

Realizing a Child-Friendly School: Synergy of Lecturers, Students, and Police to Prevent Bullying at Tegal Jetak Ciruas Elementary School

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ABSTRACT

This community engagement activity was designed to strengthen anti-bullying awareness among students of SDN Tegal Jetak, Ciruas, Serang Regency, through a partnership between lecturers and students of the Community Service Program (KKM) Group 21 of Universitas Bina Bangsa and the Banten Regional Police (POLDA Banten). Rather than relying on a single lecture format, the activity combined an interactive talk led by the field supervisor, a legal-awareness session delivered by a police resource person, a short theatrical performance staged by the KKM students, and a wordless pantomime performed by two elementary students, each reinforcing the anti-bullying message from a different angle. Observations during the activity indicated that students engaged enthusiastically with the theatrical and pantomime segments, asked active questions, and were able to correctly identify forms of bullying and appropriate reporting steps by the end of the session.

INTRODUCTION

A sense of security in the classroom is a prerequisite that often goes unnoticed, even though without it the learning process is difficult to run optimally. Bullying, in all its forms, is one of the main factors that robs elementary school-age children of this sense of security. Gaffney, Ttofi, and Farrington (2021) explained that this behavior is recognized from three characteristics that go hand in hand, namely the element of intentional harm, repeated patterns, and power imbalances between the attacking party and the attacker.

Bullying is not a single thing. Muhopilah and Tentama (2020) map at least four categories, including physical violence, verbal, social exclusion, and indirect forms that target the victim's friendship relationship. Khoirunnisa, Ferryka, and Rofisian (2024) remind that it is precisely these invisible forms that are most easily escaped the supervision of adults, even though the psychological wounds they leave behind can last a long time. Therefore, children's education from an early age needs to reach the entire spectrum of forms of bullying, not just those that appear physically.

This problem is not a marginal issue in the world of Indonesian education. The Indonesian Child Protection Commission (KPAI, 2023) noted that violence against children in the field of education, including bullying between students, remains at an alarming number every year. In response to this condition, the Government issued Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in the Education Unit Environment, which requires each educational unit to form a structured violence prevention and handling team. Adiyono, Irvan, and Rusanti (2022) underline that the elementary school level is the most strategic intervention point, because it is in this phase that the pattern of children's social relations begins to crystallize.

The consequences of allowing the bullying to continue are not light. Christina, Magson, Kakar, and Rapee (2021) through a cross-country systematic review found a two-way relationship pattern between victimization by peers and the emergence of symptoms of anxiety and depression in school-age children. This finding is reinforced by Afni, Suarni, Margunayasa, and Nurgufriani (2024) who directly observed elementary school students in Indonesia and found that bullying erodes children's confidence and motivation to learn in real terms. These two findings confirm that waiting until cases emerge is not an adequate strategy.

Why is art-based education relevant roles used as an intervention medium? Mujahidah and YUSDIANA (2023), reviewing Bandura's idea of social-cognitive learning, explain that children absorb behaviors, both destructive and constructive, especially through observation of real models around them. Meanwhile, Wiertsema, Vrijen, van der Ploeg, Sentse, and Kretschmer (2023) show that bullying behavior is strongly related to a person's social position in the group, so interventions that only target the perpetrator or victim separately tend to be less leveraged than interventions that touch on the dynamics of the group as a whole.

On that basis, the involvement of many parties is the key to effectiveness. Gaffney, Ttofi, and Farrington (2021), through an update of a meta-analysis of one hundred studies of anti-bullying programs in various countries, concluded that multicomponent programs involving teachers, parents, and external parties provide a much more meaningful reduction in bullying rates than a single program. Salmivalli, Laninga-Wijnen, Malamut, and Garandeau (2021) add that the goals of the intervention should ideally be extended to all peer groups, while UNESCO (2024) explicitly encourages cross-sectoral collaboration, including academia and policing, as part of a global effort to create safe and child-friendly schools.

Based on this framework, the Field Supervisor together with the Student Work Lecture (KKM) Group 21 of Bina Bangsa University initiated community service activities in the form of anti-bullying socialization at SDN Tegal Jetak, Ciruas District, Serang Regency, by collaborating with the Banten Regional Police (POLDA) as a strengthening partner from the legal side. This activity aims to foster students' understanding of various forms of bullying, its impact, as well as prevention and reporting measures, which are packaged through a combination of interactive lectures and role arts performances so that messages are conveyed memorably for elementary school-age children.

IMPLEMENTATION AND METHODS

The activity took place at SDN Tegal Jetak, Ciruas District, Serang Regency, with the main target of elementary school students. The implementation involved Dr. Nuryati, M.Pd as a field supervisor as well as the main resource person, Mrs. Agustina Dwiyanti, M.Pd as an accompanying lecturer, Mrs. Titin Suhartini as the Principal of SDN Tegal Jetak, and Mr. Fadly Hidayat from POLDA Banten as a strengthening resource person from the legal side. The series of activities was arranged in stages: opened with remarks by the Principal of SDN Tegal Jetak, followed by the delivery of anti-bullying core material by the field supervisor, strengthening the legal aspects by POLDA Banten resource persons, semi-drama performances by KKM Group 21 students, and closed with a pantomime attraction with the theme of preventing bullying played by two students of SDN Tegal Jetak. All stages are designed to be participatory, combining lectures, question and answer sessions, and role arts, so that the message is easier to understand and imprint in students' memories.

RESULTS AND DISCUSSION

The activity went smoothly and was enthusiastically welcomed by the school and students. The Principal of SDN Tegal Jetak, Mrs. Titin Suhartini, in her speech expressed her appreciation for the implementation of this activity and hoped that this kind of education could continue regularly. Also, present were Dr. Nuryati, M.Pd, Mrs. Agustina Dwiyanti, M.Pd, and Mr. Fadly Hidayat from POLDA Banten, as recorded in Figure 1.



