

PREVENTING BULLYING TO IMPROVE STUDENT WELLBEING AT SDN 9 DEWANTARA: TOGETHER WE ARE SAFE AND HAPPY AT SCHOOL

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ABSTRACT Bullying is an aggressive behavior carried out intentionally and repeatedly, negatively affecting students' psychological wellbeing. The psychoeducational program titled “Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara: Together We Are Safe and Happy at School”, held on May 21, 2025, aimed to raise student awareness of bullying and the importance of creating a safe and inclusive school environment. The program employed a participatory approach through interactive presentations, discussions, educational video screenings, group games, and reflective sessions. The results showed high levels of student engagement and enthusiasm, alongside improved understanding of bullying forms and appropriate responses. The initiative also fostered empathy, cooperation, and the development of students' social and emotional skills. This intervention proved effective in supporting students' holistic wellbeing and represented a strategic step toward building a child-friendly, violence-free school culture. Future programs of a similar nature are recommended to sustain and amplify these positive impacts, contributing to a generation of students who are mentally healthy, confident, and happy in their learning environment.

KEYWORDS: *Bullying, Student Wellbeing, Psychoeducation, Elementary School, Safe Learning Environment.*

1. INTRODUCTION

Bullying is an aggressive behavior that is carried out intentionally and repeatedly by an individual or a group toward someone perceived as weaker or powerless. This behavior typically arises from a desire to dominate or control the victim through acts of harm, humiliation, or intimidation. Bullying can occur in various settings—schools, homes, workplaces, and online—and takes many forms (Olweus, 1993).

In general, bullying goes beyond physical violence such as hitting, kicking, or pushing; it also includes verbal abuse like mocking, insulting, and threatening. Social bullying involves exclusion, spreading harmful rumors, or damaging someone's social relationships. In the digital age, bullying has also expanded into cyberspace, known as cyberbullying, which includes mean comments, unauthorized sharing of images, harassment on social media, and online threats (Willard, 2007).

One of the defining characteristics of bullying is the power imbalance between the perpetrator and the victim. Bullies often feel superior physically, emotionally, socially, or in terms of group status and exploit this advantage to harm others. Bullying is not a one-time occurrence; it is a repeated behavior intended to cause psychological or physical suffering (Smith et al., 2008).

The impact of bullying is serious and long-lasting. Victims often experience psychological distress such as fear, anxiety, low self-esteem, and depression. Their academic performance may decline as they feel unsafe at school. In severe cases, bullying can lead to self-harm or suicidal ideation (Rigby, 2003).

School should be a safe, comfortable, and enjoyable environment where every child can learn, make friends, and grow. However, many children still experience bullying at school. This behavior seriously affects students' mental, emotional, and social wellbeing. Victims of bullying often feel unsafe, anxious, and isolated, which leads to difficulties in learning and socializing (Olweus, 1993; Noviyanti, 2020).

The implementation of a psychoeducational program at SDN 9 Dewantara highlights the essential role of elementary schools in fostering inclusive, supportive, and violence-free learning environments. Bullying prevention is a strategic step toward improving student wellbeing, which refers to the overall wellness of students in physical, mental, social, and emotional aspects. By promoting student wellbeing, students are expected to learn more effectively, build healthy social relationships, and develop into confident and happy individuals (Made et al., 2023).

Through the program titled "Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara: Together We Are Safe and Happy at School," we aim to raise school-wide awareness about the importance of mutual respect, empathy, and caring attitudes, while also fostering a child-friendly school culture. This program not only focuses on bullying prevention but also enhances students' social skills, empathy, and psychological resilience (Petra Haumahu et al., 2025).

This initiative reflects a commitment to creating a safe and enjoyable learning space for all students. It is hoped that the activities carried out in this program will have a sustainable positive impact on student wellbeing and contribute to shaping better student character.

2. METHOD

The psychoeducational activity was conducted on May 21, 2025, at SD Negeri 9 Dewantara, under the theme “Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara: Together We Are Safe and Happy at School.” The event was designed with a participatory educational approach, involving material presentations, discussions, educational video screenings, group games, and reflective sessions.

The method combined interactive outreach and engaging group activities, structured in a way that remained enjoyable while maintaining focus on educational objectives. The entire activity aimed to enhance students' understanding of bullying and foster a collective awareness to create a safe and comfortable school environment.

The event began with an opening session by the Master of Ceremony (MC), followed by the recitation of verses from the Holy Qur'an and welcoming remarks from school officials. To create a positive and engaging atmosphere, the session started with an interactive quiz on the topic of bullying.

The main session was led by Mrs. Cut Ita Zahara, S.Psi., M.Psi., who provided a comprehensive explanation of bullying, including its definitions, various forms (physical, verbal, relational, and cyberbullying), and its psychological impacts on students' wellbeing. The presentation was delivered using multimedia to facilitate better understanding among the students. This session was followed by a Q&A discussion, providing students the opportunity to ask questions and share their personal reflections.

As a token of appreciation, the organizing committee presented a certificate of appreciation to the speaker. Students were then invited to watch an educational anti-bullying video, which showcased behaviors to avoid and methods of prevention. The video served as a visual reinforcement of the previously presented materials.

The program continued with a fun ice-breaking session and group games designed to instill values of collaboration, empathy, and non-violence. Active participants received prizes as a form of encouragement and recognition.

