of students' understanding. The evaluation was carried out through the completion of a questionnaire distributed via the Google Forms platform after the delivery of the educational material. The questionnaire consisted of items measuring students' knowledge, attitudes, and actions in responding to bullying cases.

The questionnaire results were analyzed descriptively to identify differences in students' levels of awareness before and after the activity. In addition, the team conducted a reflective session with the participants to obtain feedback on the effectiveness of the material delivery methods. This approach emphasized the importance of students' direct involvement in assessing the outcomes of the program to ensure a sustainable impact on the development of an anti-bullying character within the school environment.

RESULTS AND DISCUSSION

Result

The Community Service Program (Pengabdian Kepada Masyarakat/PKM) entitled "Increasing Students' Awareness in Combating Bullying through an Educational Approach" was attended by 52 students representing various classes at SMK HS Agung. The activity produced significant outcomes in enhancing students' knowledge and awareness regarding the forms, impacts, and prevention strategies of bullying within the school environment. Overall, students demonstrated high enthusiasm throughout the material presentations, discussion sessions, and simulation-based training activities.

Based on observations and group discussions, students showed an increased ability to recognize various forms of bullying that they had previously been less aware of, particularly non-physical bullying such as verbal, social, and cyberbullying. Many students initially perceived bullying solely as physical violence; however, following the activity, they developed an understanding that teasing, social exclusion, rumor spreading, and harassment through social media are also forms of bullying that can have serious psychological consequences for victims.

During the counseling sessions, students were guided to understand their roles as perpetrators, victims, and bystanders within bullying dynamics. The results indicated that most students became aware that being a "passive bystander" also contributes to the perpetuation of a bullying culture. This awareness represents an important initial step in fostering students' courage to reject, prevent, and report bullying behavior.

In the training stage involving simulations and role-playing activities, students were trained to respond to bullying situations in an assertive and empathetic manner. Although many students initially lacked confidence in expressing resistance to unfair behavior, post-training observations revealed positive improvements in their communication skills and empathetic responses toward peers.

To obtain quantitative insights, students' perceptions of the most frequently encountered forms of bullying within the school environment were measured. The results indicated that verbal bullying was the most dominant form experienced by students, followed by physical bullying, social bullying, and cyberbullying. These findings provide valuable input for the school in determining priority areas for prevention strategies and student support programs. Figure 1 presents a diagram illustrating the identification of bullying forms based on students' perceptions and experiences during the discussion and reflection sessions.

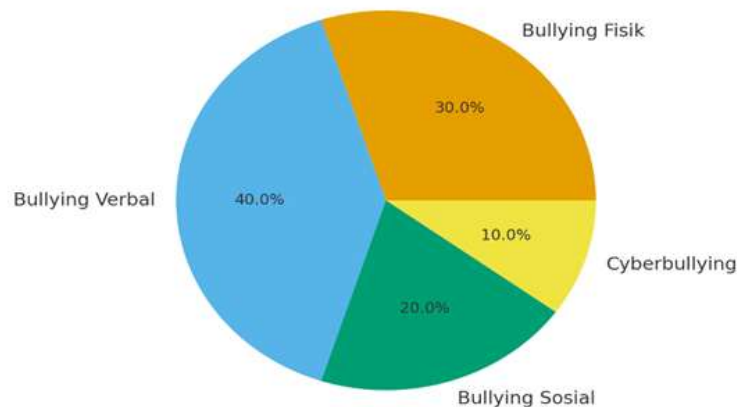


Figure 1. Result Identification as bullying

The diagram indicates that verbal bullying is the most frequently occurring form of bullying (40%), followed by physical bullying (30%), social bullying (20%), and cyberbullying (10%). These findings suggest that many students still perceive teasing, insults, and demeaning language as commonplace behaviors, highlighting the need to strengthen empathy values and moral awareness through follow-up educational activities.

Overall, the results of this program demonstrate an improvement in students' understanding, social sensitivity, and courage in addressing bullying behaviors. The activity also underscores the importance of an educational approach based on active participation and emotional engagement, particularly through role-playing methods and reflective discussions. Furthermore, the involvement of teachers and the broader school environment is essential in fostering a safe and violence-free school culture. As a next step, the implementation of sustainable support programs, such as group counseling sessions and the provision of safe reporting channels for students, is strongly recommended. These efforts are expected to reinforce character development and promote a supportive and equitable school environment.

