

Multi-Level Approach-Based Anti-Bullying Education: Impact, Challenges, and Classroom Management Dynamics at Puguh Village Public Elementary School

Ainun Gufron, Firsty Maulida Rahma, Lailatul Maghfiroh
Universitas Islam Negeri Walisongo Semarang, Indonesia
2208086118@student.walisongo.ac.id

Abstract

Bullying in elementary school settings can negatively impact students' psychological and academic development. This community service program aimed to provide education and raise awareness regarding anti-bullying measures for elementary school students in Puguh Village, Boja District, Kendal Regency. The initiative employed the Participatory Action Research (PAR) method, utilizing three distinct sessions tailored to specific grade levels to ensure appropriate content delivery. The activities were conducted by UIN Walisongo Community Service (KKN) students on November 5 and 10, 2025. The results demonstrated that segmenting sessions based on children's developmental stages significantly influenced classroom dynamics. The session for upper-grade students (Grades 4–6) proved the most effective; the session for early-grade students (Grade 1) required interactive strategies incorporating songs and movement; while the session for middle-grade students (Grades 2–3) presented significant classroom management challenges. These findings underscore the importance of employing varied pedagogical methods and adaptive classroom management when delivering character education to elementary school-aged children.

Keywords: Anti-Bullying, Character Education, Classroom Conditioning, Puguh Village

Introduction

School-based bullying is a social phenomenon that threatens children's physical, emotional, and academic development (Olweus, 2013). At the elementary school level, acts of bullying are often dismissed by students as mere joking or normal interaction, owing to their immature understanding of the boundaries of respectful behavior (Rigby, 2012). Without early understanding and intervention, bullying behavior can become ingrained as a negative habit that persists into higher levels of education (Coloroso, 2015).

Puguh Village, located in Boja District, Kendal Regency, possesses a significant population of school-aged children. However, preliminary observations by the UIN Walisongo Community Service (KKN) team revealed the presence of mild verbal and physical bullying among elementary school students. A lack of specific character education programs addressing bullying prevention has resulted in students lacking full awareness of the adverse effects of bullying on both victims and perpetrators (Zakiyah et al., 2017).

Recognizing this urgency, the community service team designed an Anti-Bullying Awareness Program that is interactive in nature and tailored to the students' level of cognitive development (Piaget, 1972). This activity serves as a promotional and preventive measure aimed at fostering a safe, inclusive, and child-friendly school environment in Puguh Village.

Methods

This community service activity was conducted by UIN Walisongo Semarang KKN (Student Community Service) students at an elementary school in Puguh Village, Boja District, Kendal Regency. The outreach activities were carried out in a series of sessions on November 5 and November 10, 2025.

The service method employed was Participatory Action Research (PAR), combining interactive outreach, educational games, and group mentoring (Stringer, 2014; Afandi et al., 2022). To enhance the effectiveness of material delivery, the outreach was divided into three sessions based on grade levels:

1. Session 1 (Upper Grades: Grades 4, 5, and 6): Held on November 5, 2025, focusing on understanding the concept of bullying, types of bullying (verbal, physical, social), and their psychological impacts.
2. Session 2 (Early Grades: Grades 1A and 1B): Held on November 10, 2025, utilizing kinesthetic and audio-visual approaches through songs, physical movements, and illustrated stories.
3. Session 3 (Middle Grades: Grades 2 and 3): Held on November 10, 2025, focusing on instilling values of empathy and mutual respect through discussions and ice-breaking activities.

Activity evaluation was conducted via participant observation to measure levels of focus, engagement, and the effectiveness of classroom management during each session (Stringer, 2014).

Results

The implementation of the anti-bullying awareness program in Puguh Village offers valuable real-world insight into the importance of aligning teaching methods with children's emotional development and attention spans (Piaget, 1972). An in-depth evaluation of the three sessions is presented below:

1. Analysis of Student Readiness and Participation: Upper-Grade Session (Session 1: Grades 4, 5, and 6)

The first session, held on November 5, 2025, proceeded in a highly conducive atmosphere and successfully achieved optimal levels of material comprehension. Students in grades 4, 5, and 6 are in the transition from the concrete operational to the formal operational stage, a period in which they are capable of logical reasoning and understanding cause-and-effect relationships (Piaget, 1972). The students maintained a stable level of concentration, allowing them to effectively grasp the material presented—including definitions of bullying, forms of cyberbullying, and the associated legal and moral consequences. Active two-way discussion ensued as students were encouraged to identify examples of deviant behavior within their own environments (Coloroso, 2015).



