



Education on Bullying Prevention for Junior High School Students at Muhammadiyah 5 Padang

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ABSTRACT

According to a 2019 survey by United Nations Education, Scientific, and Cultural Organization (UNESCO), bullying occurs in children worldwide. Globally, more than 30 percent of students aged 13 to 15 regularly experience bullying. Bullying can cause anxiety and fear in adolescents, disrupt concentration in school, and encourage them to avoid the school environment. Bullying problems that occur in schools require preventive intervention. The goal is to prevent this bullying practice from continuing or escalating into more extreme actions. Interventions in the form of education and training are an initial effort to convey a message to adolescents, individuals, or groups about the dangers of bullying. Community service activities at Muhammadiyah 5 Junior High School in Padang City aimed to increase adolescents' knowledge of bullying prevention. The implementation consisted of four stages: problem analysis, preparation, implementation, and evaluation of activities. The average pretest knowledge level increased from 58.47 to 84.02 (posttest) after the education was provided to 72 students. This activity has been proven to increase students' and the school community's insight and understanding of bullying. For the program's sustainability, it is hoped that the school will be involved and committed to regular bullying eradication activities. A sustainable program will increase anti-bullying awareness in schools.

Keywords: bullying, education, student

INTRODUCTION

Adolescents are human resource assets and future generations. Therefore, quality adolescents are essential. Adolescent quality can be supported by physical and mental health, free from diseases that will negatively affect health and productivity now and in the future. One mental health problem that also targets adolescents is the high prevalence of bullying. Bullying is a repeated act involving physical, psychological, social, or verbal attacks, in which the perpetrator is in a situationally stronger position for their benefit or gratification. Bullying is an early form of aggressive behavior characterized by rudeness. Individuals and groups can carry out this action physically, mentally, verbally, or a combination. Perpetrators usually target weak or vulnerable people (Yuliani N, 2019).

According to a 2019 survey by United Nations Education, Scientific, and Cultural Organization (UNESCO), bullying occurs in children worldwide, with the lowest rate in Tajikistan (7%) and the highest in Samoa (74%). Globally, an average of more than 30 percent of students aged 13 to 15 regularly experience bullying. Furthermore, one in five

students (19%) experiences bullying almost every day or every other day at school (Yubilia K, 2022). In 2023, UNESCO also stated that more than 30% of students worldwide were victims of bullying. This has severe immediate and long-term impacts, such as decreased academic achievement, increased dropout rates, and deteriorating physical and mental health of students (Permatasari WI, 2024).

According to a study conducted by the National Youth Violence Prevention Resource Center, Sanders (2003), in Debyan Putri Zamzami (2025), bullying can cause adolescents to feel anxious and afraid, disrupt concentration in school, and encourage them to avoid the school environment. Suppose it occurs over a long period. In that case, bullying can lower students' self-confidence, increase social isolation, encourage withdrawal, and make adolescents more vulnerable to stress, depression, and feelings of insecurity. In more extreme situations, bullying can even drive adolescents to commit reckless acts, including acts of violence or suicide. The impact of bullying is not only felt by the victim, but also hurts the perpetrator. Perpetrators of bullying tend to have low levels of empathy in social interactions. In addition to empathy problems, their behavior is also often abnormal, with a tendency towards hyperactivity and antisocial behavior related to bullying actions towards those around them. Perpetrators of bullying are also more susceptible to mental health disorders, especially emotional symptoms, which are even higher than those of victims of bullying.

Based on initial observations conducted at Muhammadiyah 5 Junior High School in Padang City by interviewing 10 students, it was found that most of the students had committed acts of bullying, whether physical, verbal, social, or cyber. Students reported committing various acts of bullying, such as physical insults, blocking the way for friends to pass until their friends fell, gossiping among friends every day, inviting friends not to be friends with friends they did not like, repeatedly teasing their friends, hitting their friends, body shaming their friends, giving their friends nicknames by calling their parents' names, often saying rude things, teasing their friends on social media, and pinching their friends repeatedly. The community service team also received information from the guidance and educational teacher that from the case records throughout 2024, in grade VII, there were 6 cases of verbal bullying recorded. In grade VIII, there was 1 case of verbal bullying. Meanwhile, for grade IX, education by the guidance and educational teacher has not been carried out, and there is no definite data on bullying cases. One example of bullying carried out by students at school is insulting, gossiping about their friends, teasing friends through social media, and badmouthing friends with inappropriate words such as you are short and fat.

