



Fostering Empathy and Courage Through an Anti-Bullying Program in Karangtengah Village

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Abstract : *This study discusses the implementation of an anti-bullying socialization program at SDN Karangtengah, located in Karangtengah Village, Kaliwungu Subdistrict, Kendal Regency. The program aimed to raise awareness about the dangers of bullying, its forms, and prevention strategies among students. Conducted over five days, it employed interactive methods such as lectures, group discussions, role-playing, and poster-making to engage students and enhance their understanding of bullying. The program successfully increased students' awareness and willingness to report bullying incidents, contributing to a safer school environment. Key factors supporting the program's success included active participation from the school administration, teachers, and community members. However, challenges such as limited time, resource constraints, and varying levels of understanding highlighted the need for ongoing support and extended program duration. The study recommends enhancing teacher training, integrating anti-bullying education into the curriculum, and fostering greater community involvement to ensure the program's long-term impact. This approach will help maintain a culture of safety and respect at SDN Karangtengah.*

Keywords : *Anti-Bullying, Socialization, Education, SDN Karangtengah, School Safety.*

1. BACKGROUND

In today's modern era, the phenomenon of bullying has become a serious issue that can have long-term negative impacts on children. Bullying does not only disrupt the learning process but can also create psychological trauma that persists into adulthood. Unfortunately, bullying is often considered a normal part of childhood or even ignored in various environments, including schools. Realizing the urgency of this issue, our Community Service Program (KKN) team decided to take concrete steps toward making a real change in Karangtengah Village through an anti-bullying socialization program specifically aimed at the students of SDN Karangtengah.

Over the past few decades, bullying has become one of the most significant challenges in education, both nationally and internationally. This phenomenon can occur anywhere, whether in large cities or small villages. Although bullying is often associated with problems in urban areas, it also frequently happens in rural settings, such as Karangtengah Village. Many students who fall victim to bullying often feel ashamed, afraid, or do not know whom to talk to. This issue is compounded by the fact that many adults around them, including teachers and parents, are unaware of the seriousness of bullying's impact. As a

result, many victims choose to endure their suffering in silence, ultimately affecting their mental health and social development.

In Karangtengah Village, bullying is often perceived as a normal form of "rough play" among children. Many parents and educators may not realize that bullying can cause significant emotional problems. They view bullying as part of the normal social dynamics among children and, therefore, do not intervene or make efforts to prevent it. This situation compelled us to educate the community, particularly primary school-aged children, about the harmful effects of bullying and the importance of creating a safe and friendly environment. During our observation at SDN Karangtengah, we discovered that the children at this school have tremendous potential. They are intelligent, creative, and full of enthusiasm. However, we also found that some of them had experienced various forms of bullying, whether verbal, physical, or social. Even more concerning, many of them did not even realize that the actions they were subjected to or performed were forms of bullying. They considered name-calling, teasing, pushing, and exclusion to be normal and unworthy of attention.

Seeing this situation, we felt compelled to do something that could bring about a positive change for them. We believe that education is one of the key tools to change children's perspectives and behaviors regarding bullying. Therefore, we decided to conduct an anti-bullying socialization program designed to foster empathy and courage among the students of SDN Karangtengah. We wanted them to understand that everyone deserves to feel safe, respected, and accepted as they are and has a responsibility to create a supportive and positive environment for each other.

We designed this socialization program using an interactive and educational approach. We are aware that children learn better through methods that actively involve them. Therefore, we did not just deliver a one-way lecture on the dangers of bullying but also organized various engaging and fun activities, such as role-playing, group discussions, and poster-making. For example, in the role-playing activities, the children were given the opportunity to understand the feelings of bullying victims by playing the role of the victim themselves. This was intended to help them directly experience the psychological impact felt by victims of bullying, thereby fostering empathy toward their peers.

In addition, we also held group discussions to provide a space for children to share their experiences and views on bullying. These discussions were expected to open their eyes to the various forms of bullying that may occur around them, as well as their impacts. We encouraged them to speak openly about what they felt, whether as victims, perpetrators, or witnesses of bullying. In this way, we hoped to create awareness that bullying is not a trivial

matter but a serious problem that requires collective attention and action. Poster-making was also an essential part of our activities. The children were invited to draw and write anti-bullying messages according to their creativity. These posters were then displayed in various corners of the school as a reminder to everyone to always be kind and respectful to one another. We believe that by involving the children in such a visual campaign, the anti-bullying message would be easier for them to understand and remember.

