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Article

Preventive Psychoeducation as an Anti-Bullying Strategy for Students at SDN 07 Simpang Utara

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Article Information	Abstract
Received : 2026-01-28 Revised : 2026-02-25 Accepted : 2026-03-17 Published: 2026-04-16	This outreach activity was conducted as part of a fieldwork course at SDN 07 Simpang Utara, Pasaman Regency, West Sumatra. The activity aimed to provide an understanding of bullying through psychoeducation. Psychoeducation serves as a preventive measure before the emergence of psychological issues that have negative impacts on individuals or groups. The activity involved 30 students from grades 4 and 5 and was held in January 2026. The method used was psychoeducation, conducted in three sessions: the first session involved presenting material through lectures and discussions; the second was a sharing session; and the third was a story-writing session, where students wrote stories to be posted on a “story tree” to be displayed at the school. This activity resulted in an increased understanding among students regarding the forms, impacts, and ways to avoid bullying, as well as an increase in students’ courage to express their feelings. Psychoeducation can serve as an effective preventive strategy to reduce bullying behavior in elementary school environments.
Keywords psychology, psychoeducation, outreach activity, elementary school, KKN	
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INTRODUCTION

Interactions between individuals, particularly among children and adolescents, evolve over time, presenting various challenges in the modern era. One issue that remains a serious concern is bullying. Bullying can occur anywhere, including in school settings. Bullying in school settings has become a global issue (Rahayu et al., 2019). This behavior involves repeated aggressive actions aimed at harming, humiliating, or dominating another individual perceived as weaker. This phenomenon does not occur solely in school settings but has also expanded into the digital realm through cyberbullying.

The impact of bullying is significant on the psychological development of victims. Individuals who experience bullying are at risk of developing disorders such as anxiety, low self-esteem, depression, and even a decline in academic performance. In the long term, this condition can affect an individual’s quality of life and ability to socialize. Not only victims, but bullies also have the potential to experience behavioral problems and difficulties in building healthy social relationships.

Efforts to prevent and address bullying require a comprehensive and sustained approach. One effective strategy is psychoeducation—the process of providing information and fostering understanding of psychological aspects among individuals and groups. Anti-bullying psychoeducation aims to enhance awareness, knowledge, and skills in recognizing, preventing, and appropriately responding to bullying behavior. Through this approach, it is hoped that participants will be able to develop empathy, healthy communication skills, and the courage to report bullying.

This outreach activity was carried out as a form of academic contribution to address social issues occurring within the community. The program was designed as an anti-bullying psychoeducation initiative implemented at SDN 07 Simpang Utara, with the hope of creating a safe, inclusive environment that supports optimal individual development. As such, this activity is expected not only to enhance participants' understanding of the dangers of bullying, but also to foster prosocial behavior and a culture of mutual respect in everyday life.

EXPERIMENTAL SECTION

This activity was attended by 30 students from fourth and fifth grades. It took place on January 24, 2026, in Nagari Simpang Utara, Simpang Alahan Mati Subdistrict, Pasaman Regency, West Sumatra Province. The psychoeducation program consisted of three sessions: the first session involved presenting material through lectures and discussions from 8:00 to 9:00 a.m., the second session was a sharing session from 9:00 AM to 10:00 AM, and the third session involved writing stories to be posted on a story tree that would be displayed at the school from 10:00 AM to 11:00 AM. The methods used for this outreach activity are described as follows:

1. Problem Analysis Phase

This phase is conducted to gain a clear understanding of specific issues at the school based on observations and communication. Initially, the problem analysis was conducted broadly in the Simpang Alahan Mati Subdistrict, where a report from September 2025, as cited by sumbarmaju.com, indicated that bullying had occurred at SDN 06 Simpang Selatan; while the case had reached a resolution, it undoubtedly left emotional scars or trauma for the child (the victim). A student experiences bullying when they are repeatedly and over a specific period targeted by aggressive or negative actions from one or more other students (Olweus, 1994).

This certainly requires special attention to prevent similar cases from occurring anywhere, especially within the school environment. Furthermore, the "Protect, Reject, and Avoid Bullying" concept serves as a simple prevention strategy that elementary school students can implement. Subsequently, the situation analysis phase, involving a direct visit to SDN 07 Simpang Utara, was conducted on January 6, 2026. Activities included discussions regarding student conditions and the school environment, particularly interactions among students or between students and teachers. Additionally, the necessary permissions from the school administration were secured for the implementation of anti-bullying psychoeducational activities at the school.