The bullying problem at Muhammadiyah 5 Junior High School in Padang City requires preventive intervention. The goal is to prevent this bullying practice from continuing or escalating into more extreme actions. Interventions in the form of education and training are an initial effort to convey a message to adolescents, individuals, or groups about the dangers of bullying. The hope is that changes in knowledge will impact behavioral changes. Thus, bullying will be prevented in the long term. The purpose of this activity is to improve students' knowledge and skills in disseminating information about bullying to their peers. Initiate the involvement of schools and related institutions, such as the Student Council (OSIS), for sustainability and commitment in bullying prevention.

METHOD

The activities carried out in this community service program aim to increase adolescents' knowledge of bullying prevention. The implementation consists of four stages: problem analysis, preparation, implementation, and evaluation. During the problem

analysis stage, the team coordinates and socializes the program with the school and obtains permits for the activity. The team carries out the preparation phase by preparing all necessary materials for the activity, such as pre- and post-test questionnaires, and learning media in the form of PowerPoint presentations, videos, and posters. The next stage was the implementation of educational materials on bullying, attended by 72 students.

In the initial stage, a pre-test was conducted to assess the target group's initial knowledge. Students were asked several questions about bullying, including the definition, forms, characteristics, and impacts. The team then delivered the material. Supporting media for this information delivery included PowerPoint presentations, YouTube videos, and leaflets. The material was delivered using lecture and question-and-answer methods. Participants who answered questions correctly received prizes. The activity continued with a post-test evaluation to determine whether there had been any changes or improvements in the adolescents' knowledge about bullying. The next stage was the implementation of educational materials on bullying, attended by 72 students. In the initial stage, a pre-test was conducted to assess the target group's initial knowledge. Students were asked several questions about bullying, including the definition, forms, characteristics, and impacts. The team then delivered the material. Supporting media for this information delivery included PowerPoint presentations, YouTube videos, and leaflets. The material was delivered using lecture and question-and-answer methods. Participants who answered questions correctly received prizes.

The activity continued with a post-test evaluation to determine whether there had been any changes or improvements in the adolescents' knowledge about bullying. At the end of the activity, participants received souvenir keychains bearing the anti-bullying message "Coolness is Respect, Not Bullying." A poster titled "Stop Bullying" was also given to the school to be displayed strategically within easy reach of the school community. By repeatedly reading the information on the poster, it is hoped that the message will stick and encourage behavioral change.

RESULTS AND DISCUSSION

The community service activities occurred at Muhammadiyah 5 Junior High School, Padang. The target group was students of Muhammadiyah 5 Junior High School. The outreach program was attended by 72 students and accompanied by teachers. The community service activities began with a program socialization stage at Muhammadiyah 5 Junior High School. This socialization aimed to ensure the school understood the importance of the activities to be implemented. The activities were carried out in agreement with the school (Figure 1).



Figure 1. Educational activities and poster submission

In the past three years, the Indonesian Child Protection Commission (KPAI) recorded around 119 cases of bullying among adolescents in 2021. In 2022, that number increased to 226 cases. Throughout 2023, the KPAI revealed around 329 cases of bullying in Indonesia that occurred in educational institutions (Elaine M, 2024).

In 2023, the Federation of Indonesian Teachers' Unions (FSGI) revealed that there were around 30 cases of bullying in schools, an increase from 21 cases the previous year. Of these cases, around 80% occurred in schools under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), while the other 20% occurred under the Ministry of Religious Affairs. Data from the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) shows that bullying cases remain a threat to children in the school environment. The most common form of bullying experienced by victims is physical bullying (55.5%), followed by verbal bullying (29.3%) and psychological bullying (15.2%) (Mutia A, 2024).

In retrospect, the causes of bullying are complex. Knowledge is suspected to be one factor contributing to bullying. Knowledge is the understanding or information about something gained through experience or study. According to Bloom, knowledge is recognizing or understanding something that occurs after someone perceives an object. This process involves the five senses: sight, hearing, smell, taste, and touch. Most of the information humans acquire comes from the senses of sight and hearing. Knowledge shapes a person's behavior (Cahyono & Fahrurrozi, 2019). Bullying is more common among respondents with low knowledge than those with high knowledge (Adriani et al., 2022).

The educational program began with a pre-test. Participants were given 10 questions about bullying. Each correct answer was awarded one point, bringing the total score to 10. The training materials covered the definition of bullying, its forms, the characteristics of bullying behavior, and its impact. Efforts to address bullying behavior, which require active involvement and collaboration from various sectors, including schools, were also presented.