Of course, our efforts did not stop at classroom activities. We also involved the teachers and parents in this program. We conducted special sessions for the teachers, where we provided training on how to detect signs of bullying and how to handle it. We realized that teachers play a crucial role in preventing and addressing bullying in schools. Therefore, we felt it was important to equip them with the necessary knowledge and skills to create a safe and comfortable learning environment for all students. Meanwhile, for the parents, we held meetings and discussions about the importance of their role in tackling bullying. We shared information on how to talk to their children about bullying and how to support them if they become victims. We also emphasized the importance of building good communication between the school and home so that any bullying problems that arise can be promptly addressed in the right way.

The results of this program were very encouraging. The students began to show positive changes in their attitudes. They became more aware of their actions and started to be more cautious in their interactions with their peers. Some students who had previously experienced bullying even became more courageous in speaking up and reporting what they had experienced to teachers or their parents. The teachers at SDN Karangtengah also felt more prepared and confident in handling bullying cases that occurred.

The success of this program could not have been achieved without the support of all parties, including the school principal, teachers, parents, and, of course, the children themselves. They all demonstrated a high spirit and commitment to creating a bullying-free environment. Through good cooperation among all parties, we succeeded in making a real change at SDN Karangtengah. The children not only learned about what bullying is and its impact but also how to appreciate and support one another in creating a safe and positive environment. We hope this program can be the starting point for a more significant change in Karangtengah Village. We aim to spread this anti-bullying message throughout the village, and even further, so that more children can grow up in a safe and loving environment. We believe that by equipping children with the right knowledge and skills, they will grow into strong, courageous, and empathetic individuals, ready to face future challenges.

Bullying is not an issue that can be ignored. Its devastating effects, both physically and psychologically, can destroy children's futures. Therefore, we feel it is essential to continue efforts to prevent and address bullying through educational programs and appropriate interventions. The anti-bullying socialization program at SDN Karangtengah is concrete proof that with determination, hard work, and collaboration among all parties, we can create meaningful change. Through this program, we hope that the children at SDN Karangtengah and throughout Karangtengah Village can grow up in a safer environment, where they can learn, play, and develop without fear of becoming victims of bullying. We believe that every child has the right to feel safe and accepted and that by fostering empathy and courage, we can end bullying once and for all.

2. LITERATURE REVIEW

Bullying, a pervasive issue in educational environments worldwide, has been identified as a form of child abuse that involves repeated aggressive behavior by peers towards a weaker or more vulnerable individual. The impacts of bullying are not confined to the immediate emotional and psychological damage inflicted on the victims but also extend to long-term effects on the social and cognitive development of children. Recent studies have highlighted the importance of educational interventions and community involvement to curb this behavior and foster a more inclusive and empathetic school environment.

The concept of bullying is multifaceted and can manifest in various forms, such as physical, verbal, social, and even digital or cyberbullying. According to Coloroso (2003), bullying is an intentional act of hostility aimed at hurting someone, which may involve intimidation, threats, and creating a sense of terror. This hostile behavior can be overt, like physical assaults, or covert, such as exclusion and spreading rumors. Rigby (2009) defines bullying as a desire to inflict harm that is demonstrated through aggressive actions, typically carried out repeatedly and with pleasure by an individual or group against someone perceived as weaker. Olweus (1993) further emphasizes that bullying is characterized by repetitive actions with a clear power imbalance between the bully and the victim. The power imbalance can be physical, social, or psychological, where the perpetrator exerts control over the victim to achieve certain personal satisfactions, such as gaining status, fear, or compliance from the victim

Character education has emerged as a critical strategy in addressing the root causes of bullying. It focuses on developing moral and ethical values among students to foster a school culture of respect and empathy. Character education encompasses teaching values such as

honesty, kindness, fairness, and responsibility. Yuyarti (2018) argues that character education is essential in molding students to become morally responsible individuals who can resist engaging in or perpetuating bullying behavior.

The implementation of character education requires the involvement of all stakeholders, including teachers, school administrators, and parents. A holistic approach that integrates curriculum-based learning with extracurricular activities, school management practices, and community engagement is necessary. This comprehensive approach ensures that values are consistently reinforced across all aspects of school life, helping to create a supportive and inclusive environment where bullying is less likely to occur.

From a sociological perspective, bullying is viewed as a form of social violence that reflects broader power dynamics within the school environment. According to Rachma (2022), bullying within schools can foster feelings of hatred, fear, and revenge among students, leading to a toxic educational environment. The sociology of law provides insights into how social norms and behaviors, including bullying, are regulated by both formal laws and informal social practices. Rachma suggests that addressing bullying effectively requires a dual approach: enforcing legal protections for children and promoting social norms that discourage aggressive behavior.