2. Kinesthetic Approach in Early-Grade Sessions (Session 2: Classes 1A and 1B)

The second session, held on November 10, 2025, faced challenges regarding the limited attention span of 6- to 7-year-old children. To maintain the engagement of students in classes 1A and 1B, the team had to expend extra energy through continuous stimulation (Slavin, 2018). An instructional approach utilizing songs, physical movements, and repetitive communicative delivery successfully captured the students'

PARTISIPAN

Jurnal Pengabdian Masyarakat

Vol. 1, No. 2, September, 2025, page. 61 - 65

focus. This method aligns with early childhood learning theories, which emphasize the need for significant sensory and kinesthetic input to ensure that anti-bullying moral messages are understood in simple terms (Santrock, 2018).

3. Evaluation of Dynamics and Classroom Management Challenges in Middle-Grade Sessions (Session 3: Classes 2 and 3)

The third session, also held on November 10, 2025, for classes 2 and 3, presented the highest level of difficulty regarding classroom management. The atmosphere tended to be chaotic, characterized by many students failing to pay attention to the presenter, engaging in side conversations, and proving difficult to manage. Students in this age group often experience a transition from an initial adjustment phase to a phase marked by a strong urge for group play (Santrock, 2018). Efforts to use "ice-breaking" activities—usually an effective strategy—were less successful due to the already high level of distraction among students within the room.

4. Factors Contributing to the Ineffectiveness of Ice-Breaking Activities in Middle-Grade Classes

The failure of ice-breaking activities to refocus students in classes 2 and 3 was influenced by several factors, including physical fatigue (as the session took place approaching midday), excessively large class sizes, and a collective urge to interact with peers (Slavin, 2018). When a child's stimulation threshold is exceeded (overstimulation), brief interventions such as "ice-breakers" are no longer sufficient to regain attention without resorting to small-group arrangements or rest breaks (Rigby, 2012).

5. Implications of Classroom Management Strategies for Character Education

The dynamics observed across the three sessions underscore that classroom management is pivotal to the success of character education (Slavin, 2018). High-quality anti-bullying awareness material cannot be effectively conveyed if the classroom environment is not conducive to learning. Consequently, facilitators or educators must possess the ability to rapidly adapt their strategies when faced with classroom disruptions.

6. Recommendations for Modifying Learning Methods Based on Grade Level

Field findings indicate that future anti-bullying educational interventions require precisely tailored approaches. For lower grades (Grade 1), instruction should heavily feature visual elements and storytelling. For intermediate grades (Grades 2 and 3), the class should ideally be divided into small groups—utilizing a micro-teaching approach—with a facilitator assigned to each group to minimize noise and disorder. Meanwhile, for upper grades (Grades 4–6), the quality of case study and role-playing methods can be further enhanced (Zakiyah et al., 2017).

7. Program Sustainability and the Role of the School

The anti-bullying education provided by the UIN Walisongo Community Service (KKN) students served as an initial catalyst for the school in Puguh Village. To sustain student understanding, it is recommended that the school integrate anti-bullying values into daily rules and routine school activities (habituation), thereby permanently maintaining a safe, bullying-free learning environment (Olweus, 2013; Coloroso, 2015).

Conclusion

An anti-bullying awareness initiative conducted by UIN Walisongo Community Service (KKN) students in Puguh Village, Boja District, Kendal Regency, successfully mapped student response dynamics across different grade levels. The session for upper-grade students (Grades 4–6) proceeded smoothly with high material absorption, while the session for early-grade students (Grade 1) was successfully managed through song and movement-based stimulation; conversely, the session for middle-grade students (Grades 2–3) faced classroom management challenges due to high levels of internal student distraction. These findings underscore the importance of flexible teaching methods, more proportional grouping of students, and the application of appropriate classroom management techniques when delivering moral and character education to elementary school students.

References

- Afandi, A., et al. (2022). *Community Service Methodology*. Jakarta: Directorate of Islamic Higher Education, Ministry of Religious Affairs of the Republic of Indonesia.
- Coloroso, B. (2015). *The Bully, the Bullied, and the Not-So-Innocent Bystander*. New York: HarperCollins.
- Olweus, D. (2013). School Bullying: Development and Prevention. *World Psychiatry*, 12(2), 160-161.
- Piaget, J. (1972). *The Psychology of the Child*. New York: Basic Books.
- Rigby, K. (2012). *Bullying Interventions in Schools: Six Basic Approaches*. West Sussex: Wiley-Blackwell.
- Santrock, J. W. (2018). *Educational Psychology* (6th ed.). New York: McGraw-Hill Education.
- Slavin, R. E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). New York: Pearson.
- Stringer, E. T. (2014). *Action Research* (4th ed.). Thousand Oaks: SAGE Publications.
- Zakiah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Factors Influencing Adolescents to Engage in Bullying. *Journal of Research & Community Service (JPPM)*, 4(2), 129-330.