Figure 1. The Principal of SDN Tegal Jetak, the Field Supervisor, the POLDA Banten Resource Person, and the Accompanying Lecturer Took A Group Photo

Dr. Nuryati, M.Pd presented the core material by introducing various forms of bullying referring to the classification of Muhopilah and Tentama (2020), its impact on victims, and concrete steps that students can take when experiencing or witnessing these incidents. This session took place in two directions through questions and answers with students, in line with the ideas of Salmivalli, Laninga-Wijnen, Malamut, and Garandeau (2021) which highlighted the importance of involving all members of peer groups, not only perpetrators and victims, but also witnesses (bystanders), because social support from the immediate environment plays a major role in breaking the chain of bullying.

The next session was filled by Mr. Fadly Hidayat from POLDA Banten who explained the legal consequences of acts of bullying referring to the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023. The presence of this police element is in line with the findings of Gaffney, Ttofi, and Farrington (2021) that the involvement of external parties in anti-bullying programs in schools contributes to a higher level of prevention effectiveness compared to programs that rely only on internal school parties. Through this session, students understand that bullying is not just a social problem, but an action that has real legal consequences, as illustrated in Figure 2.



Figure 2. A Resource Person From POLDA Banten, Mr. Fadly Hidayat, Conveyed the Strengthening of Legal Aspects

The most anticipated part is the delivery of anti-bullying messages through role-playing. KKM Group 21 students acted out a semi-drama that described the bullying situation as well as how to respond to it. The choice of this method is based on Bandura's idea of social-cognitive learning, as reviewed by Mujahidah and Yusdiana (2023), that children learn positive behavior to reject bullying more effectively through direct observation of the role model displayed in front of them than through verbal explanations alone. The findings of Garandean, Laninga-Wijnen, and Salmivalli (2022) also support this, that programs that build students' affective and cognitive empathy through role simulation consistently reduce permissive attitudes towards bullying.

No less stunning, two students of SDN Tegal Jetak performed a pantomime with the theme of preventing bullying without a single word being spoken. Isnayanti, Kamil, AR, and Mas'adi (2024), in a similar service activity, noted that the role-playing approach is able to foster empathy, social skills, and mutual respect between students more strongly than one-way information delivery. The documentation of the appearance is presented in Figure 3.



Figure 3. Two Students of SDN Tegal Jetak Performed a Pantomime with the Theme of Preventing Bullying

Through out the activity, the enthusiasm of the students seemed consistent, from the full attention to the cheering applause welcoming each segment of the performance. This achievement reinforces UNESCO's recommendation (2024) that a participatory and experience-based approach is much more effective in instilling anti-violence awareness in schools than the one-way lecture method. Isnayanti et al. (2024) also emphasized that game-based and simulation-based strategies need to be aligned with the cognitive development stages of elementary school-age children so that the message is conveyed in its entirety.

In general, the combination of verbal education by field supervisors, law enforcement by POLDA Banten, and role arts through semi-drama and pantomime presents a much more complete learning experience for students than just one method. This conclusion is consistent with Gaffney, Ttofi, and Farrington (2021) that multicomponent anti-bullying programs involving many stakeholders tend to have a more significant and lasting impact, so similar activities are suitable to be carried out periodically at SDN Tegal Jetak and other elementary schools.

The enthusiasm of the students was also evident from the question and answer session that took place live between the resource persons and the participants. As a form of appreciation, the Principal of SDN Tegal Jetak, Mrs. Titin Suhartini, directly handed over souvenirs to several students who were brave and able to answer questions about bullying correctly. Firmansyah (2022) said that appreciation from school authority figures such as school principals plays an important role in strengthening students' positive behavior, in line with the principle of positive reinforcement in the social-cognitive learning framework reviewed by Mujahidah and Yusdiana (2023), where appreciation for expected

behavior can trigger the emergence of similar behavior in other students who witness. This moment is documented in Figure 4.



Figure 4. The Principal of SDN Tegal Jetak Handed Over Souvenirs to Students who Were Active and Dared to Answer Questions About Bullying

This activity also strengthened collaboration between lecturers and KKM Students Group 21 of Bina Bangsa University, POLDA Banten resource persons, and the teacher council of SDN Tegal Jetak. This cross-stakeholder synergy reflects the findings of Wiertsema, Vrijen, van der Ploeg, Sentse, and Kretschmer (2023) that sustainable bullying prevention requires the simultaneous involvement of various layers of the child's social environment, not just individual interventions against the perpetrator or victim. The documentation of the togetherness of all parties involved is presented in Figure 5 and Figure 6.



Figure 5. Lecturers, KKM Students Group 21 of Bina Bangsa University, and Resource Persons Took a Group Photo



Figure 6. The Principal, the Teacher Council, Staff of SDN Tegal Jetak, Lecturers, KKM Group 21 Students, and Resource Persons Took A Group Photo

CONCLUSIONS AND RECOMMENDATIONS

Community service activities in the form of anti-bullying socialization at SDN Tegal Jetak, Ciruas, proved that cross-party collaboration between lecturers, students, schools, and the police was able to strengthen students' awareness of the various forms, impacts, and measures to prevent and report bullying more thoroughly than a single approach. Creative approaches in the form of semi-dramas and pantomimes have proven to be an effective bridge between educational materials and the understanding of elementary school-age students, while fostering their courage and empathy. This kind of activity model deserves to be replicated periodically at SDN Tegal Jetak and other elementary schools to support the creation of a safe, child-friendly, and bullying-free learning environment.

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