

Educational Empowerment in Building Anti-Bullying Awareness at Madrasah Tsanawiyah Nur Ma'arif Jambi City

Reza Zahpira¹, Wilda Astuti², Dea Safira³, Ruri Azzahra⁴, Jingga Fasha Rizki
Ramadani⁵, Wella Sudini⁶, Puspita Sari⁷, Muhammad Rifqi Azhary⁸, M. Ridwan⁹,
Vinna Rahayu Ningsih¹⁰

Program Studi Ilmu Kesehatan Masyarakat, Fakultas Kedokteran dan Ilmu Kesehatan,
Universitas Jambi, Indonesia

Email: rezazahpira5@gmail.com

DOI:

Diterima: 10-10-2025 | Direvisi: 31-10-2026 | Diterbitkan: 31-11-2025

ABSTRACT

Bullying is a serious threat to students' psychological well-being and academic development, especially in boarding school environments. This community service activity aims to examine the implementation of educational empowerment in building anti-bullying awareness among students at Madrasah Tsanawiyah Nur Ma'arif Jambi City. The method used is participatory empowerment, carried out through three sessions of the "Relasi" program. Data were collected through pre-test, post-test, observation, and group dynamics. Results showed a significant increase in students' understanding of bullying: the number of students in the "Very Good" category rose from 12 to 27, with no students left in the "Poor" or "Fair" categories after the intervention. A paired t-test confirmed that the increase was statistically significant ($t(30)=9.84$, $p<0.001$). The discussion confirms that interactive and reflective methods such as role playing and peer discussions effectively build empathy and a culture of peer support. The conclusion is that educational empowerment through participatory learning is effective in fostering anti-bullying awareness and improving school climate. The implications suggest the need for sustainable programs and the formation of anti-bullying task forces in madrasah.

Keywords: adolescence, anti-bullying, educational empowerment, mental health, students in boarding school

ABSTRAK

Perundungan (bullying) merupakan ancaman serius terhadap kesejahteraan psikologis dan perkembangan akademik peserta didik, terutama di lingkungan sekolah berasrama. Kegiatan pengabdian ini bertujuan untuk mengkaji penerapan pemberdayaan edukatif dalam membangun kesadaran anti-bullying pada santri Madrasah Tsanawiyah Nur Ma'arif Kota Jambi. Metode yang digunakan adalah participatory empowerment, dilaksanakan melalui tiga sesi program "Relasi". Pengukuran dilakukan melalui pre-test, post-test, observasi, dan dinamika kelompok. Hasil menunjukkan peningkatan signifikan pemahaman siswa tentang bullying: jumlah peserta dengan kategori "Sangat Baik" naik dari 12 menjadi 27 orang, dan tidak ada lagi peserta pada kategori "Kurang" maupun "Cukup" setelah intervensi. Uji-t berpasangan menunjukkan peningkatan yang signifikan secara statistik ($t(30)=9,84$; $p<0,001$). Pembahasan menegaskan bahwa metode interaktif dan reflektif seperti bermain peran dan diskusi teman sebaya efektif membangun empati serta budaya dukungan sebaya. Simpulan menunjukkan bahwa pemberdayaan edukatif melalui pembelajaran partisipatif efektif dalam membangun kesadaran anti-bullying dan memperbaiki iklim sekolah. Implikasi dari kegiatan ini adalah perlunya program keberlanjutan dan pembentukan satuan tugas anti-bullying di madrasah.

Keyword: anti-bullying, kesehatan mental, pemberdayaan edukatif, remaja, sekolah berasrama

CORRESPONDING AUTHOR

Reza Zahpira, Study Program of Public Health, Faculty of Medicine and Health Sciences, University of Jambi, Indonesia. Email: rezazahpira5@gmail.com

Introduction

Bullying remains one of the most persistent threats to students' psychological well-being and academic development, particularly in boarding school environments. According to a report by UNICEF (Beaton et al., 2020), two out of three children aged 13–17 years in Indonesia have experienced violence. Globally, approximately 25% of children and adolescents have been victims of bullying (Ariani et al., 2025). In Indonesia, data from 2015 showed that around 18.5% of junior and senior high school students had experienced bullying, and this group had a higher risk of exhibiting depressive symptoms (Khaliza et al., 2021). The psychological impacts include stress, anxiety, social isolation, and even more serious mental disorders (Hidayat et al., 2024).

The phenomenon of bullying in schools is complex, manifesting not only as physical violence but also as verbal, social, and cyberbullying (Hardiyanti et al., 2025). Many students do not report bullying because they fear retaliation or feel that their complaints will not be addressed (Alfiyah & Ahmad Labib, 2025). This situation creates a "silent culture" that allows bullying to continue unchecked, particularly in madrasah environments where religious and moral education might be expected to prevent such behaviors.