Discussion

The increase in students' awareness of the dangers of bullying through the educational program implemented at SMK HS Agung indicates that the use of interactive methods in material delivery was effective in providing a deeper understanding among students. Rather than receiving information through one-way communication, students were actively engaged in discussions and simulations that encouraged meaningful reflection on bullying issues in their daily lives. This heightened awareness was evident in students' willingness to share personal experiences related to bullying and their expressed commitment to creating a safer and more supportive school environment. Figure 2 presents a group photograph with the teachers and supervising lecturers taken prior to the commencement of the activity, while Figure 3 illustrates the delivery of educational material on bullying prevention during the program.



Figure 2. Take a photo with the teacher and lecturer before the event



Figure 3. Give a description of some material education for preventing bullying

The Community Service Program (Pengabdian Kepada Masyarakat/PKM) implemented through guidance and educational activities represents a concrete effort to support the community, particularly within the education sector, by disseminating useful knowledge and social skills. This program focused on bullying prevention among vocational high school students, as bullying remains a serious social issue in educational settings. The activity involved 52 students representing each class as program participants. The primary objective of the program was to enhance students' understanding and awareness of bullying, its impacts on victims, and effective strategies for preventing and reporting bullying incidents. The guidance sessions were conducted interactively through educational presentations, animated video screenings, discussions, and question-and-answer sessions to ensure that the material was easily understood by students.

At the initial stage, the implementation team sought permission from the school principal and guidance and counseling teachers to conduct the activity. Subsequently, the educational format was designed to align with the characteristics of vocational high school students by applying a contextual and experience-based learning approach. Prior to the delivery of the main material, participants were introduced to the basic concept of bullying and were provided with guiding questions to assess their initial understanding of the phenomenon. The team then delivered educational material on bullying prevention, including the definition of bullying, types of bullying, prevention strategies, and appropriate actions to take when experiencing or witnessing bullying behavior.

Next, students were invited to watch an educational animated video on bullying, which illustrated both physical and verbal forms of bullying as well as appropriate ways to respond to such situations. The video aimed to foster students' empathy toward victims and to increase awareness of the importance of acting as protectors rather than perpetrators. Figure 4 illustrates the moment when students were shown the educational animated video on bullying during the activity.



Figure 4. Present material for the prevention of bullying

After the video session, participants completed a questionnaire as an evaluation instrument to assess their level of understanding of the material presented. The activity continued with a discussion and question-and-answer session, during which students were encouraged to share personal experiences and express their opinions regarding bullying incidents they had witnessed. Students who provided reflective and relevant responses were given small rewards in the form of snacks as a token of appreciation. Figure 5 presents a session delivered by internal representatives of SMK HS Agung during the activity.



Figure 5. Presentation from SMK internal parties

Evaluation and Impact Analysis of the Anti-Bullying Program at SMK HS Agung

Cognitive Transformation through Problem-Based Learning (PBL)

The final evaluation and documentation phase of the community service program at SMK HS Agung revealed a profound transformation in students' understanding of the latent dangers of bullying. Moving beyond rote learning, the program utilized interactive educational designs that engaged students in a critical dialectic regarding the long-term psychological ramifications of bullying for both victims and perpetrators.

These findings strongly validate the research by **Ningsih and Hasibuan (2025)**, which posits that classical guidance integrated with **Problem-Based Learning (PBL)** is highly effective in reducing bullying tendencies among vocational students. By confronting participants with realistic conflict scenarios, the program stimulated **critical thinking** and **social empathy**. This pedagogical approach empowered students to identify pragmatic solutions to horizontal conflicts within the school, thereby increasing social alertness and individual accountability. Ultimately, the program successfully transitioned students from passive observers to active **agents of change** within their peer groups.

Institutional Synergy and the "Zero Bullying" Culture

This initiative aligns seamlessly with the findings of **Isfaizah, Putri, and Widyaningsih (2023)**, who emphasize that character education must be reinforced by consistent institutional policies. The implementation of the **"Zero Bullying School"** framework at SMK HS Agung established new behavioral benchmarks rooted in positive discipline and mutual dignity.