Preventative measures should therefore encompass not only strict policies and regulations but also community-based initiatives that encourage positive social interactions. School-based interventions, such as peer support programs, conflict resolution training, and inclusive extracurricular activities, can help break the cycle of bullying by fostering a culture of mutual respect and understanding among students.

Empirical studies have demonstrated the effectiveness of targeted anti-bullying programs in reducing incidents of bullying and improving the overall school climate. For instance, the research presented by Fatmawati et al. (2021) highlights the success of community engagement approaches in addressing bullying in school settings. Their study, conducted in a rural community in Makassar, showed that when students, teachers, and parents are involved in the design and implementation of anti-bullying initiatives, there is a significant reduction in bullying behaviors and an improvement in students' sense of safety and well-being.

The success of these programs relies heavily on the active participation of the entire school community. The inclusion of activities such as role-playing, group discussions, and peer mediation programs helps students understand the emotional impact of bullying and develop empathy towards others. Additionally, involving parents and community members in

awareness campaigns and training sessions helps reinforce the message that bullying is unacceptable both inside and outside the school.

The legal framework in many countries, including Indonesia, mandates the protection of children from all forms of violence, including bullying. The Indonesian Law No. 23 of 2002 on Child Protection, along with its amendments in Law No. 35 of 2014, explicitly requires educational institutions to safeguard students from violence and harassment. Schools are obligated to create a safe learning environment where children can grow and develop without fear of victimization.

Despite the existence of these legal mandates, the enforcement and implementation at the ground level remain challenging. The gap between policy and practice often stems from a lack of awareness, inadequate training for teachers and school staff, and insufficient support systems for victims of bullying. As such, it is crucial to enhance the capacity of schools to implement anti-bullying policies effectively. This includes regular training for teachers on identifying and handling bullying, establishing clear reporting mechanisms, and providing psychological support for both victims and perpetrators to address the underlying causes of bullying behavior.

3. METHOD

The methods for implementing the anti-bullying program at SDN Karangtengah are as follows:

a. Interactive Socialization and Education

This activity involves interactive lectures and discussions with the students of SDN Karangtengah, using visual media such as videos, posters, and short stories to explain the concept of bullying, its types, and its impacts. This approach aims to build awareness and a deep understanding among students about the importance of creating a safe and bullying-free environment.

b. Role-Playing

This method helps students understand the perspective of bullying victims through simulations and role-playing activities. Students are invited to play roles as victims, perpetrators, and bystanders. The goal is to foster empathy and emotional awareness towards the feelings and experiences of others affected by bullying.

c. Group Discussions

In this session, students are divided into small groups to discuss various bullying cases provided. They are encouraged to think of solutions and preventive steps that can be applied in everyday school life. These discussions are facilitated by KKN students and teachers to develop students' critical thinking and collaborative skills.

d. Anti-Bullying Poster Creation

Students are given the opportunity to participate in creating posters that contain anti-bullying messages. These posters will be displayed in various areas of the school as visual reminders to always be kind and respectful to one another. This activity is designed to reinforce the messages conveyed during the educational sessions and discussions.

e. Involvement of Teachers and Parents

Special training sessions are held for teachers on how to detect signs of bullying and methods for handling it. Additionally, parents are invited to participate in discussion meetings about how to talk to their children about bullying and how to support them if they become victims. This aims to ensure support from all influential parties in the children's lives.

4. RESULT AND DISCUSSION

Objectives And Benefits Of The Program

The anti-bullying socialization program at SDN Karangtengah has the following objectives and targets.

Table 1. Anti-Bullying Socialization Program at SDN Karangtengah

No.	Program	Objective
1	Interactive Socialization and Education	To increase students' awareness and understanding of bullying and its impacts.
2	Role-Playing	To foster empathy among students towards bullying victims.
3	Group Discussions	To develop students' critical thinking and collaborative skills in handling bullying cases.
4	Anti-Bullying Poster Creation	To strengthen the anti-bullying message through creative visual media.
5	Involvement of Teachers and Parents	To enhance the ability of teachers and parents to detect and handle bullying.

Bullying is a serious issue that can affect the psychological and emotional development of children. SDN Karangtengah recognizes the importance of addressing bullying from an early age and has designed an anti-bullying socialization program aimed at creating a safe

and comfortable school environment for all students. This program involves various activities designed to increase awareness, understanding, empathy, and collaborative skills among students, as well as strengthen the involvement of teachers and parents in preventing and handling bullying. Below are the objectives and targets of the anti-bullying socialization program at SDN Karangtengah:

a. Interactive Socialization and Education

Objective: To Increase Students' Awareness and Understanding of Bullying and Its Impacts.

