

Anti-Bullying and Sexual Harassment Prevention Socialization to SD Negeri 19 Lakudo Students'

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ABSTRACT

Bullying and sexual harassment among elementary school children remain significant issues that require collective attention, including from academic institutions through community service activities. This article describes the results of an anti-bullying and sexual harassment prevention socialization program conducted for the students of SD Negeri 19 Lakudo, Central Buton Regency, Southeast Sulawesi. The socialization was carried out using a PowerPoint presentation method, followed by an interactive question-and-answer session. The material was delivered in simple language and visualizations appropriate for the developmental stage of elementary school students. The objective of the activity was to enhance students' understanding of bullying and sexual harassment, as well as equip them with basic skills to respond and report such incidents. The results show that the use of visual aids and interactive Q&A sessions successfully encouraged students to ask questions and share personal experiences more openly. This activity has made a meaningful contribution to building a school culture that is safer, child-friendly, and free from violence. Moving forward, integrating anti-bullying and anti-sexual harassment education more systematically into the curriculum could further strengthen these efforts and ensure a sustainable impact.

Keywords: Bullying Prevention; Child Protection Education; Community Service; Elementary School; Students Sexual Harassment.

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1. Introduction

School is a social environment where students play an important role in shaping the social development of students. The social environment of students can result in the emergence of negative characters (Cipta et al. 2023). Two worrying negative character phenomena that have a significant impact on children's growth and development in the school environment are bullying and sexual violence. Various studies have documented the damaging impact of these two forms of violence. Ganson and Nagata (2020) found that bullying and sexual violence can damage children's confidence, disrupt the learning process, and cause long-term psychological trauma. Sulastris et al. (2024) also said that these problems have a significant impact on students' emotional, social, and academic development and can even slow down the process of student development.

In the context of elementary school, bullying often manifests in the form of verbal taunts, social exclusion, and physical bullying that some adults may take lightly. Ironically, these actions are often normalized and considered part of the dynamics of friendships or ordinary jokes between children, so they are not optimally handled. Meanwhile, sexual abuse of elementary school-age children can occur in a variety of more subtle forms and may not

be unaware of by children as a form of violence. A study by Hokmabadi, Khoori, Tatari, & Wurtele (2022) provides an alarming picture that most children aged 7–12 years do not yet have a mature ability to distinguish between natural physical touch and those that have the potential to harm or violate personal boundaries, especially if the act is performed by peers or known and trusted adults. This lack of understanding makes them more vulnerable to becoming victims.

National data strengthens the urgency of handling these two issues. According to the Indonesian Child Protection Commission (KPAI 2023), there were 1478 cases of violence against children in 2023. Of these, cases of sexual violence against children are very significant, reaching 615 cases, while the other 303 cases are physical and psychological violence. This worrying trend continued the following year. KPAI (2025) states that in 2024, complaints of violence against children will reach 2057, 720 recorded as experienced by children aged 6-11 years. In these cases, most of the victims were elementary school students, and most perpetrators came from their peers. This phenomenon indicates that students are not only in a vulnerable position to become victims of bullying and sexual harassment but also have the potential to become perpetrators due to a lack of comprehensive understanding and adequate education about the boundaries of acceptable behavior and those that violate the rights of others.

SD Negeri 19 Lakudo, as one of the public elementary schools located in Lakudo District, plays an important role in providing education for children with diverse socioeconomic backgrounds. Although this diversity is a wealth, it has the potential to give rise to various deviant behaviors among students, such as the dynamics of ridicule between friends that, if not handled properly, can develop into bullying. Research conducted by Ganson and Nagata (2020) previously also found that the quality of friendship relationships among students has a significant influence on the occurrence of bullying behavior. In addition, other deviant behaviors that may occur and are often less recognized are the act of touching a friend's body without permission, which in certain contexts can be categorized as a form of sexual harassment. Realizing the potential risks and negative impacts of bullying and sexual harassment on student growth and development, this service activity was designed and implemented as a form of active contribution from academics to child protection efforts in the school environment. The approach chosen was through student-friendly educational interventions, using interesting visual presentation methods and open question-and-answer sessions. It is hoped that this socialization activity can effectively increase students' awareness and courage in understanding the concept of bullying and sexual harassment, recognizing its various forms, and developing the ability to respond to situations that are uncomfortable or potentially endangering themselves.

SD Negeri 19 Lakudo is one of the public elementary schools in Lakudo District, an educational center for children from various socioeconomic backgrounds. This diversity allows deviant behaviors to emerge among students, such as ridicule between friends. The results of Mwanza (2024) and Oguntayo et al. (2020) found that friendship is one of the factors that affect the occurrence of bullying. Another deviant behavior that may occur is touching the body without. Therefore, this service activity is a form of academics' contribution to child protection through a student-friendly educational approach. This socialization is designed with a visual presentation method and an open question-and-answer session, with the hope of increasing students' awareness and courage in understanding and responding to the issue of bullying and sexual harassment.