The success of this structural approach was predicated on three strategic pillars:

1. **Teachers as Moral Exemplars:** Educators moved beyond the role of supervisors to become behavioral role models in daily interactions.
2. **School-Parent Partnerships:** The program strengthened communication channels to ensure student behavioral development was monitored consistently outside of school hours.

3. **Inclusive Environment:** By establishing a safe space protected from verbal, physical, and discriminatory violence, the school fostered a sustainable ecosystem that promotes social justice and emotional security.

Humanistic Mentorship and Creative Media Integration

Beyond formal regulations, the personal "human-to-human" approach adopted by teachers proved to be a decisive factor. Reflecting the theories of **Siba et al. (2025)**, warm and transparent communication is the cornerstone of **trust-building** and psychological safety in schools.

To bridge the gap between abstract moral values and student reality, the program utilized high-engagement creative media, including:

1. **Case Simulations and Role-Playing:** Allowing students to experientially inhabit the perspective of a victim to trigger authentic emotional responses.
2. **Digital Storytelling and Interactive Games:** Utilizing short videos and gamified learning tailored to the digital-native characteristics of Generation Z. Observations indicated a sharp rise in student enthusiasm when material was presented through these communicative and contextual lenses. These healthy interpersonal dynamics effectively dismantled the "wall of silence," encouraging students to report incidents without fear of social stigma.

Socio-Emotional Learning (SEL) and Behavioral Shifts

From a socio-emotional perspective, the program enriched the affective and moral dimensions of student development through **experiential learning**. Students were guided through deep reflection sessions to recognize the visceral emotional consequences of aggressive behavior.

Post-program documentation highlighted measurable behavioral shifts:

1. **From Bystander to Upstander:** A significant increase in students' moral courage to intervene or report bullying rather than remaining silent.
2. **Emotional Regulation:** Students demonstrated greater caution in their social interactions and a heightened sensitivity toward peers under social pressure.
3. **Social Responsibility:** The reflective activities at the end of each session solidified a sense of collective ownership over the classroom climate, proving that the intervention successfully integrated cognitive growth with moral character.

CONCLUSIONS AND RECOMMENDATIONS

The Community Service Program (Pengabdian Kepada Masyarakat/PKM) regarding anti-bullying education implemented at SMK HS Agung has resulted in a significant and measurable transformation in the students' cognitive understanding and behavioral tendencies. The program has successfully achieved its primary objective of shifting the school culture towards inclusivity and safety. Specifically, the conclusions derived from this activity are as follow :

1. **Holistic Improvement in Awareness and Attitude:** The program effectively bridged the gap between theoretical knowledge and practical

application. Through the participatory educational approach, students demonstrated a profound improvement not only in defining bullying but in understanding its psychological impact on victims. There was a marked shift in moral awareness, where students moved from being passive bystanders to active agents of change, showing increased empathy and the courage to reject violence in all its forms verbal, physical, social (exclusion), and cyberbullying.

2. Effectiveness of interactive methodologies : evaluation data indicates that the multi modal learning approach combining interactive coaching, educational video screenings, and role playing simulation was highly effective.
 - a) Role-playing proved particularly impactful in fostering empathy, as it allowed students to step into the shoes of both victims and bystanders, thereby internalizing the emotional weight of bullying.
 - b) Interactive coaching facilitated critical thinking, enabling students to deconstruct power dynamics within peer groups. These methods succeeded in touching upon the affective domain, ensuring that the anti bullying message was not just memorized but deeply felt and understood.
3. Strengthening social responsibility : Beyond individual character development, the program reinforced the concept of collective social responsibility. Students now understand that preventing bullying is a shared duty. The intervention successfully cultivated value of mutual respect and peer solidarity, creating a foundation for a "psychologically safe" school environment where students feel secure to express themselves without fear or judgment or harassment.

Recommendations

To ensure the sustainability of the impact achieved and to further institutionalize the anti bullying culture at SMK HS Agung, the following comprehensive recommendations are proposed:

1. Institutionalizing anti bullying mechanisms :
 - a) Policy development : the school management is advised to formalize anti bullying regulations by creating clear standard operating procedures (SOPs) for handling bullying incidents. This includes defined consequences for perpetrators and rehabilitation steps, rather than solely punitive measures.
 - b) Reporting system : establish a secure, confidential, accessible reporting channel (such as a digital whistleblowing system or an anonymous drop box) to encourage victims and witnesses to report incidents without fear of retaliation.
2. Continuous Education and Empowerment:
 - a) Peer ambassador program: It is recommended to select and train "anti bullying ambassadors" from the student body. These peer leaders can act as first responders and mediators, bridging the gap between students and teachers.