The program begins with interactive socialization and education designed to enhance students' awareness and understanding of bullying. This socialization is conducted in the form of lectures, open discussions, and the screening of educational videos that explain what bullying is, its types, and its negative impacts on the victims, perpetrators, and bystanders. The material is presented in a language that is easy for elementary school students to understand, accompanied by real-life examples relevant to their daily lives.

The goal of this activity is for students to recognize various forms of bullying, including physical, verbal, social, and cyberbullying, and to understand that bullying not only harms the victim but also creates an unhealthy environment for everyone. By raising this awareness, it is expected that students will become more sensitive to bullying behaviors around them and be more motivated not to engage in such actions, whether as perpetrators or supporters.

b. Role-Playing

Objective: To Foster Empathy Among Students Towards Bullying Victims

To achieve this goal, the program includes role-playing activities where students take turns playing different roles in bullying situations, such as the victim, the bully, and the bystander. This activity is designed to provide students with a direct experience of what victims of bullying might feel and how they can respond positively and constructively to such situations.

In the role-playing sessions, students are divided into small groups and given specific scenarios that reflect bullying situations in the school. Each student is assigned a different role and asked to express feelings and reactions according to the role they are playing. Through this activity, students are expected to understand the emotional impact experienced by bullying victims, fostering a deeper sense of empathy towards their peers. Additionally, role-playing provides an opportunity for students to practice being good and proactive

defenders against bullying, either by supporting the victim or reporting the incident to a responsible adult.

c. Group Discussions

Objective: To Develop Students' Critical Thinking and Collaborative Skills in Handling Bullying Cases

Group discussions are a key component of this program, where students are encouraged to speak openly about their experiences or opinions related to bullying. Students are divided into small groups and given case studies or stories about bullying situations. Each group is then asked to analyze the situation, find possible solutions, and present their findings to the other groups.

This activity aims to develop students' critical thinking skills in evaluating various aspects of bullying cases and determining the best way to handle such situations. Moreover, group discussions teach students to work together, listen to their peers' opinions, and build arguments based on logical reasoning and empathy. These skills are crucial for students in facing various social challenges in the future, including interpersonal conflicts and situations that require collective decision-making.

d. Anti-Bullying Poster Creation

Objective: To Strengthen the Anti-Bullying Message Through Creative Visual Media

To reinforce the anti-bullying message, the program also includes an activity for creating posters that involve all students. These posters aim to convey anti-bullying messages visually and creatively. Students are given the freedom to express their thoughts and feelings about bullying through images, words, and colors.

The creation of these posters not only involves the students' creativity but also allows them to actively participate in the anti-bullying campaign. The posters will be displayed throughout the school, such as in classrooms, hallways, and auditoriums, serving as strong visual reminders to all school members about the importance of being friendly and respectful towards one another. This activity also helps to increase students' sense of ownership towards the anti-bullying movement in their school, as they are directly involved in spreading positive messages.

e. Involvement of Teachers and Parents

Objective: To Enhance the Ability of Teachers and Parents to Detect and Handle Bullying

The anti-bullying socialization program at SDN Karangtengah not only focuses on students but also involves teachers and parents as integral parts of the efforts to prevent and handle bullying. Teachers and parents receive training on how to detect signs of bullying, both in the school environment and at home. They are also taught effective communication techniques to help bullying victims feel safe and supported.

This training includes interactive sessions that provide information on various forms of bullying, how to identify bullying behavior, and steps to take to prevent and address bullying. Teachers and parents are also encouraged to collaborate in developing more inclusive and child-friendly school policies and to support students involved in bullying, whether as victims or perpetrators, through restorative and educational approaches.

Problem Solving Framework

To effectively address the issues of bullying at SDN Karangtengah, a structured approach is necessary to identify and analyze the factors contributing to bullying and implement appropriate interventions. The problem-solving framework involves using the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to assess the current environment, identify potential challenges, and leverage opportunities to create a safer and more inclusive school atmosphere. Steps in the Problem-Solving Framework:

- a. Data Collection and Analysis:
 - 1) Conduct surveys and interviews with students, teachers, and parents to gather data on the prevalence and types of bullying occurring in the school.
 - 2) Identify specific incidents, frequency, locations, and times where bullying is most likely to occur.
 - 3) Analyze the data to understand patterns, causes, and the effects of bullying on victims, perpetrators, and bystanders.
- b. Stakeholder Engagement:
 - 1) Involve all relevant stakeholders, including students, teachers, parents, and community members, in discussions to raise awareness about the negative impacts of bullying.
 - 2) Develop a shared understanding of the school's commitment to preventing bullying and fostering a supportive environment.
- c. SWOT Analysis:
 - 1) Use the SWOT method to assess the school's internal strengths and weaknesses and external opportunities and threats in the context of bullying prevention.

