

Anti-Bullying Awareness Program for Students at Mambaul Falah Pakal Kindergarten

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ABSTRACT

Bullying is a common issue within the school system. Consequently, Mambaul Falah Pakal Kindergarten, located on Jl. Beji Rahayu Kav No. A1-A2 Surabaya, strives to address and prevent bullying by offering various student mentoring programs. Drawing on research and literature from 2020–2025, this article discusses the importance of student mentoring as a strategy to prevent bullying in the school environment.

Bullying in Kindergarten: Bullying is an act of violence where an individual who is physically, verbally, or psychologically weaker is harmed through the use of force or threats. This phenomenon frequently occurs among school-aged students, including kindergarteners. Student mentoring at Mambaul Falah Kindergarten Surabaya aims to prevent bullying by conducting anti-bullying awareness sessions and providing an overview of the impact caused by bullying.

KEYWORDS

Bullying, school, student awareness

INTRODUCTION

Beyond being the second most important educational environment after the family, schools also have a significant impact on students' psychological, social, and emotional development (Helka dkk., 2024). One of the primary issues faced by many individuals globally is bullying, particularly within educational settings. It is the responsibility of school personnel—specifically educators, students, and teachers—to implement anti-bullying measures (Ekşi & Türk-Kurtça, 2021). A program designed to educate the school community about bullying is a necessary first step toward creating an anti-bullying school (Kaufman dkk., 2021). Therefore, it is essential to conduct an awareness program at Mambaul Falah Pakal Kindergarten Surabaya to prevent bullying within the school environment.

Community Service (PKM) was conducted at Mambaul Falah Pakal Kindergarten in Surabaya. This activity focused on anti-bullying counseling for students, carried out through a collaboration between lecturers and students from Sunan Giri University, Surabaya (Temiz & Soós, 2025). The objective of this exercise was to educate

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the students of Mambaul Falah Pakal Kindergarten about the risks of bullying and other forms of violence against children.

As a reflection of current social phenomena, bullying cases in Indonesia are on the rise (Al Saadon dkk., 2024). Data indicates that the number of bullying incidents—ranging from physical to mental violence—has increased significantly (Carrington dkk., 2017). A child's world is increasingly exposed to bullying behavior, which can manifest in various environments after initially developing within the family (Condeng dkk., 2025). Given that children spend the majority of their time at home and at school, bullying behavior often originates or becomes evident within the school setting.

Bullying is generally categorized into three types: Physical Bullying: Defined as biting, kicking, pinching, punching, choking, and hitting (Dresler & Whitehead, 2009). Relational and Verbal Bullying: Includes reprimands, name-calling, and inappropriate comments (Garandean dkk., 2014). Students must be protected from intimidation because it negatively impacts their physical and psychological development (Shaikhymuratova dkk., 2025). Extensive evidence highlights the adverse side effects resulting from episodes of bullying.

Based on these justifications, it is crucial to provide legal and social counseling to ensure all students are informed of their rights and responsibilities, and to offer protection for children at home, school, or other locations (Al-Natour dkk., 2025). To safeguard children, this counseling provides participants with essential knowledge regarding various aspects of child bullying. It also offers a summary of different bullying cases and their legal consequences, particularly when they occur in a school environment (Khadka dkk., 2025). Furthermore, the proposed solutions are believed to be effectively applicable in educational settings, specifically at Mambaul Falah Pakal Kindergarten, Surabaya.

The ultimate goal of this socialization is to educate the teachers and students of Mambaul Falah Pakal Kindergarten about the various types of bullying, its harmful effects or risks, and strategies for prevention and management.

RESEARCH METHODOLOGY

The method used in this Community Service (PKM) project, titled “Anti-Bullying Awareness for Students at Mambaul Falah Pakal Kindergarten, Surabaya,” is the discussion method (Ong dkk., 2021). This approach was chosen to ensure that the anti-bullying materials could be delivered comprehensively within the allotted time (Teng & Zhu, 2025). Consequently, students can identify and anticipate bullying behaviors at school, enabling them to build knowledge and awareness regarding the dangers of bullying in the school environment.

The awareness session will be conducted over two hours and attended by 30 students. The evaluation format will consist of a pre-test and a post-test (Kleawaom dkk., 2025). This assessment is designed to measure the students' understanding of the materials provided, with the ultimate goal of preventing bullying behavior within the school community.

RESULT AND DISCUSSION

A total of 21 students participated in the anti-bullying awareness program at Mambaul Falah Kindergarten on Wednesday, February 12, 2025, from 07:30 to 10:00 WIB. The activity was conducted through a series of stages: a pre-test, material presentation, and a post-test. The students appeared highly enthusiastic, participating actively from the beginning to the end of the session.

The pre-test results indicated that the students initially had very limited knowledge of bullying; they were largely unaware of the negative long-term effects it can have on an individual's

emotional and psychological well-being (Salameh, 2024). Observations revealed that some students occasionally harassed their classmates, leading to detrimental impacts such as decreased motivation to learn and, in some cases, students dropping out due to fear of the perpetrators. At the start of the program, the students' overall knowledge regarding anti-bullying was recorded at only 30%.