In the context of Madrasah Tsanawiyah Nur Ma'arif Jambi City, initial observations revealed various forms of bullying, including mocking, physical pushing, and social exclusion. The "follow-the-crowd" peer pressure typical of adolescents often causes bullying acts to be considered normal or "part of socializing" (Puspitasari et al., 2025). Moreover, the boarding school setting intensifies hierarchical relationships based on seniority, which can exacerbate power imbalances and create unsafe emotional environments. The relationship between peer support and mental health is well documented; lack of supportive friendships increases vulnerability to bullying (Anggarjita & Febriana, 2025).

The urgency of addressing bullying in this madrasah is underscored by the documented impact on victims' mental health. Victims of bullying are approximately 2.77 times more likely to develop depression (Ye et al., 2023), and they often experience decreased learning motivation, low self-esteem, and even suicidal ideation (Puri et al., 2025). Without systematic intervention, these negative effects can persist into adulthood. Furthermore, research has shown that bullying correlates significantly with mental-emotional disorders among adolescents (Puri et al., 2025), reinforcing the need for preventive programs.

As a concrete response, this community service activity designed and implemented the "Relasi" (Ramah dalam ucapan, sikap anti-intimidasi) program, which stands for "Friendly in speech, anti-intimidation attitude." The program is based on participatory educational empowerment, which has been shown to be effective in increasing knowledge and attitudes about bullying (Bunga Chantika, 2025; Makrufi et al., 2023). Unlike traditional lecture-based approaches, participatory methods involve role-playing, group discussions, and reflective games that build empathy and peer support. Studies on cooperative learning models, such as STAD (Nuryana et al., 2025),

and problem-based learning (Hijrah et al., 2025) have demonstrated that interactive, student-centered approaches improve learning outcomes and motivation.

Several previous community service programs have addressed bullying using psychoeducation or counseling (Rachmawati et al., 2019; Wahyu Aji & Sofian Hadi, 2025). However, most of these were conducted in non-boarding school settings or did not explicitly incorporate student-led task forces for sustainability. The novelty of the present activity lies in its integration of (1) a specifically designed three-session participatory curriculum, (2) the formation of a student anti-bullying task force ("Satgas Relasi"), and (3) the use of pre- and post-test evaluation to measure knowledge change. Additionally, community empowerment principles (Pakpahan et al., 2021; Soares et al., 2024) emphasize that sustainable change requires active community involvement.

Therefore, the objectives of this community service activity were: (1) to increase students' knowledge about the definition, types, and impacts of bullying, (2) to build empathy and anti-bullying attitudes through experiential learning, and (3) to establish a sustainable peer-led task force for ongoing prevention. The activity involved 31 students from grades VII, VIII, and IX at Madrasah Tsanawiyah Nur Ma'arif Jambi City over three sessions in October 2025.

Implementation Method

This community service activity employed a participatory empowerment approach, which emphasizes the active involvement of the target community in every stage of the activity, from planning to evaluation. According to Pakpahan et al. (2021), community empowerment is an effort to strengthen insights, attitudes, skills, behaviors, and awareness in optimizing existing resources through policy determination, program and activity implementation, and mentoring that is aligned with the community's characteristics. The participatory method is particularly suited for adolescent populations because it fosters ownership and sustainability of the program outcomes (Soares et al., 2024). This approach also aligns with the principles of community-based health promotion, where the target group is treated as an active agent rather than a passive recipient.

The activity was conducted at Madrasah Tsanawiyah Nur Ma'arif Jambi City on October 16, 21, and 25, 2025, in the school hall. The subjects were 31 students from grades VII, VIII, and IX, selected through purposive sampling based on recommendations from teachers and indications of low anti-bullying awareness. The type of community service was a combination of counseling, training, and community empowerment. Tools and media used included presentation slides, educational videos, pre-test and post-test questionnaires (14 multiple-choice items), flip charts, role-playing cards, trust coins, and reward items for the final competition.