2. Methods

This activity is one of the community service programs carried out by lecturers and students by involving the State Elementary School 19 Lakudo as a partner. The school was represented by the principal and all teachers as student companions during the activity. This activity involved 39 students from the fifth and sixth grades of SD Negeri 19 Lakudo as active subjects. The two levels of classes used as subjects are based on consideration and agreement with the principal. The type of activity carried out is educational socialization regarding the prevention of bullying and sexual harassment, with the focus on improving student understanding through visual methods and two-way communication. This socialization activity is carried out for 90 minutes, including presentation and Q&A.

The implementation of socialization uses a participatory approach consisting of two main methods, namely (1) Presentation with PowerPoint Media and (2) Interactive Q&A. Socialization materials are delivered in a specially designed PowerPoint presentation format with attractive illustrations, simple language, and light animations to grab students' attention. The material is divided into two main segments. Segment 1 on Getting to Know Bullying contains the definition of bullying, forms of bullying (verbal, physical, social), examples of simple cases, and its impact on the victim. Segment 2 on Recognizing Child Sexual Abuse contains an explanation of what touches are and are not allowed, examples of verbal and non-verbal abuse, and the importance of saying "no" and reporting to trusted adults. Each segment is accompanied by a visual example in the form of an illustration of children experiencing a specific situation, with a narrative that guides students to recognize problems and solutions.

After the presentation, students were allowed to ask questions, answer the presenter's questions, and share their experiences. The question-and-answer session takes place openly with the assistance of the teacher so that students feel safe. The socialization activity ended after all questions had been answered.

Data collection is carried out through direct observation of the dynamics that appear during the delivery of the material and through Q&A. The observation was conducted in an unstructured or unsystematic manner and without a knowledge test. Changes in participant understanding were only captured using the results of the observation. The data from the observation were then analyzed descriptively.

3. Results

3.1 Students' Responses to Socialization Materials

One of the indicators of the success of socialization is the extent to which students can absorb and respond to the material presented. The use of PowerPoint media with attractive visual displays has proven to be able to attract students' attention. Pictures, bright colors, and the use of cartoon characters make the material easier for students to understand as socialization participants. This visualization makes it easier for them to recognize emotions, facial expressions, and situations that depict bullying or sexual harassment. The students also seemed very enthusiastic about the stories and examples of minor cases that were presented. When presenters give examples of children being dubbed abusive or touched without permission, they spontaneously respond critically and express their opinions.



Figure 1. Activity Documentation

3.2 Dynamic in the Question-and-Answer Session

One of the most important moments in this activity was the question-and-answer session. In this session, the students were given a safe and pressure-free space to express their concerns and questions that had not been raised so far. Some of the questions asked by students indicate that there is a new awareness that is being formed, while at the same time confirming that some students have uncomfortable experiences but do not have the emotional vocabulary or courage to express them.

3.3 Changes in Socialization Participants' Understanding

Based on the results of observations during the activity, it was shown that there was a change in students' understanding and attitude towards the issue of bullying and sexual harassment. These changes can be seen from several indicators, including: (1) students can rename types of bullying without being guided, (2) students show empathy when they see illustrations of children who are victims, (3) increased students' courage to talk about feelings and experiences. This highlights that an essential component of socialization is not merely the transfer of knowledge, but also the cultivation of children's affective capacities to identify and respond to situations that may compromise their emotional well-being. Also, they have understood things that they have not been aware of so far about an act or words that fall into the category of bullying or sexual harassment.

4. Discussion

Analysis of the results of the implementation of the socialization program on the crucial issue of bullying and sexual violence among elementary school students of Negeri 19 Lakudo found several important findings, providing valuable insights into the effectiveness of material delivery strategies and students' psychological responses in the context of recent developments. Students' initial responses to socialization materials not only reflect the effectiveness of the pedagogical strategies applied but also hint at the fundamental cognitive and affective mechanisms that influence the way children assimilate and understand these relatively abstract concepts in the contemporary social and digital landscape (Sun et al., 2022). The use of strategically designed visual media, considering the principles of visual appeal and ease of information processing in the elementary school age range (Srisopha, 2022), has proven to be a powerful catalyst in attracting attention and maintaining students' focus. The integration of rich visual elements, such as graphic representations through PowerPoint presentations that utilize bright color palettes and a variety of characters familiar to children's imaginations, significantly facilitates the formation of cognitive bridges that are essential to connect socialization materials with the framework of understanding that already

exists in students (Rosyiddin et al., 2023; Hamida & Nurdyansyah, 2024; Bryce & Blown 2024). The use of visual media can strengthen information retention and increase the courage to communicate, something that is very crucial in building children's awareness and understanding of nonviolence (Safitri et al. 2024). In addition, this visualization not only serves as an effective memory aid but also allows students to internalize complex concepts related to emotions, facial expressions, and situational context (Yanez et al. 2025) that are often characteristic of bullying interactions or incidents of sexual harassment. Students' ability to identify and interpret nonverbal cues and social dynamics through visual representations is a crucial step in developing their situational awareness of potential risks and dangers in school and online environments.