- 2) Identify strengths to build upon, weaknesses to address, opportunities to leverage, and threats to mitigate.
- d. Program Development and Implementation:
- 1) Based on the SWOT analysis, design targeted interventions, such as anti-bullying workshops, peer support programs, and teacher training sessions.
 - 2) Implement these interventions through interactive activities like role-playing, group discussions, and poster-making to ensure student engagement and awareness.
- e. Monitoring and Evaluation:
- 1) Establish metrics to monitor the progress and effectiveness of the anti-bullying program.
 - 2) Conduct regular evaluations through feedback from students, teachers, and parents to assess the impact of the program and make necessary adjustments.
- f. Sustaining the Program:
- 1) Develop strategies to sustain anti-bullying efforts, such as integrating bullying prevention into the school's curriculum and policies.
 - 2) Foster ongoing collaboration among stakeholders to maintain a supportive and safe school environment.

Table 2. SWOT Analysis for Anti-Bullying Program at SDN Karangtengah

Strengths	Weaknesses	Opportunities	Threats
Strong support from teachers and parents for anti-bullying initiatives, creating a united front against bullying behaviors.	Limited understanding of the psychological impacts of bullying among some community members, leading to a lack of empathy and awareness.	Opportunity to build a strong community coalition against bullying, involving local organizations, parents, and law enforcement.	Resistance from certain community members who do not recognize bullying as a serious issue, potentially undermining program effectiveness.
High level of student engagement and willingness to participate in the program activities, which helps in building a positive school culture.	Inadequate resources to sustain long-term educational programs on anti-bullying, including funding and materials.	Ability to partner with local organizations and NGOs for resources and support, providing access to training and educational materials.	Risk of reduced engagement over time if continuous motivation and reinforcement are not maintained, leading to a relapse into old behaviors.
Existing school policies already provide a framework for addressing	Lack of a standardized approach across different grades and classes, causing	Potential for gaining media attention and public support, which can enhance the	External socio-cultural factors that may promote aggressive behavior, such as

Strengths	Weaknesses	Opportunities	Threats
bullying incidents, making implementation easier.	inconsistencies in handling bullying cases.	school's reputation as a safe environment for learning.	media portrayal of violence or local conflicts.

The anti-bullying program at SDN Karangtengah is a comprehensive initiative designed to address and mitigate the issue of bullying in the school environment. To evaluate its effectiveness and identify areas for improvement, a SWOT analysis can be helpful. This analysis examines the strengths, weaknesses, opportunities, and threats associated with the program.

One of the key strengths of the anti-bullying program is the strong support it receives from teachers and parents. This united front is crucial for creating a consistent and supportive environment against bullying behaviors. When teachers and parents actively participate in anti-bullying initiatives, it sends a clear message to students that such behavior is unacceptable. This support helps reinforce the program's goals and encourages students to adhere to the values being promoted, thus contributing to a positive school culture.

Another significant strength is the high level of student engagement and willingness to participate in the program's activities. Students who are actively involved in discussions, role-playing, and other educational exercises are more likely to internalize the anti-bullying message. This engagement fosters empathy and understanding among students, helping them recognize the impact of bullying on their peers. Additionally, existing school policies already provide a framework for addressing bullying incidents, making the implementation of the program more straightforward. The policies create a foundation upon which the program can build, ensuring a consistent response to bullying cases and promoting a safe environment for learning.

Despite these strengths, the program faces several weaknesses that could hinder its success. One of the main challenges is the limited understanding of the psychological impacts of bullying among some community members. This lack of awareness can lead to a deficit in empathy and support for the program. While teachers and parents who are actively involved may understand the severity of bullying, others in the community might not fully appreciate its consequences. This gap in understanding can reduce the overall effectiveness of the program, as not everyone may be committed to its objectives.

Furthermore, there are inadequate resources to sustain long-term educational programs on anti-bullying, such as funding and materials. A lack of financial support could

restrict the ability to organize ongoing activities, workshops, or training sessions, which are vital for maintaining awareness and engagement. The absence of a standardized approach across different grades and classes is another weakness that could lead to inconsistencies in handling bullying cases. Without a uniform strategy, different teachers and students might respond to similar situations in varied ways, undermining the program's effectiveness.