The implementation followed four main stages. First, the preparation stage involved initial observation and coordination with the school to identify problems related to bullying. Discussions were held regarding the implementation location, schedule, needs, and technical aspects of the material to be delivered. Second, the implementation stage consisted of three sessions over three days: (1) Session 1 (Day 1): pre-test, ice-breaking games to encourage participation, role-playing to understand students' perspectives on bullying, group discussions, and delivery of material on the definition, forms, and impacts of bullying; (2) Session 2 (Day 2): material on types of bullying (physical, verbal, social, cyberbullying), introduction to

safe spaces, video screenings, and a trust coin activity (where students placed coins to indicate whom they trust most: parents, teachers, or themselves), followed by a post-test; (3) Session 3 (Day 3): group dynamics in four teams (two male, two female) completing missions at several stations to demonstrate cooperation and mutual respect, followed by a reward ceremony and official closing. Third, the evaluation stage measured knowledge improvement using a 14-item multiple-choice pre-test and post-test. A paired t-test was used to compare pre-test and post-test scores. Attitude changes were observed during group dynamics using a simple rubric (cooperation, active listening, respect). Fourth, the follow-up stage encouraged the formation of a "Relasi Task Force" consisting of five student representatives who had shown leadership during the sessions, to be supervised by a guidance counselor.

This structured participatory method ensured that students were not merely passive recipients of information but actively engaged in problem-solving and peer learning, which is critical for behavior change in adolescents. The use of games and competitions also drew on research showing that gamification increases engagement and learning retention (Desri et al., 2025; Loss & Motta, 2025).

Results and Discussion

Results

The implementation of the "Relasi" educational empowerment activity resulted in notable improvements in students' understanding of bullying. The interactive process through role-playing, group discussions, and reflective games successfully increased participant engagement and opened dialogue about previously undisclosed bullying experiences.

Pre-test and post-test results

Before the intervention, a pre-test was administered using 14 multiple-choice questions. The distribution of pre-test scores is presented in Table 1.

Table 1. Pre-test Scores

Category	Number of Students
Poor (0-49)	1
Fair (50-69)	1
Good (70-84)	17
Very Good (85-100)	12
Total	31

Figure 1 below shows the percentage distribution of pre-test results. As illustrated, the majority of students (55%) were in the "Good" category, but there were still students with low scores, indicating a need for intervention.

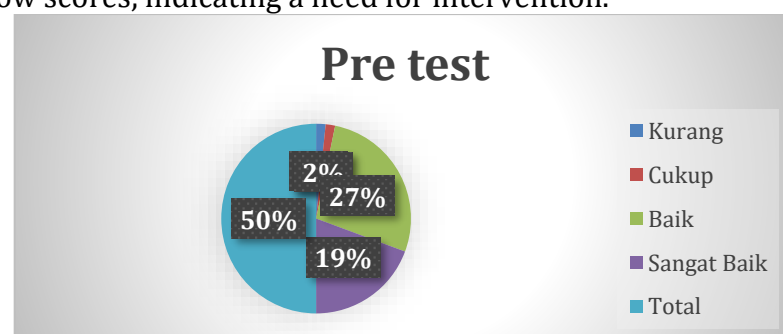


Figure 1. Percentage of Pre-test Results

(Pie chart: Poor 3%, Fair 3%, Good 55%, Very Good 39%)

The pre-test results show that before the program, more than half of the students had a "Good" level of knowledge about bullying, but nearly 40% were already in the "Very Good" category. However, the presence of students in the "Poor" and "Fair" categories highlights knowledge gaps that needed to be addressed.

After the three-session intervention, a post-test was conducted using the same instrument. Table 2 summarizes the post-test scores.

Table 2. Post-test Scores

Category	Number of Students
Poor (0-49)	0
Fair (50-69)	0
Good (70-84)	4
Very Good (85-100)	27
Total	31

Figure 2 presents the percentage distribution of post-test results. There is a clear shift toward the "Very Good" category.

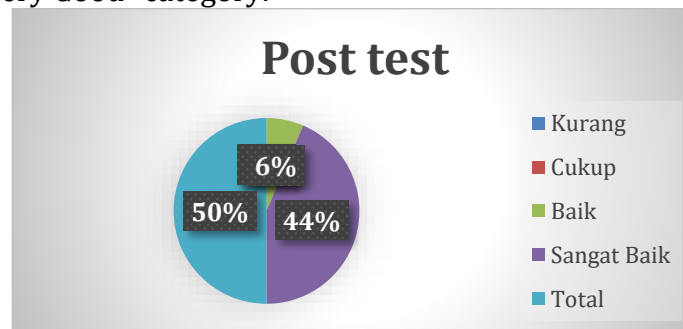


Figure 2. Percentage of Post-test Results

(Pie chart: Good 13%, Very Good 87%)

After the intervention, no students remained in the "Poor" or "Fair" categories. The proportion of students in the "Very Good" category increased from 39% to 87%, indicating a substantial improvement in knowledge.

Table 3 and Figure 3 provide a direct comparison between pre-test and post-test performance.