2. Preparation Phase

Prior to the activity, this phase was carried out to coordinate with the Simpang Utara Village Administration regarding the implementation of this psychoeducation program and the implementation team that would be involved. Coordination with the Village Administration took place on January 19, 2026, during a weekly work meeting. Meanwhile, coordination with the implementation team took place on January 23, 2026. On the same day, coordination was also conducted with the school regarding the time, room, participants, facilities and infrastructure, as well as the implementation of the activity.

The activity began with a preparation phase and the mobilization of students and KKN students for about 15 minutes. During this phase, each KKN student helped prepare the necessary facilities and infrastructure, as well as guided the fourth and fifth-grade students so they could participate in the activity in an orderly and conducive manner.

3. Introduction Phase



Figure 1. Photo of the opening

Next, the event was opened by the emcee. During the opening session, the emcee delivered opening remarks, introduced the KKN's team, explained the purpose of the event, and provided a brief overview of the series of anti-bullying psychoeducational activities that the fourth- and fifth-grade students would participate in.

4. Participation Phase



Figure 2. Photo of the presenter delivering the material

The presentation of the psychoeducational material on bullying lasted approximately 40 minutes. Before diving into the material, the MC showed an animated video about bullying, which was followed by a brief discussion and Q&A session aimed at gauging the students' understanding of bullying. The material was presented using simple language and interactive methods tailored to the comprehension levels of fourth and fifth-grade elementary school students. The topics covered included the definition of bullying, common types of bullying in school settings, the effects of bullying on both victims and perpetrators, and the importance of mutual respect and empathy among peers.

a. Definition of Bullying

Bullying is behavior repeatedly carried out by individuals or groups to harm, intimidate, or control individuals who are perceived as weak or unable to defend themselves (Febriansyah & Yuningsih, 2024). Bullying behavior can be harmful to oneself or others (Dewi et al., 2024).

b. Forms of Bullying

Olweus (1994) generally categorizes bullying into two types: direct bullying, which involves overt physical or verbal attacks; and indirect bullying, which involves social exclusion and isolation. Here is an explanation:

- **Physical Bullying:** Engaging in behaviors such as hitting, kicking, tearing clothes, pinching, and so on.
- **Verbal Bullying:** Behaviors such as insulting, mocking, and threatening, or using words that hurt others' feelings.
- **Psychological Bullying:** Behaviors such as isolating (excluding), slandering, or threatening to stop being friends.

- Social Bullying: Behaviors such as refusing to let someone join a group or ignoring a person's presence.
- Cyberbullying: Influenced by advancements in technology, the internet, and social media. Behaviors such as sending rude or threatening messages or comments via social media or instant messaging apps.

c. The Effects of Bullying

1) Effects on Victims

- Experiencing physical and verbal abuse.
- Suffering prolonged trauma as a result of the physical and verbal abuse received.
- A drastic decline in academic performance.
- Becoming withdrawn, depressed, unmotivated, lacking self-confidence, and so on.

2) Effects on Bullies

- Bullies exhibit low empathy in social interactions.
- Disruptive negative behavior.
- Experiencing mental health issues, particularly emotional disorders (ranging from anxiety to depression).
- Difficulty forming relationships with others.
- Being ostracized by their social circle.
- Poor academic records that affect their career prospects

3) How to Prevent Bullying

- Protect: This means preventing bullying by helping a friend who is being bullied—by being there for them, inviting them to join in, and cheering them up. The goal is to ensure the victim doesn't feel alone.
- Stand Up: This means preventing bullying by having the courage to say no and stand up against bullying behavior. You can speak out together.
- Walk Away: This means preventing bullying by keeping yourself safe so the bully no longer dares to act negatively. For example, by reporting it to a teacher.

An invitation to be good friends, because good friends help one another, listen to each other, don't tease, play together, and speak kindly. Furthermore, being good friends helps create a positive and safe social environment, leading to greater happiness and well-being. During the presentation of this material, two ice-breaking sessions were conducted. The ice-breaking activities consisted of simple games and light physical activities involving all the students, with the aim of reducing boredom, boosting morale, and creating a fun learning atmosphere.

d. Discussion Phase



Figure 3. Photo of a group discussion

Following the presentation of the material, the event continued with an interactive discussion and a brief Q&A session. During this session, students were encouraged to actively ask questions, answer questions, and share their opinions regarding the material presented, thereby further strengthening

their understanding of the issue of bullying. Before concluding, the students were invited to sing an anti-bullying song.