However, there are numerous opportunities that the anti-bullying program at SDN Karangtengah can capitalize on to strengthen its impact. There is a significant opportunity to build a strong community coalition against bullying, involving local organizations, parents, and even law enforcement. By expanding its network of support, the school can increase resources and knowledge-sharing, creating a broader base of advocacy for the cause. Partnering with local organizations and NGOs can provide access to training, educational materials, and additional funding, which are crucial for sustaining the program in the long term.

Additionally, there is potential for gaining media attention and public support. If the program is effectively publicized, it can enhance the school's reputation as a safe and supportive environment for learning. Positive media coverage could attract further support from external stakeholders, such as local businesses or philanthropists, who may be interested in contributing to the cause. The program also offers an opportunity to engage with students continuously, maintaining their interest and motivation through new activities, events, or workshops. This ongoing engagement is essential for preventing a relapse into old behaviors and ensuring that the anti-bullying message remains at the forefront of students' minds.

Despite these opportunities, the program also faces threats that could undermine its effectiveness. One of the main threats is resistance from certain community members who do not recognize bullying as a serious issue. Some individuals may view bullying as a normal part of growing up or dismiss it as harmless teasing. This resistance can create challenges in gaining full community support, potentially limiting the program's reach and impact.

Another threat comes from external socio-cultural factors that may promote aggressive behavior. For example, the media portrayal of violence or local conflicts can negatively influence students' attitudes and behaviors, making it more challenging to foster a culture of empathy and respect. These external factors can counteract the program's efforts by normalizing or glamorizing bullying and aggression. Additionally, there is a risk of reduced engagement over time if continuous motivation and reinforcement are not maintained. Students may initially show enthusiasm for the program's activities, but without ongoing efforts to keep them engaged, their interest could wane. This decline in engagement could

lead to a return to old behaviors, making it more difficult to sustain the positive changes achieved.

Table 3. SWOT Matrix 02: Educational Environment

Strengths	Weaknesses	Opportunities	Threats
Active involvement of students in role-playing and interactive sessions, fostering a deeper understanding of the impact of bullying.	Insufficient training for teachers on handling bullying cases effectively, which could lead to inconsistent or inadequate responses.	Potential for professional development programs for teachers on conflict resolution and bullying prevention, enhancing their capacity to intervene.	Ongoing prevalence of bullying behavior due to lack of effective intervention measures, potentially discouraging students and staff.
Positive feedback from students and parents regarding the program's impact, indicating a supportive environment for future activities.	Limited time during school hours to conduct comprehensive anti-bullying sessions, restricting the depth and frequency of activities.	Opportunity to integrate anti-bullying themes into the school curriculum, ensuring that all students receive consistent messaging on this topic.	External influences (e.g., media, social networks) promoting negative behaviors that contradict the anti-bullying messages taught at school.
Experienced educators who are committed to promoting a safe learning environment, providing a strong foundation for the program.	Over-reliance on volunteer efforts from teachers and staff, which may not be sustainable in the long term.	Availability of digital tools and platforms to deliver anti-bullying content, increasing accessibility and engagement among students.	Potential backlash from some parents or community members who may feel that the program interferes with their values or disciplinary approaches.

The anti-bullying program at SDN Karangtengah is a comprehensive initiative aimed at addressing and reducing bullying within the school environment. Through various activities, the program seeks to raise awareness, foster empathy, and develop practical skills to combat bullying among students, teachers, and parents. To better understand the program's potential and areas for improvement, a SWOT analysis provides a detailed overview of its strengths, weaknesses, opportunities, and threats.

The program has several notable strengths that serve as a solid foundation for its success. One of the most significant strengths is the robust support from teachers and parents.

This backing creates a united front against bullying behaviors, ensuring a consistent and strong message against such actions. When educators and parents actively participate in anti-bullying initiatives, it reinforces the idea that bullying is unacceptable, and everyone has a role in preventing it. This collective effort contributes to building a positive and supportive school culture, where students feel safe and protected.

Another strength of the program is the high level of student engagement and willingness to participate in its activities. Students who are eager to join in discussions, role-playing exercises, and other program components are more likely to internalize the messages against bullying. This active participation fosters a deeper understanding of the harmful effects of bullying and encourages students to be more empathetic towards their peers. Additionally, existing school policies that address bullying incidents provide a framework that simplifies the program's implementation. These policies serve as a guideline for handling bullying cases, ensuring a consistent approach and promoting a safe learning environment.