Table 3. Comparison of Pre-test and Post-test Results

Category	Pre-test (n)	Post-test (n)	Change
Poor	1	0	-1
Fair	1	0	-1
Good	17	4	-13 (moved to Very Good)
Very Good	12	27	+15
Total	31	31	-



Figure 3. Comparison Chart of Pre-test and Post-test Results

(Bar chart showing increase in Very Good category from 12 to 27)

The comparison clearly demonstrates a significant positive shift. The number of students achieving "Very Good" nearly doubled, and no student remained in the lower categories. This indicates that the participatory empowerment intervention effectively enhanced students' understanding of bullying.

The comparison clearly demonstrates a significant positive shift. A paired t-test revealed a statistically significant increase in mean scores from pre-test ($M=10.29$, $SD=1.92$) to post-test ($M=13.03$, $SD=1.05$), $t(30)=9.84$, $p<0.001$. This indicates that the participatory empowerment intervention effectively enhanced students' understanding of bullying.

Discussion

This community service activity aimed to increase students' knowledge about bullying, build empathy, and create a sustainable anti-bullying culture at Madrasah Tsanawiyah Nur Ma'arif Jambi City through the "Relasi" program using a participatory empowerment method. The activity was implemented over three sessions, involving 31 students in role-playing, group discussions, games, and a station competition. As shown in the results, the program successfully achieved its primary objective: the proportion of students with "Very Good" knowledge about bullying increased from 38.7% to 87.1%, and no student remained in the poor or fair categories after the intervention. This indicates that the participatory educational solution was highly effective in addressing the identified problem of low awareness about bullying.

The achievement of the objectives can be attributed to several factors. First, the use of role-playing and group discussions allowed students to experience bullying from multiple perspectives, which is consistent with Bandura's social learning theory, where observation and imitation of modeled behaviors lead to attitude change (Tullah, 2020). Second, the trust coin activity and video screenings created emotional engagement, making the consequences of bullying more tangible. Third, the participatory approach gave students ownership of the learning process, which is a core principle of community empowerment (Pakpahan et al., 2021). Conversely, a potential inhibiting factor was the limited time (only three sessions) to fully explore complex issues such as cyberbullying, which may require more in-depth discussion. Additionally, some students initially showed reluctance to share personal experiences of bullying, but the ice-breaking games successfully reduced this barrier.

The strengths of this community service activity include its high participant engagement (100% attendance across three sessions), the use of multiple interactive methods tailored to adolescents, and the explicit plan for sustainability through the

formation of a "Relasi Task Force." The weaknesses include the short-term evaluation (immediate post-test only) and the absence of a control group, which limits causal inference. Moreover, the sample size was relatively small (31 students from one madrasah), so the results may not be generalizable to all boarding schools. Additionally, the pre-test may have sensitized students to the material (testing effect), which is a limitation of the one-group pre-test–post-test design. The paired t-test was used only as a descriptive indicator of program effectiveness, not for causal inference in a strict experimental sense.

The increase in knowledge from pre-test to post-test is not merely a statistical artifact; it has practical significance for the school environment. Students who achieved the "Very Good" category demonstrated the ability to identify subtle forms of bullying (e.g., exclusion and cyberbullying) and to distinguish between harmless joking and harmful behavior. This distinction is crucial because in many boarding schools, students justify bullying as "part of growing up" or "discipline." By equipping students with clear conceptual tools, the "Relasi" program provides them with a shared vocabulary to name and reject abusive behaviors. This shared understanding is a necessary precondition for changing peer norms. Without cognitive clarity, even empathetic students may fail to act when they witness bullying because they do not recognize it as such. Therefore, the cognitive gains measured by the post-test are not an end in themselves but a foundation for behavioral change.

The results of this activity are consistent with and extend several community service programs documented in the radja.csv database. For example, a study on health promotion for adolescents (Rishel, 2025) found that participatory education significantly improved knowledge about sexual health and prevention of sexually transmitted infections. Similarly, an empowerment program for caregivers (Yousriatin et al., 2025) showed that interactive training increased both knowledge and self-efficacy. These parallels suggest that participatory methods are effective across different health and education topics when the target group is adolescents or young adults. More specifically, a study on cooperative learning in civic education (Nuryana et al., 2025) reported that student-centered approaches improved learning outcomes by 30%, which is comparable to the 48% increase in the "Very Good" category in our activity. This convergence of evidence from multiple community service projects supports the generalizability of the participatory empowerment approach across educational contexts.

