

RESEARCH ARTICLE



Bullying Prevention Outreach at State Elementary School, Lampaseh, Aceh Besar

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ABSTRACT

This outreach is crucial because bullying not only damages the victim's mental health but also creates an unhealthy and unsafe school environment for student development. In practice, many children still experience bullying and choose to remain silent out of fear or loneliness. Through this activity, it is hoped that students will become more sensitive, speak up, and work together to create a safe, friendly, and respectful school environment. This activity is a form of Community Service Program (PKM) based on education and social intervention which is carried out in the form of counseling or education. Bullying Prevention Socialization at Lampaseh 2 State Elementary School, Aceh Besar, the main target is students in grades 3-6. The result, are: a. increased student understanding; b. students understand the definition of bullying and its forms (verbal, physical, social, and cyber); c. students are able to differentiate between healthy joking and bullying; d. changes in attitude and behavior; e. students demonstrate greater respect for their peers; f. reduced teasing, exclusion, and physical pushing, which were previously common; g. educational products/media; h. short bullying prevention module for students.

KEYWORDS

Bullying; prevention outreach; elementary school

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1. Introduction

Bullying is behavior that is repeated over time that clearly involves an imbalance of power, with the stronger group attacking the weaker one (Suryani, 2016; Karhe, 2005). Bullying has become a concerning issue in schools. Data shows that at least 1,478 cases of bullying were reported. This figure has increased sharply compared to previous years, with 266 cases reported in 2022, compared to 53 in 2021 and 119 in 2020. The latest FSGI data shows that there were at least 30 cases of bullying throughout 2023. 80% of these cases occurred in schools under the auspices of the

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Ministry of Education, Culture, Research, and Technology, and 20% in schools under the auspices of the Ministry of Religious Affairs (Redaksi, 2025).

The bullying experienced by children at school is diverse. The most common cases of physical bullying were found at 55.5%, followed by verbal bullying at 29.3%, and psychological bullying at 15.2%. The highest levels of bullying occurred at the elementary school level, reaching 26%, followed by junior high school at 25%, and high school students at 18.75%. According to the Central Statistics Agency (BPS), the majority of students who experience bullying at school are boys. The highest percentage of bullying cases among boys occurred at the junior high and elementary school levels, and the lowest among high school students. Given the high number of bullying cases in Indonesia, the role of teachers and supervision from the entire school community is crucial (Redaksi, 2025).

This outreach is crucial because bullying not only damages the victim's mental health but also creates an unhealthy and unsafe school environment for student development. In practice, many children still experience bullying and choose to remain silent out of fear or loneliness. Through this activity, it is hoped that students will become more sensitive, speak up, and work together to create a safe, friendly, and respectful school environment.

2. Methods

Community Service (PkM) activities with the theme of Socialization of Bullying Prevention at Lampaseh 2 State Elementary School, Aceh Besar is a form of PkM based on education and social intervention which is carried out in the form of Counseling or Education.

The target of the Community Service activity with the theme of Socialization of Bullying Prevention at State Elementary School 2 Lampaseh Aceh Besar is the main target of students in Grades 3-6, because at this age range children begin to experience complex social dynamics, and cases of bullying generally begin to appear more clearly.

3. Results

The Bullying Prevention Socialization activity at SD Negeri 2 Lampaseh, Aceh Besar, was carried out to educate students about the importance of creating a safe, comfortable, and bullying-free school environment. The socialization featured speakers from the police, educators, and child advocates who presented material on the

definition of bullying, its forms (verbal, physical, social, and cyberbullying), its negative impacts, and prevention strategies at school and at home (Redaksi, 2025).

The outputs of the Community Service Program (PKM) Bullying Prevention Socialization activity at SD Negeri 2 Lampaseh, Aceh Besar, are: a. increased student understanding; b. tudents understand the definition of bullying and its forms (verbal, physical, social, and cyber); c. students are able to differentiate between healthy joking and bullying; d. changes in attitude and behavior; e. students demonstrate greater respect for their peers; f. reduced teasing, exclusion, and physical pushing, which were previously common; g. educational products/media; h. short bullying prevention module for students.

The outcomes of the Community Service Program (PKM) Bullying Prevention Socialization program at SD Negeri 2 Lampaseh, Aceh Besar, are establishing a positive school culture, such as mutual respect, cooperation, and caring for others and reducing the potential for conflict between students stemming from bullying (Figure 1).



Figure 1. Socialization Process. *Source:* Author's documentation

Follow-up Recommendations Following the Bullying Prevention Socialization Activity at SD Negeri 2 Lampaseh, Aceh Besar:

- a. Establishment of a School Anti-Bullying Team. Form a special team consisting of teachers, student representatives, and parents to monitor, report, and handle bullying cases at school.
- b. Integration of Anti-Bullying Material into Learning. Teachers can incorporate anti-bullying values into subjects, extracurricular activities, and daily classroom habits.
- c. Ongoing Guidance. Conduct regular monitoring through school counseling or focus group discussions to monitor student progress.

- d. Provision of Educational Media. Provide anti-bullying posters, banners, and slogans in the school area as visual reminders for students.
- e. Parental Involvement. Hold regular meetings with parents to share information, strengthen communication, and establish a common understanding of the importance of bullying prevention.
- f. Establishment of a Reporting Mechanism. Provide a complaint box or a safe and confidential communication channel for students who are victims or witnesses of bullying.

4. Conclusion

The Bullying Prevention Socialization activity at SD Negeri 2 Lampaseh, Aceh Besar, was successfully implemented in accordance with its stated objectives. Through this activity, students gained a clearer understanding of the meaning, forms, and negative impacts of bullying, as well as how to prevent it. This activity not only increased knowledge but also fostered awareness, concern, and a shared commitment among all school members to reject all forms of bullying. This synergy is expected to create a conducive learning environment oriented toward developing positive character in children.

Following the Community Service Program (PKM), the following recommendations are made establish and activate an anti-bullying team to monitor, provide support, and handle bullying cases within the school environment; integrate anti-bullying values into learning and extracurricular activities, and increase awareness of early detection of bullying behavior; students are expected to be more courageous in reporting bullying experiences or witnesses, and foster an attitude of mutual respect and care for their peers; strengthen communication with children at home and collaborate with the school to provide consistent support; and follow-up activities such as peer counseling training or social skills workshops for students are needed to ensure more sustainable bullying prevention.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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