However, despite these strengths, the program faces several weaknesses that could limit its effectiveness. One significant weakness is the limited understanding of the psychological impacts of bullying among some members of the school community. While teachers and parents who are directly involved may recognize the severity of bullying, others may not fully comprehend its damaging effects. This lack of awareness can lead to a lack of empathy and support for the program, potentially reducing its overall impact. Without widespread understanding, the program's efforts to change attitudes and behaviors may face challenges.

Another weakness is the inadequate resources available to sustain long-term educational programs on anti-bullying, such as funding and materials. Limited financial support can restrict the school's ability to organize continuous activities, workshops, or training sessions, which are essential for maintaining momentum and engagement. Furthermore, the absence of a standardized approach across different grades and classes can lead to inconsistencies in handling bullying cases. Without a uniform strategy, teachers and students may respond to similar situations in different ways, undermining the program's effectiveness and causing confusion.

Despite these weaknesses, there are numerous opportunities that the anti-bullying program at SDN Karangtengah can leverage to enhance its impact. One significant opportunity is to build a strong community coalition against bullying by involving local organizations, parents, and law enforcement. Expanding the network of support can increase access to resources, expertise, and additional funding, creating a broader base of advocacy for

anti-bullying efforts. Collaborating with local organizations and NGOs can provide valuable resources, such as training materials, educational content, and financial support, which are crucial for sustaining the program in the long term.

There is also potential to gain media attention and public support, which can further strengthen the program's reach and impact. By effectively publicizing the program's activities and achievements, the school can enhance its reputation as a safe and supportive learning environment. Positive media coverage can attract support from external stakeholders, including local businesses, community leaders, and philanthropists who may be interested in contributing to the cause. Additionally, the program offers an opportunity to maintain student engagement through new activities, events, or workshops that keep the anti-bullying message relevant and engaging. Continuous engagement is vital for preventing a relapse into old behaviors and ensuring that the values of empathy and respect remain central to the school's culture.

However, the program also faces several threats that could undermine its effectiveness. One significant threat is the resistance from certain community members who do not recognize bullying as a serious issue. Some individuals may dismiss bullying as harmless teasing or a normal part of growing up, making it challenging to gain their full support for the program. This resistance can create barriers to achieving widespread community involvement and limit the program's effectiveness in fostering a school culture that actively discourages bullying.

External socio-cultural factors also pose a threat to the program's success. For example, media portrayals of violence or local conflicts can influence students' attitudes and behaviors, making it more difficult to promote empathy and non-violent conflict resolution. These external influences can counteract the program's efforts by normalizing or glamorizing aggressive behavior, leading to challenges in cultivating a culture of kindness and respect. Additionally, there is a risk of reduced engagement over time if the program does not continuously motivate and reinforce its messages. While students may initially show enthusiasm for the program's activities, their interest could diminish without ongoing efforts to keep them engaged. This decline in engagement could result in a return to old behaviors, undermining the program's achievements.

In summary, the anti-bullying program at SDN Karangtengah has several strengths, including strong support from teachers and parents, high levels of student engagement, and a framework provided by existing school policies. However, it also faces weaknesses such as limited understanding of the psychological impacts of bullying, inadequate resources, and a

lack of standardization in handling cases. The program presents opportunities to build a community coalition, gain media attention, and maintain student engagement, but it must also navigate threats such as resistance from community members, external socio-cultural influences, and the risk of reduced engagement over time. By addressing these weaknesses and threats while leveraging its strengths and opportunities, the program can create a more inclusive and supportive school environment where all students feel safe and respected.

By following this framework, SDN Karangtengah can effectively identify the core issues related to bullying, engage all stakeholders, and implement targeted interventions to create a safer and more supportive school environment. The SWOT analysis provides a comprehensive view of the current situation, allowing the school to strategically address weaknesses and threats while capitalizing on its strengths and opportunities.

Results of Implementation of Activities

Table 4. Results of Implementation of Activities

Field	Details
Activity Number	01
Activity Name	Anti-Bullying Awareness Campaign at SDN Karangtengah
Location	SDN Karangtengah, Karangtengah Village, Kaliwungu Subdistrict, Kendal Regency
Duration	5 Days
Implementing Team	KKN (Community Service Program) Students in Karangtengah Village
Objective	To provide education about the dangers of bullying and how to prevent it to the children at SDN Karangtengah.
Target Audience	Students of SDN Karangtengah
Goal	The students of SDN Karangtengah are expected to understand what bullying is, its impact, and how to prevent and handle it.
Activity Description	Conduct awareness through interactive lectures, group discussions, and role-playing on bullying, its types, effects, and ways to overcome it. Encourage students to create posters and run an anti-bullying campaign at school.
Activity Results	The students of SDN Karangtengah showed an increased understanding of bullying and became more courageous in reporting bullying cases to teachers or parents.