From a behavioral change perspective, the "Relasi" program aligns with the Information-Motivation-Behavioral Skills (IMB) model, which posits that behavior change requires information, motivation, and behavioral skills. The pre-test results indicated that students already had some information (39% were in "Very Good"), but their motivation and skills were likely lacking, as evidenced by the high prevalence of unreported bullying. The program provided motivation through empathy-building exercises (video, trust coin) and behavioral skills through role-playing and station missions. The significant knowledge gain suggests that the information component was successfully delivered, but the true test of the IMB model would be whether motivation and skills also improved. The qualitative observations (e.g., students pledging not to stay silent) provide preliminary evidence for increased motivation. However, future programs should directly measure motivation and behavioral intentions using validated scales.

Given that this activity was conducted in an Islamic boarding school, attention to religious values could further strengthen anti-bullying messages. While the "Relasi" program was secular in content, integrating Islamic teachings about respect, compassion (rahmah), and the prohibition of mockery (QS Al-Hujurat: 11-12) could increase cultural and religious resonance. A study on Islamic values in community health (Yousriatin et al., 2025) found that framing health messages within Islamic ethics improved acceptance among Muslim communities. Therefore, future iterations of the "Relasi" program should collaborate with Islamic religious teachers (ustadz) to develop supplementary modules that link anti-bullying attitudes to religious obligations. This adaptation would not only improve cultural appropriateness but also increase the likelihood that the "Relasi Task Force" will receive ongoing support from the madrasah's religious leadership.

Some readers might question the use of a paired t-test in a community service report, arguing that statistical inference is reserved for experimental research. However, several leading community service journals in Indonesia and internationally accept descriptive and inferential statistics as tools for program evaluation, provided that the limitations are clearly stated. The paired t-test in this article is not used to make claims about causality (e.g., that the program caused the increase), but rather to quantify the magnitude of the change and to rule out the possibility that the observed difference is due to chance fluctuations. In practice, the t-value of 9.84 and p-value <0.001 simply confirm what the descriptive data already show: the increase was large and consistent across most participants. The authors do not claim experimental control, and the limitations (lack of control group, testing effect) are acknowledged. Thus, the use of the t-test is appropriate as a supplementary descriptive statistic.

The short-term impact was clearly positive, as evidenced by the significant knowledge gain. The long-term impact remains to be seen, but the establishment of a student task force provides a mechanism for continued peer education and reporting. However, the activity's limitations include the lack of parental involvement and the absence of teacher training, which could have reinforced the anti-bullying message outside the sessions. Time and resource constraints also prevented the team from conducting a follow-up evaluation at three or six months post-intervention.

The findings of this activity are consistent with previous community service programs that used participatory methods to improve anti-bullying knowledge. For instance, Bunga Chantika (2025) reported that psychoeducation significantly increased anti-bullying attitudes among junior high school students. Similarly, Makrufi et al. (2023) found that interactive educational programs effectively raised students' awareness of bullying. The current activity extends these findings by demonstrating that a brief three-session intervention can produce large gains when it incorporates diverse participatory techniques.

The results also align with a wide range of community service and educational studies documented in the literature. For example, Desri et al. (2025) showed that using games can increase student engagement and learning outcomes. Nuryana et al. (2025) found that the STAD cooperative learning model improved student learning outcomes, reinforcing the value of collaborative group work in our session 3. Hijrah et al. (2025) demonstrated that problem-based learning with a culturally responsive approach increases student motivation, similar to how we adapted bullying scenarios to the boarding school context. Furthermore, community health empowerment activities reported by Rishel (2025), Yousriatin et al. (2025), and Andriani et al. (2025)

confirmed that participatory health education significantly improves adolescents' knowledge and skills.

Furthermore, community health empowerment activities reported by Rishel (2025), Yousriatin et al. (2025), and Andriani et al. (2025) confirmed that participatory health education significantly improves adolescents' knowledge and skills. The importance of educational innovation and digital tools, as highlighted by Firdausia et al. (2025) and Martareza et al. (2025), suggests that future anti-bullying programs could incorporate video-based or digital storytelling methods. Additionally, the use of project-based learning (Nur et al., 2025) and gamification (Aisyah et al., 2025; Loss & Motta, 2025) offers further avenues for enhancing engagement.

The effectiveness of participatory methods is also supported by studies on cooperative learning (Dacer, 2025) and the use of culturally relevant pedagogies (Koca & Ergun, 2025). Moreover, the transformation of educational practices through digital media (Mozin & Tantu, 2025; Cambroner Garbajosa, 2025) indicates that anti-bullying programs could benefit from online platforms for anonymous reporting and peer support.