Figure 1. Group Photo After the Material Presentation

Students received materials regarding the definition of bullying. Bullying is a hostile behavior carried out by individuals or groups regularly, which can lead to violence and other complications (Borgen dkk., 2024). Students who exhibit violent behavior are at risk of repeating these actions within their communities and schools. Bullying occurs when an individual or group is harmed through the use of force or authority, leaving the victim in a state of despair, trauma, and powerlessness (Saleem dkk., 2025). This behavior often happens repeatedly. Schools, communities, and governments sometimes overlook bullying activities, allowing children to continue engaging in these problematic behaviors. Since bullying poses significant risks to a teenager's academic development, it is vital that bullying behavior is addressed collaboratively.

Perpetrators of bullying face a significant likelihood of ongoing involvement in such actions. Meanwhile, victims of bullying face a high risk of developing stress and depression that lead to lasting trauma (Enz dkk., 2007). The categories of bullying include sexual harassment, direct physical contact (such as pushing, hitting, or insulting), direct verbal contact (such as name-calling, threatening, or demeaning), direct non-verbal behavior (such as making sarcastic gestures, sticking out the tongue, or making facial expressions), indirect non-verbal behavior (such as social exclusion, the silent treatment, or sending hurtful letters), and direct physical aggression. These are often characterized as forms of verbal or physical aggression.

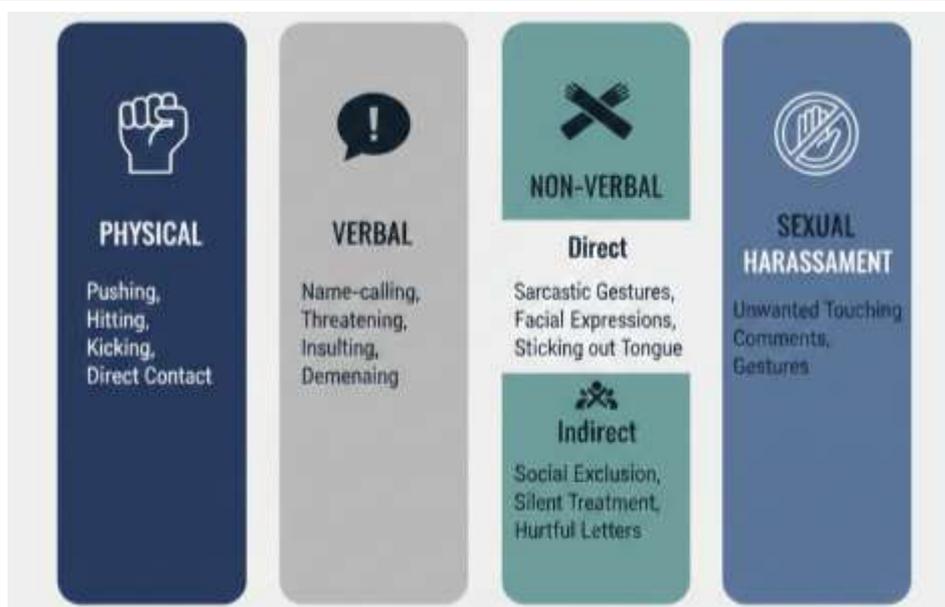


Figure 2. Types of Bullying

The third area of knowledge covers the internal elements (revenge, humiliation, pressure, etc.) and external factors (family, home, school, media, etc.) that contribute to intimidation (Razzaq dkk., 2023). Other contributing factors include unstable family environments, frequent conflict, and harsh or neglectful teachers and peers (Andreou dkk., 2007). These factors often mimic socio-cultural environments, peer corporate standards, and media behavior (Kamran & Schultze-Krumbholz, 2025). Disorganized parental lifestyles, divorce, and variability in ideas, emotions, and behaviors—as well as insults and suggestions made in front of children by parents who are hostile toward one another—can trigger depression and stress in children (Menesini dkk., 2015). Children experiencing such depersonalization are more likely to engage in deviant behaviors, such as bullying.

CONCLUSION

The most effective way to motivate and educate students about bullying prevention is by offering anti-bullying counseling in schools. The success of this exercise demonstrates that students possess significant knowledge and a strong desire to apply it by refraining from harmful acts against others. Consequently, such programs can reduce bullying in Indonesia in general and within schools specifically. This is critical because unregulated bullying can lead to high crime rates, mental stress that triggers depression or suicidal ideation, and a decline in learning enthusiasm. Furthermore, those who engage in bullying behavior potentially face legal consequences.

The anti-bullying counseling activities were characterized by active debates and inquiries from the 21 participants. Given the increased awareness among the students, the anti-bullying outreach at Mambaul Falah Pakal Kindergarten can be considered an overall success. In summary, while students initially had relatively little knowledge about bullying, their understanding developed significantly as a result of the counseling. A key outcome of this activity was the increased courage and willingness of many students to ask questions and seek solutions to their problems. This also reflects the participants' satisfaction following the activity, which encourages students to refrain from aggressive behavior at school.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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