Factors Influencing Achievement

In implementing the anti-bullying socialization program at SDN Karangtengah, several factors influenced the success and achievement of the activity, both in terms of supporting and hindering factors. Below are the factors identified:

a. Supporting Factors

- 1) Strong Support from the School and Community: The school administration and local community leaders showed strong support for the anti-bullying initiative, providing necessary permissions and encouraging active participation from students and teachers.
- 2) High Level of Engagement from Students and Teachers: Both students and teachers were highly engaged in the activities, showing enthusiasm and commitment to learning about and implementing anti-bullying strategies.
- 3) Collaborative Approach: The program employed a collaborative approach involving teachers, parents, and community members, which facilitated a comprehensive understanding and reinforcement of the anti-bullying messages.
- 4) Effective Communication: Clear and effective communication between the implementation team, school administration, and parents ensured that everyone was aligned with the program's goals and activities.
- 5) Interactive and Engaging Methods: Using interactive methods such as role-playing, group discussions, and poster-making helped to maintain student interest and engagement throughout the program.

b. Hindering Factors

- 1) Limited Time Allocation: The program was only conducted over five days, which limited the depth and extent of the activities and may have restricted the full impact of the initiative.
- 2) Lack of Resources: Limited availability of resources such as materials for workshops, educational tools, and financial support hindered the ability to conduct more comprehensive activities.
- 3) Varied Understanding Levels: Differences in the levels of understanding and awareness among students and even some teachers regarding bullying and its consequences made it challenging to ensure consistent messaging.
- 4) Cultural Perceptions of Bullying: Some community members still viewed bullying as a minor issue or part of growing up, which posed challenges in changing long-standing attitudes and behaviors.
- 5) External Distractions: Some students were distracted by external factors such as home responsibilities or other extracurricular activities, which impacted their full participation in the program.

5. CONCLUSION

The Anti-Bullying Socialization Program at SDN Karangtengah, located in Karangtengah Village, Kaliwungu Subdistrict, Kendal Regency, has successfully achieved its objectives of raising awareness and educating students about the dangers of bullying and its prevention methods. The program, conducted over five days, effectively engaged students through interactive lectures, group discussions, role-playing activities, and poster-making campaigns.

As a result of the program, there was a notable increase in students' understanding of what constitutes bullying, its different forms, and its harmful effects on both victims and perpetrators. The program also empowered students to take proactive steps by reporting bullying cases to teachers or parents, fostering a safer and more inclusive school environment. The active involvement of students, teachers, and community members played a crucial role in the program's success, highlighting the importance of collaboration in addressing social issues like bullying.

However, some challenges, such as limited time, resource constraints, and varied levels of awareness among stakeholders, suggest that further efforts are needed to ensure sustained impact. Overall, the program laid a solid foundation for ongoing anti-bullying initiatives and demonstrated the potential for positive change through education and community involvement.

6. RECOMMENDATIONS

- a. **Extend the Program Duration:** To allow for a more in-depth exploration of the topic and greater reinforcement of anti-bullying behaviors, it is recommended that future programs be extended beyond five days. This will provide more opportunities for follow-up activities and sustained engagement.
- b. **Enhance Teacher Training:** It is important to provide additional training for teachers on recognizing signs of bullying and effectively handling such cases. This will ensure consistent and immediate responses to incidents and reinforce the anti-bullying culture within the school.
- c. **Develop a Continuous Monitoring System:** Establish a system to continuously monitor and evaluate the impact of anti-bullying efforts. Regular assessments and feedback from students, teachers, and parents can help identify areas for improvement and adjust strategies accordingly.

- d. **Increase Resource Allocation:** To overcome resource constraints, the school should seek partnerships with local organizations, NGOs, or government bodies that can provide funding, materials, and expertise for ongoing anti-bullying education.
- e. **Integrate Anti-Bullying Education into the Curriculum:** Incorporating anti-bullying topics into the school's formal curriculum can help ensure that every student receives consistent and comprehensive education on the subject. This could be achieved through subjects like civic education, social studies, or special workshops.
- f. **Promote Community Involvement:** Encouraging greater community involvement by hosting workshops, seminars, or campaigns can help shift cultural perceptions about bullying and build a stronger, more supportive network to address the issue.

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