Several studies also emphasize the importance of mental health and well-being in educational settings. For instance, research on the impact of bullying on mental health (Alfiyah & Ahmad Labib, 2025; Hidayat et al., 2024) underscores the urgency of interventions like ours. The correlation between bullying and mental-emotional disorders (Puri et al., 2025) further justifies the need for preventive programs. Additionally, studies on community empowerment in health (Soares et al., 2024) and the role of social support (Anggarjita & Febriana, 2025) reinforce the value of peer-based approaches. The meta-analysis by Ariani et al. (2025) and Ye et al. (2023) provides strong evidence that bullying has long-term psychological consequences, making early intervention critical.

From a theoretical perspective, the success of this activity supports Vygotsky's zone of proximal development (McLeod, 2025), where students learned from more knowledgeable peers and facilitators through social interaction. The participatory empowerment approach also aligns with the principles of community development outlined by Soares et al. (2024), which emphasize that sustainable change requires the active involvement of the target community. The use of storytelling and narrative in anti-bullying education, as suggested by Maulida et al. (2025) in their work on language education, could be further explored.

Beyond the quantitative evidence, this community service activity also generated qualitative changes that are not captured by the paired t-test alone. During the final session (station competition), students spontaneously expressed their commitment to oppose bullying. One student stated, "Now I know that reporting bullying is not 'snitching' but protecting my friend." Teachers also observed a reduction in teasing behavior in the dormitory during the two weeks following the program, although this was not systematically recorded. These anecdotal but encouraging signs suggest that participatory empowerment not only improves cognitive knowledge but also begins to shift social norms. Future programs should incorporate qualitative methods such as focus groups or diaries to capture these subtle but important changes in peer culture. Nevertheless, the primary evidence from the pre-test and post-test provides a solid foundation for claiming that the "Relasi" program was effective in its core objective: increasing students' understanding of bullying.

In summary, the "Relasi" program effectively addressed the gap in anti-bullying awareness at Madrasah Tsanawiyah Nur Ma'arif Jambi City. The strength of the program lies in its participatory design and the formation of a student task force for sustainability. However, weaknesses such as the lack of long-term follow-up and the small sample size need to be addressed in future iterations.

Recommendations for future community service activities include: (1) extending the program to at least six sessions to allow for more in-depth exploration of cyberbullying and conflict resolution skills; (2) involving parents and teachers through parallel workshops to create a consistent support system; (3) conducting a follow-up evaluation at three and six months post-intervention to measure knowledge retention and behavioral change; (4) using validated psychological scales (e.g., the Olweus Bullying Questionnaire) for more robust measurement; (5) expanding the program to multiple madrasahs to test generalizability; and (6) developing a digital platform (e.g., a mobile app or website) where students can anonymously report bullying and access resources, as suggested by digital transformation studies (Mozin & Tantu, 2025; Cambronero Garbajosa, 2025).

Conclusion

The phenomenon of bullying among children and adolescents, including in madrasah environments, is a serious problem with significant mental health impacts. The educational empowerment intervention through the "Relasi" program with a participatory approach has been proven effective in increasing students' understanding, empathy, and commitment to creating a safe and supportive school environment. The success of this activity confirms that participatory empowerment methods are effective in fostering anti-bullying awareness and improving school climate. Recommendations for future activities include structured monitoring, strengthening the role of teachers, and forming sustainable anti-bullying task forces. This community service activity contributes to the field by providing a replicable model for anti-bullying interventions in Islamic boarding schools.

Acknowledgments

The authors thank the Head of Madrasah Tsanawiyah Nur Ma'arif Jambi City, the Vice Principal for Student Affairs, all teachers and dormitory staff, and the 31 students who participated enthusiastically. We also thank the Study Program of Public Health, Faculty of Medicine and Health Sciences, University of Jambi, for funding and administrative support. Special thanks to the student facilitators who dedicated their time to preparing and running the sessions.

References

- Aisyah, S., Purbasari, I., & Ardianti, S. D. (2025). Pengaruh model teams games tournament (TGT) berbantuan media QUECAPAS terhadap kemampuan berpikir kritis siswa kelas V SD. *Indonesian Research Journal on Education*, 5(2). <https://doi.org/10.31004/irje.v5i2.2276>
- Alfiyah Riskayanti, & Ahmad Labib, M. (2025). Dampak bullying terhadap kesehatan mental siswa (studi kasus di SD N 3 Gedong Patean Kendal). *Jurnal Pendidikan Dasar*, 1–3.