The enthusiasm shown by the students towards the narrative and illustrations of mild cases presented during the socialization session underlined the efficacy of the narrative-based approach in the context of early childhood education (Maureen, van der Meij, & de Jong, 2020). A coherent narrative structure and relatable characters allow students to engage emotionally with the material, facilitating deeper understanding and better information retention in the long run (Probine et al., 2024). When presenters provide concrete examples of situations in which a child is subjected to verbal ridicule or experiences unwanted physical touch, the spontaneous and critical responses of the students reflect not only cognitive understanding of the situation described, but also active moral and social engagement. They not only receive information passively but also conduct ethical evaluations and form personal opinions on the behavior displayed, indicating the beginning of the process of internalizing moral values and the development of reflective thinking skills that are relevant to ethical challenges in the digital era (Zini, 2024)

Carefully designed and organized question and answer sessions in a supportive setting go beyond their function as a mechanism to clarify the material presented and transform into a safe and empowering psychological space for students to explore and articulate their evolving experiences and understandings (Hanshaw & Hanshaw, 2023). Granting autonomy and psychological safety assurance in asking questions allows students to overcome internal barriers such as embarrassment, fear of judgment, or fear of negative consequences if they share sensitive experiences (Walton, & Cohen, 2022). The questions asked by students often reflect their efforts to integrate the new information they have acquired with their personal experiences, indicating an active and personal process of meaning-building (Wang, 2024). This phenomenon also highlights the crucial role of adults as empathetic and responsive facilitators, who can create a climate of trust and encourage self-disclosure among students (Wolcott, Kornegay, & Brame, 2022; Zhang 2022). The fact that some students harbor uncomfortable experiences but do not yet have adequate "emotional vocabulary" or enough courage to articulate them underscores the urgency of early education interventions that focus not only on the delivery of information, but also on the development of emotional literacy and the provision of sensitive psychological support (Varma, Traynor, & Fitzpatrick, 2022). Research on the impact of traumatic experiences on child development has consistently shown that the disclosure of negative experiences in a safe and supportive environment is an essential step towards psychological recovery and prevention of long-term adverse impacts (Leersnyder, Gündemir, & Ağırdağ, 2021).

The results of the analysis of changes in the understanding of socialization participants based on systematic observation during the activity provide strong empirical evidence regarding the effectiveness of early education interventions in influencing the cognitive, affective, and behavioral dimensions of students related to the issue of bullying and sexual harassment in an ever-evolving social and technological context (Bui et al., 2023; Evans et al.,

2024). The ability of students to independently recall and rename different types of bullying behaviors after participation in socialization demonstrated success in knowledge transfer and the formation of clear and structured cognitive representations of the concept (Gaffney, Ttofi & Farrington 2021). The emergence of an empathic response observed when students see an illustration of a child who is a victim of bullying indicates the development of emotional resonance capacity and the ability to take the perspective of others (perspective-taking), which is an important psychological foundation for the development of prosocial behavior and the prevention of aggression in the real and virtual world (Hikmat et al. 2024).

The increased courage of students to verbally express their personal feelings and experiences reflects the development of emotion regulation and increased confidence to express themselves in social and online contexts (Hadiyanti & Widya, 2018). These changes not only indicate an intellectual understanding of the concepts taught but also an internalization of moral values and social norms that explicitly prohibit bullying and sexual violence in both face-to-face and online interactions (Berkowitz 2000; Ni, Zheng, & Zhang, 2024). The new awareness that emerges in students regarding certain actions or words that they may not have previously been aware of as a form of bullying or sexual harassment indicates an expansion of their cognitive schemas and an increased sensitivity to potentially detrimental interpersonal behavior dynamics across various communication platforms (Krifa et al., 2022; Lu, 2024). These findings are consistently supported by research by Kamaruddin et al. (2023) and Gaffney et al. (2021), which emphasizes the importance of bullying prevention interventions that are multidimensional and involve students' cognitive, emotional, and social aspects in an integrated manner in the context of the increasing cyberbullying challenges. In the context of character building, this supports the findings of Hokmabadi, Khoori, Tatari, & Wurtele (2022), which affirm that affective-based anti-bullying education at the elementary school level can increase moral awareness and encourage prosocial behavior among students. In addition, recent research in the field of prevention of sexual violence against children further underscores the crucial role of education in building awareness of the right to bodily integrity and a clear understanding of personal boundaries in the digital and physical age (Tang & He, 2022).