In 2023, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) implemented various strategies to address bullying in educational settings, including: Developing regulations and policies; Collaborating with community organizations concerned with the issue of violence in education; Conducting training and capacity building for staff tasked with preventing and handling violence in education; Developing the "Roots" program to engage students as anti-bullying agents; Organizing virtual campaigns and exhibitions; Forming a special working group; Integrating bullying materials into the school curriculum and Providing a channel through the website. However, the Ministry of Education, Culture, Research, and Technology's efforts will be ineffective without the support of other stakeholders who play a greater role in preventing bullying: students, teachers/educational staff, and parents. These three stakeholder groups are directly involved in the school environment, making them better able to identify and detect early signs of bullying.

The educational session used PowerPoint slides and videos related to bullying. Lectures with PowerPoint presentations on LCDs have proven effective in increasing knowledge. Therefore, this method can be used as an effective health promotion method. Video presentations also make students more interested in listening to the material because they engage their senses of sight and hearing. Presenting material through videos creates a more enjoyable learning environment, making the material easier for students to understand (Amini et al., 2023). After the educational session, a question-and-answer session related to the material presented was held. Students enthusiastically asked questions related to the topic. They were also able to answer questions posed by the

community service team. Students who asked questions and those who answered questions were awarded door prizes.

Evaluation of the activity by observing the increase in knowledge before and after the education (Table 1). There was an increase in the average level of knowledge before (pretest) from 58.47 to 84.02 (posttest) after the education with a p-value of 0.000. These results indicate an increase in knowledge of bullying among students of SMP Muhammadiyah 5 Padang after the education conducted by the FKM Unand team.

Table 1. Test of differences in knowledge levels before and after education

Variable	Knowledge	
	Mean Rank	p-value
Pretest	58.47	0.000
Posttest	84.02	

A post-test was distributed at the end of the session to assess students' knowledge levels after the educational session. Posters titled "Stop Bullying" were also handed to the school to be displayed in strategic locations that are easily visible to the school community. A poster is a message written in the form of images or text to attract the attention of many people so that others can easily understand the message (Sumartono & Astuti, 2018). Posters are media that can attract attention because they have attractive colors, so that people are interested in seeing the poster and can absorb the information contained in the poster (Syafrawati & Haria, 2023). Using posters as a medium in educational sessions has proven effective in increasing student knowledge (Syafrawati & Ramadani, 2022). This poster serves as a source of information that can be seen repeatedly and serves as a reminder for students to recognize and prevent bullying.

The Elaboration Likelihood Model (ELM) theory, developed by Petty and Cacioppo (1986), explains how people process persuasive messages. This process is divided into two pathways. The first is the Central Route, where messages are carefully processed, with a focus on the quality of the argument. The second is the Peripheral Route, where messages are processed based on simple visual or emotional cues (e.g., the appeal of an image, color, or aesthetics of a design). Posters generally operate on the Peripheral Route because audiences (students) often have limited motivation or time to read in-depth text. Prevention posters should use strong peripheral cues (emotional images, memorable taglines, striking colors) to capture attention and trigger a quick response, even if the argument is not read in detail. Posters can also support the Central Route if used as a starting point for class discussions, where the teacher encourages students to elaborate on the arguments presented on the poster. Posters have limited effectiveness on their own. Posters are a one-way communication medium. They can raise awareness, but they do not automatically produce complex behavioral change. Posters are much more effective when integrated as visual reminders and message reinforcements within a broader prevention program.

In this activity, the educational media used were limited to posters and Q&A lectures, making them insufficient to generate behavioral change. Posters cannot teach complex social skills or empathy. For significant and sustainable behavior change, it must be combined with teacher training, classroom curriculum, and group interventions. This program has limited implications for long-term behavior change, but is quite effective in raising initial awareness.

CONCLUSION

The outreach activities were carried out as planned. The activities carried out by the community service team have proven to increase students' and the school community's insight and understanding of bullying. In the future, practical bullying prevention efforts (providing measurable results) and rationale (based on evidence and theory) are needed, adopting a holistic and multi-component approach. Interventions must be implemented at all levels, including school-level interventions, classroom and curriculum interventions, as well as individual and family interventions. Effective bullying prevention programs must be sustainable, not just a single event. Their success depends on the commitment of school leadership to implementing a multi-level system that supports long-term behavior change and builds a school culture of zero tolerance for bullying.

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