- b) Advanced soft skill training : regular workshop should be integrated into the guidance and counseling (BK) curriculum, focusing on assetive communication, emotional regulation, and conflict resolution skills to equip students with constructive ways to handle disputes,
3. Holistic Stakeholder Engagement:
 - a) Parental involvement : bullying prevention requires a synergy between school and home.
 - b) Teacher training : continuous professional development for teachers isnecessary to helpthem identify early signs of bullying (including micro aggressions) and to intervene effectively without escalating the conflict.
4. Replication And Broader Implementation : the succes of the educational approach at SMK HS Agung serves as a viable empirical model. It is recommended that this program structure centered on humanistic value and active participation be adapted and implemented in other educational institutions. This replication will contribute to a broader societal goal of fostering a “ Golden Generation” characterized by high empathy, strong moral character, and a profound respect for human dignity.

ACKNOWLEDGMENT

With sincere respect, we would like to express our deepest gratitude to all parties who contributed to the successful implementation of this community service activity. Our special appreciation is extended to the teachers and students of SMK HS Agung for their valuable cooperation and support throughout the preparation and implementation of this program. We also express our sincere thanks to our supervising lecturer, who consistently provided guidance, direction, and constructive feedback during the course of the activity.

The support, active participation, and meaningful contributions of all stakeholders played a crucial role in the successful delivery of this educational socialization program. We hope that the efforts undertaken will provide lasting benefits for all parties involved and contribute significantly to the prevention of bullying as well as the creation of a safe, supportive, and character-driven school environment.

REFERENCES

- Alim, M., Naimah, N., & Setyawati, D. (2023). Kecerdasan spiritual dan pengaruhnya terhadap kontrol diri serta perilaku agresif remaja. *Jurnal Psikologi Pendidikan*, 12(2), 145–156.
- Amin, M., Syafwani, S., & Raya, A. (2025). Fenomena perundungan di lingkungan sekolah menengah di Indonesia. *Jurnal Pendidikan Sosial*, 9(1), 23–35.
- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Ed.), *International Encyclopedia of Education* (Vol. 3, pp. 1643–1647). Oxford: Pergamon Press.
- Coloroso, B. (2016). *The bullying cycle: Breaking the chain of violence*. New York: HarperCollins.
- Eisenberg, N., Spinrad, T. L., & Morris, A. S. (2015). Empathy-related responding in children. *Annual Review of Psychology*, 66, 115–140.
- Goleman, D. (2018). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Hakim, L., Winata, R., Insan, A. N., & Atmasari, S. (2024). Efektivitas program edukasi anti-perundungan berbasis empati pada siswa SMK. *Jurnal Bimbingan dan Konseling*, 8(1), 67–78.
- Hidayat, R., & Suryani, A. (2022). Budaya sekolah dan perannya dalam pencegahan perilaku menyimpang siswa. *Jurnal Manajemen Pendidikan*, 14(2), 101–112.
- Kemendikbud. (2021). *Panduan penguatan pendidikan karakter di sekolah menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Komisi Perlindungan Anak Indonesia. (2023). *Laporan tahunan kasus kekerasan terhadap anak*. Jakarta: KPAI.
- Lickona, T. (2012). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
- Olweus, D. (2013). *Bullying at school: What we know and what we can do*. Oxford: Blackwell Publishing.
- Rigby, K. (2017). *Bullying in schools and what to do about it*. Melbourne: ACER Press.
- Santrock, J. W. (2020). *Adolescence* (17th ed.). New York: McGraw-Hill Education.

- Smith, P. K., & Low, S. (2021). School-based anti-bullying interventions: Effectiveness and challenges. *Educational Psychology Review*, 33(1), 1–28.
- Suyanto, & Jihad, A. (2020). *Pendidikan karakter: Teori dan aplikasi di sekolah*. Bandung: Remaja Rosdakarya.
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. Paris: UNESCO.
- Wulandari, D., & Aryani, R. (2025). Peran lingkungan sekolah dalam membentuk perilaku sosial remaja. *Jurnal Sosiologi Pendidikan*, 11(1), 55–68