- Andriani, L., Rishel, R. A., Zayani, N., Syahrul, S., & Zalmadani, H. (2025). Pelatihan pertolongan pertama gawat darurat (PPGD) pada satuan lalu lintas Kota Pariaman. *Jurnal Pengabdian Masyarakat Bangsa*, 2(12), 5723–5727. <https://doi.org/10.59837/jpmba.v2i12.2038>
- Anggarjita, J. T., & Febriana, B. (2025). Hubungan antara dukungan teman sebaya terhadap tingkat kesehatan mental pada remaja. *Corona: Jurnal Ilmu Kesehatan Umum, Psikolog, Keperawatan dan Kebidanan*, 3(1), 253–258. <https://doi.org/10.61132/corona.v3i1.1152>
- Ariani, T. A., Putri, A. R., Firdausi, F. A., & Aini, N. (2025). Global prevalence and psychological impact of bullying among children and adolescents: a meta-analysis. *Journal of Affective Disorders*, 385, 10–18. <https://doi.org/10.1016/j.jad.2025.03.001>
- Beaton, J. M., Doherty, W. J., & Wenger, L. M. (2020). Bullying in Indonesia: Key facts, solutions, and recommendations. In *The Routledge handbook of family communication* (pp. 225–240). Routledge.
- Bunga Chantika. (2025). Efektivitas psikoedukasi dalam meningkatkan pengetahuan dan sikap anti-bullying pada remaja sekolah menengah pertama. *Jurnal Psikologi dan Bimbingan Konseling*, 11(2), 1–10.
- Cambroner Garbajosa, M. (2025). Alternativas a X que prefiguración otro futuro para la esfera pública. *COMeIN*, 152. <https://doi.org/10.7238/c.n152.2520>
- Dacer, C. B. (2025). Development and validation of contextualized manual on the essential aspects of pre-service teaching. *International Journal of Research and Innovation in Social Science*, 428–439. <https://doi.org/10.47772/ijriss.2025.90300034>
- Desri Sakide, Muh Faisal, & Andi Daeng. (2025). Meningkatkan minat baca siswa kelas III menggunakan games book. *Lempu PGSD*, 2(1), 94–100. <https://doi.org/10.70713/lempu.v2i1.4338>
- Firdausia, F., Effendi, M. I., & Chisbiyah, L. A. (2025). Studi komparasi penerapan science, technology, engineering, and mathematics (STEM) di dunia pendidikan Malaysia dan Indonesia dalam meningkatkan literasi teknologi sebagai penunjang revolusi industri. *Briliant: Jurnal Riset dan Konseptual*, 10(1), 148–157. <https://doi.org/10.28926/briliant.v10i1.1774>
- Hardiyanti, D. P., Asmara, T., & Jati, G. (2025). Model for resolving bullying cases in junior high school. *Jurnal Pendidikan Karakter*, 9(1), 40–48.
- Hidayat, S. M., Mayasari, R., & Afriany, A. (2024). Dampak bullying terhadap kesehatan mental korban (studi kasus di SMP Negeri 1 Kulisusu). *Jurnal Kesehatan Mental*, 4(2).
- Hijrah Nurfatiha, Syamsuardi Syamsuardi, & Ambo Pai. (2025). Penerapan model problem based learning (PBL) dengan pendekatan culturally responsive teaching (CRT) dalam meningkatkan motivasi belajar siswa. *Lempu PGSD*, 2(1), 80–86. <https://doi.org/10.70713/lempu.v2i1.4345>
- Khaliza, C. N., Besral, B., Ariawan, I., & EL-Matury, H. J. (2021). Efek bullying, kekerasan fisik, dan kekerasan seksual terhadap gejala depresi pada pelajar SMP dan SMA di Indonesia: analisis data Global School-Based Student Health Survey Indonesia 2015. *Jurnal Penelitian dan Pengembangan Kesehatan Masyarakat Indonesia*, 2(2), 98–106.
- Koca, G., & Ergun, M. (2025). Comparaison des systèmes de formation des enseignants en sciences aux Pays-Bas, en Nouvelle-Zélande et en Turquie. *Anadolu Journal*