The success of this socialization activity cannot be separated from the application of the principles of Child-Friendly Schools (CFS), which is an important foundation in realizing a safe and conducive learning environment for the optimal development of children. These activities, although not yet involving the active participation of parents, inherently support the main pillars of the CFS, especially in the aspects of protecting students from various forms of violence and fulfilling the child's right to inclusive and participatory education. As emphasized in the Guidelines for Child-Friendly Education Units (Ministry of Women's Empowerment and Child Protection (Kementerian Peberdayaan Perempuan dan Perlindungan Anak 2015), educational approaches that prioritize students' psychological comfort and actively respect children's aspirations and voices have been shown to be significantly correlated with a reduction in the rate of violence in the school environment and increased student involvement in the formation of a healthy and positive school culture. The fact that some students of SD Negeri 19 Lakudo showed the courage to share their experiences and feelings during the socialization session is a strong indicator that the school has succeeded in facilitating a participatory space that is in line with the SRA principles, where students feel safe and heard. This shows the importance of creating a school climate that supports students' self-expression to address sensitive issues such as bullying and sexual violence (Sopiana et al., 2025).

In the context of the implementation of anti-bullying understanding and especially anti-sexual violence, the landscape of local cultural values in Central Buton Regency provides a unique dimension that gives rise to both opportunities and challenges that need to be carefully considered. Local cultures that traditionally uphold noble values such as respect for others and strong family ties among community members on the one hand create significant social capital potential to strengthen the practice of caring for each other, caring for and supporting among peer students (Kafid & Rohmatika, 2020; Astutik, 2023; Deng et al., 2024). This social capital can be used as a solid foundation in building peer support mechanisms and early intervention against potential bullying cases. However, on the other hand, there is still a strong assumption in society that talking about issues related to sexual harassment is taboo and inappropriate to be expressed in public spaces, including in the school environment, potentially causing doubts and reluctance in some students to actively participate in socialization activities at first (Kurniawan & Sundawa, 2020). These cultural barriers risk normalizing violence in silence and hindering early identification and reporting of sexual violence cases. Therefore, the socialization approach applied needs to be designed sensitively and adaptively to the cultural values that live and are embraced in the local community so that it can be accepted without causing counterproductive resistance, while gradually and sustainably shifting social norms that can unconsciously hinder child protection (Yang & Jiang, 2021).

The results of the evaluation of the implementation of this socialization indicate that there is a significant opportunity to build a school ecosystem that is more aware of children's rights and various risks of violence that may occur in students' daily lives, both in the school environment and outside of school. Although this socialization activity has only been carried out once, the impact observed shows the urgency to integrate anti-bullying and anti-sexual violence education more systematically and sustainably in the applicable thematic curriculum. The integration of child protection values into the daily learning process, even through local content relevant to the cultural context of Central Buton or through the retelling of folklore containing moral messages about self-protection and respect for others, is expected to be able to internalize moral values more effectively than the lecture method alone (Smith and Berne 2023). Especially in the Central Buton region, which has a rich tradition of spoken culture, this strategy has enormous potential to build collective awareness among students without having to contradict traditional values that are respected. The use of local wisdom and cultural narratives can be an effective bridge to convey important messages about violence prevention in a way that is more accepted and understood by students.

5. Conclusion

The anti-bullying and sexual harassment prevention socialization conducted at SD Negeri 19 Lakudo successfully raised students' awareness and understanding of these critical issues. The use of PowerPoint presentations with engaging visuals and interactive question-and-answer sessions proved effective in capturing the students' attention and fostering an environment where they felt safe to express their concerns and experiences. The students' increased courage to ask questions and discuss personal situations indicates that the program successfully facilitated emotional expression and understanding.

While the immediate impact of the socialization was evident in students' ability to identify different forms of bullying and sexual harassment, as well as their willingness to communicate openly, integrating this type of education into the regular curriculum is essential for ensuring lasting change. The results highlight the importance of combining

cognitive and affective learning, with a focus on both knowledge transfer and emotional literacy, to effectively address issues of bullying and sexual violence.

Moving forward, it is recommended that anti-bullying and sexual harassment education be systematically integrated into the school curriculum, with periodic follow-up activities to reinforce the messages delivered. Additionally, expanding the involvement of parents and the broader community in these initiatives could further support the development of a safe, supportive, and child-friendly school environment. By fostering a collaborative effort among schools, families, and local communities, the impact of such programs can be sustained and potentially scaled to other schools, ensuring a broader reach in creating a violence-free and respectful learning environment for all students.

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