e. Closing and Evaluation Phase



Figure 4. Photo of a story tree



Figure 5. Photo-sharing session

Next, a self-reflection and sharing session was held. During this session, fourth- and fifth-grade students were given the opportunity to voluntarily share their experiences, while ensuring their comfort was maintained. The activity concluded with the students writing down a hope or message on a small piece of paper, which they then attached to a tree that had been crafted and displayed at the school. Throughout the psychoeducational activity, the students demonstrated an understanding of the concept of bullying—including physical, verbal, psychological, and cyberbullying—as well as social bullying. They also showed increased awareness of the importance of creating a comfortable and safe school environment. This was evident in the students' enthusiasm for participating in the activity, their ability to articulate their understanding during discussions, and their willingness to stand up against bullying—particularly within the school setting—using the strategies they had been taught. The activity concluded with the presentation of gifts to the 4th and 5th-grade students at SDN 07 Simpang Utara who were active during the activity and to all participants as a token of appreciation.

RESULT AND DISCUSSION

This anti-bullying psychoeducational activity was held on January 24, 2026, at SDN 07 Simpang Utara, Simpang Alahan Mati Subdistrict, Pasaman Regency. The event took place from 8:00 AM to 11:00 AM and was attended by 30 students from grades 4 and 5. The psychoeducation session yielded significant results in raising students' awareness regarding the forms, impacts, and ways to prevent bullying. Throughout the anti-bullying psychoeducation program, participants demonstrated high enthusiasm and excellent participation in all activities. Fourth and fifth-grade students were actively engaged in listening to the presented material and began to understand the concept of bullying and recognize various forms of bullying behavior that commonly occur. Participants also showed the courage to express their opinions, answer questions, and share simple experiences related to the topic of bullying.

The event took place in an interactive and enjoyable atmosphere, and it was conducted using a variety of teaching methods, such as discussions, Q&A sessions, icebreakers, and sharing sessions. The students appeared focused, well-behaved, and actively engaged in every session. Additionally, the interaction between the KKN students and the schoolchildren was very positive. The warm and friendly communication created a comfortable environment for participants to ask questions and express their opinions. This fostered a conducive learning atmosphere and facilitated the delivery of important messages regarding bullying prevention. Overall, the program ran smoothly and received positive feedback from the participants.

Furthermore, the interaction between the KKN students and the school students was strong. The warm and friendly communication established made participants feel comfortable asking questions and expressing their opinions. It was evident during the activities, particularly during the sharing sessions, that students were enthusiastic about sharing their stories and identifying instances of bullying they had experienced. This fostered a conducive learning environment and facilitated the delivery of important messages regarding bullying prevention. Based on this, the program's implementation proceeded smoothly and received positive feedback from the participants.

Psychoeducation on bullying in elementary schools emphasizes the importance of preventive measures implemented as early as possible. Providing education and raising awareness about bullying has proven highly effective in enhancing students' understanding and encouraging bullying prevention efforts. Bullying prevention is carried out to instill a sense of love in children, particularly within the school environment (Sofiana et al., 2024). This can foster the creation of a comfortable and safe school environment where students can learn in peace.

The psychoeducation program conducted by the UNAND Simpang Utara KKN's Team focuses on early prevention of bullying by instilling good character in students. Students are taught about bullying and prevention methods, including how to be good friends who can help protect victims, reject, and distance themselves from such behavior. This aligns with Rosmi et al. (2023), who state that national education is expected to foster good character and harmony between faith and knowledge. Additionally, bullying often causes victims to fear speaking up to report incidents to teachers, peers, or parents. Based on this, it is hoped that through these sharing sessions with students, a sense of courage to stand up against bullying and a willingness to report incidents will be fostered, and that students will also feel more at ease after sharing their experiences. Therefore, it is hoped that this anti-bullying psychoeducational activity will raise awareness, encourage the prevention of bullying behavior, and ultimately reduce the rising number of bullying cases in Indonesia.

CONCLUSION

Bullying cases in Indonesia continue to rise year after year, particularly in school settings. According to a report by the Indonesian Education Monitoring Network (JPPI), there were approximately 601 cases of bullying in schools throughout 2025. These cases are becoming even more prevalent, and the most tragic consequence is that they can lead to suicide. Therefore, preventive programs against bullying are needed from an early age. The objective of implementing this anti-bullying psychoeducational program is to provide understanding, increase knowledge, and raise public awareness regarding bullying. This program is important because it can have a positive impact on students, schools, and the broader community. The implementation of this program helps students understand the real consequences of bullying

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