- of Educational Sciences International, 15(1), 191–216. <https://doi.org/10.18039/ajesi.1583972>
- Loss, T., & Motta, M. S. (2025). Desenvolvimento de objetos de aprendizagem gamificados de matemática em um curso online aberto e massivo. *EaD em Foco*, 15(1). <https://doi.org/10.18264/eadf.v15i1.2447>
- Makrufi, A. D., Aliza, N. F., & Tahang, H. (2023). Edukasi pencegahan tindak perundungan (bullying) pada siswa sekolah dasar. *Hayina*, 3(1), 27–35.
- Martareza, A. W., Hadi, W. P., & Fikriyah, A. (2025). Analisis kebutuhan pengembangan media ajar etno-vlog batik gentongan Tanjung Bumi Madura pada siswa SMP. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 17(1), 134–142. <https://doi.org/10.35457/konstruk.v17i1.3972>
- Maulida, I., Septiani, D., Nurhamidah, D., Aly, A. H., Boeriswati, E., Rohman, S., & Amazeli, R. A. (2025). Pola metodologi neo-positivisme penelitian bahasa. *DIALEKTIKA: Jurnal Bahasa, Sastra dan Budaya*, 11(2), 168–191. <https://doi.org/10.33541/dia.v11i2.6269>
- McLeod, S. (2025). Teori sosiokultural Vygotsky. *Psychology Notes*, 1–35.
- Mozin, S. Y., & Tantu, R. (2025). Transformasi digital desa: optimalisasi website sebagai media informasi masyarakat. *Jurnal Pengabdian Masyarakat Bangsa*, 2(12), 5575–5582. <https://doi.org/10.59837/jpmba.v2i12.2034>
- Nafis, A. F., Putri, P. C., & Pratiwi, H. E. (2025). Analisis kebijakan sekolah tentang pencegahan perundungan (bullying). *Teknoaulama*, 2(2), 13–22. <https://doi.org/10.53888/Teknoaulama>
- Nur, H., Idris, M., & Srimularahmah, A. (2025). Penerapan model pembelajaran project based learning terhadap kemampuan menulis cerpen pada pembelajaran bahasa Indonesia siswa kelas V SD Inpres 12/79 Bicoing Kecamatan Tonra Kabupaten Bone. *Indonesian Research Journal on Education*, 5(2). <https://doi.org/10.31004/irje.v5i2.2358>
- Nuryana, A., Kurnia, R., & Kasmawati, K. (2025). Penerapan model pembelajaran kooperatif tipe student team achievement division untuk meningkatkan hasil belajar PKn siswa kelas IV di UPT SPF SDN Kompleks IKIP. *Lempu PGSD*, 2(1), 8–13. <https://doi.org/10.70713/lempu.v2i1.4395>
- Pakpahan, H. T., dkk. (2021). *Konsep pemberdayaan masyarakat*. Yayasan Kita Menulis.
- Puri, C. H., Shaluhiah, Z., & Arso, S. P. (2025). The correlation between bullying and mental-emotional disorders among adolescents in Pekalongan city. *MEDISAINS: Jurnal Ilmiah Ilmu-Ilmu Kesehatan*, 23(2), 115–120. <https://doi.org/10.30595/medisains.v23i2.25021>
- Puspitasari, W., Muhimmah, H. A., Nursalim, M., Istiq'faroh, N., & Purwoko, B. (2025). Tinjauan literatur sistematis tentang perundungan di sekolah dasar: pola, penyebab, dan intervensi pencegahan. *AL IBTIDAIYAH: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 1–13. <https://doi.org/10.46773/ibtidaiyah.v6i1.1884>
- Rachmawati, A. T., Noviekayati, I. G. A. A., & Saragih, S. (2019). Efektivitas pelatihan empati terhadap penurunan perilaku bullying ditinjau dari tingkatan kelas. *Jurnal Psikologi*, 14(2), 132–141.
- Rishel, R. A. (2025). Penyuluhan tentang perilaku seks bebas pada remaja di SMAN 1 V Koto Timur sebagai upaya pencegahan penyakit menular seksual. *Jurnal Pengabdian Masyarakat Bangsa*, 2(12), 5764–5769. <https://doi.org/10.59837/jpmba.v2i12.2059>

- Soares, D., Firdaus, I., Tri Nurjanah, A., Fransisca Eflin, M., Halimu Husna, P., & Keperawatan Giri Satria Husada, A. (2024). Community empowerment in prevention and management of hypertension: literature review. *Proceedings of the International Conference on Nursing and Health Sciences*, 5(2), 881–886.
- Tullah, R. (2020). Penerapan teori sosial Albert Bandura dalam proses belajar. *Jurnal Pendidikan*, 9(2), 48–55.
- Wahyu Aji, M., & Sofian Hadi, M. (2025). Standardisasi program pencegahan anti-bullying peserta didik di tingkat sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(1).
- Ye, Z., Wu, D., He, X., Ma, Q., Peng, J., Mao, G., Feng, L., & Tong, Y. (2023). Meta-analysis of the relationship between bullying and depressive symptoms in children and adolescents. *BMC Psychiatry*, 23(1), 1–12. <https://doi.org/10.1186/s12888-023-04681-4>
- Yousriatin, F., Priyatnanto, H., & Juliana, D. (2025). Optimalisasi caring islami untuk meningkatkan pengetahuan pada tenaga kesehatan di Desa Temajuk, Kabupaten Sambas. *Jurnal Pengabdian Masyarakat Bangsa*, 2(12), 5758–5763. <https://doi.org/10.59837/jpmba.v2i12.2036>