The entire event ran from 08:30 AM until completion, supervised by the organizing committee and accompanying teachers. It concluded with a closing prayer and group photo documentation. Overall, students showed high levels of participation and enthusiasm throughout the event.

3. RESULT AND DISCUSSION

3.1 Results

The psychoeducational activity held on May 21, 2025, at SD Negeri 9 Dewantara successfully achieved its goal of raising awareness about bullying and the importance of creating a safe school environment. Under the theme “Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara: Together We Are Safe and Happy at School,” the program actively engaged students through various educational sessions. The activities began with a host opening the event, followed by a recitation of the Holy Qur’an and welcoming remarks from school representatives.



Figure 1. Psychoeducational Activity

The material presentation by Mrs. Cut Ita Zahara, S.Psi., M.Psi., was delivered in a communicative manner, followed by an active Q&A discussion. An educational video on anti-bullying reinforced students’ understanding of the topic presented. The ice-breaking session and group games fostered collaboration and empathy among students. Finally, the activity concluded with a closing prayer and group documentation session.

Overall, participants demonstrated high levels of participation and enthusiasm throughout the activity. They actively asked questions and shared perspectives, which indicated an improved understanding of the issue of bullying and the importance of student wellbeing. This program successfully increased students' awareness about bullying and provided them with the tools to identify and respond to such behaviors. It is hoped that this effort will continue and lead to the development of a more inclusive and supportive school culture. In the future, follow-up activities are expected to further reinforce the values taught and sustainably enhance student wellbeing.

3.1 Discussion

Bullying is a complex phenomenon that has multidimensional impacts on children’s development—psychologically, socially, and academically. According to Olweus (1993), bullying is a form of aggressive behavior carried out intentionally and repeatedly against a weaker individual, with the goal of dominating or harming the victim. In the school environment, bullying can undermine

students' sense of safety, reduce learning motivation, and even lead to serious psychological problems such as anxiety, depression, and suicidal ideation (Rigby, 2003; Smith et al., 2008).

The psychoeducational program themed “Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara: Together We Are Safe and Happy at School”, held on May 21, 2025, was a concrete effort to educate elementary school students on the importance of building a safe, inclusive, and supportive environment. The program incorporated a participatory approach that combined interactive lectures, discussions, educational video screenings, group games, and reflection sessions. This approach proved effective in enhancing students' understanding of bullying issues, while also instilling positive social values such as empathy, collaboration, and mutual respect (Willard, 2007; Gunawan, 2023).

The selection of SDN 9 Dewantara as the program site was based on strategic considerations, recognizing that elementary education institutions play a crucial role in shaping children's character from an early age. Schools are not only centers of academic learning but also critical social learning arenas (Noviyanti, 2020). Therefore, such interventions are expected to lay the foundation for a child-friendly and violence-free school culture.

The core material was delivered by the qualified speaker Mrs. Cut Ita Zahara, S.Psi., M.Psi., who provided in-depth explanations on the definition of bullying, its various forms (physical, verbal, relational, and cyber), and its impact on students' psychological wellbeing. The use of presentation media and a communicative delivery style significantly improved student understanding. This was further reinforced by the Q&A session, which allowed participants to openly share questions and personal experiences. According to Petra Haumahu et al. (2025), interactive learning that actively engages students can enhance material retention and strengthen students' social and emotional skills.

Visual and emotional elements were also reinforced through the screening of an anti-bullying educational video. Audio-visual media is particularly effective in conveying moral messages and fostering affective understanding, especially among elementary school children who are still in the concrete operational stage of cognitive development (Santrock, 2011). Moreover, the group games and ice-breaking sessions served as tools for building positive group dynamics, promoting teamwork, and encouraging non-violent behavior in practical and engaging ways.



Figure 2. Awarding of Door Prizes and Certificates



Figure 3. Group Photo Session

Students' active participation throughout the event demonstrated that the methods used were successful in stimulating their interest and emotional involvement in the topic. Rewarding active participants with prizes served as a form of positive reinforcement, encouraging prosocial behavior and motivation to learn (Skinner, 1953).

In general, the program made a positive contribution to enhancing students' awareness of the need for a safe and respectful school environment. Additionally, the program supported efforts to improve student wellbeing, defined as students' holistic welfare including physical, mental, social, and emotional aspects (Gunawan, 2023). Through this fun, participatory educational approach, students were equipped with crucial social and emotional skills needed to face social challenges at school.

4. CONCLUSION

The psychoeducational program “Preventing Bullying to Improve Student Wellbeing at SDN 9 Dewantara” demonstrates that an interactive and participatory educational approach can be an

effective strategy in creating a safe, inclusive, and supportive school environment. The activities—ranging from expert-led sessions, open discussions, video screenings, to group games—successfully enhanced students’ understanding of different forms of bullying, its impacts, and the importance of healthy social relationships.

The high level of student participation and enthusiasm indicates that the methods applied were able to engage both their cognitive and emotional domains, while promoting values such as empathy, cooperation, and care for others. Beyond preventing bullying, this initiative also strengthened students' social and emotional capacities, which are integral components of student wellbeing.

This program not only serves as a bullying prevention effort but also lays the foundation for building a child-friendly, supportive, and violence-free school culture. In the future, similar programs should be implemented on a regular and ongoing basis to strengthen the positive impacts and help create a generation of students who are psychologically healthy, confident, and happy in their school environment.

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