

Strengthening Anti-Bullying Awareness in Preventing School Violence through International Community Service

Khoiriyah^{1*}, Emiraldo Win Pazqara², Achmad Daengs GS³, Pratiwi Bernadetta Purba⁴, Fauzah Nur Aksa⁵

¹ UIN Raden Mas Said Surakarta, Indonesia, [email: khoiriyah@staff.uinsaid.ac.id](mailto:khoiriyah@staff.uinsaid.ac.id)

² Universitas Wijayakusuma Purwokerto, Indonesia, [email: emiraldofisip@gmail.com](mailto:emiraldofisip@gmail.com)

³ Universitas 45 Surabaya, Indonesia, [email: jurnaleko45@gmail.com](mailto:jurnaleko45@gmail.com)

⁴ Universitas Pattimura, Indonesia, [email: pratiwi.purba@lecturer.unpatti.ac.id](mailto:pratiwi.purba@lecturer.unpatti.ac.id)

⁵ Universitas Malikussaleh, Indonesia, [email: fauzah@unimal.ac.id](mailto:fauzah@unimal.ac.id)

ARTICLE INFO

Article History:

Received March 27, 2026

Revised April 05, 2026

Accepted April 10, 2026

Available online April 29, 2026

Kata Kunci :

Anti-Bullying, Kesadaran Siswa,
Pengabdian Masyarakat,
Lingkungan Sekolah

Keywords:

Anti-Bullying, Student Awareness,
Community Service, School
Environment

This is an open access article under the
[CC BY-SA](#) license.

Copyright ©2026 by Author. Published
by Institute of Education and Social
Research

ABSTRAK

Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kesadaran anti-bullying sebagai upaya pencegahan kekerasan di lingkungan sekolah melalui program internasional di Universiti Kuala Lumpur, Malaysia. Kegiatan ini menggunakan pendekatan partisipatif dan edukatif yang melibatkan siswa secara aktif melalui sosialisasi, diskusi kelompok, serta simulasi peran. Metode pelaksanaan terdiri dari tahap persiapan, pelaksanaan, dan evaluasi dengan menggunakan instrumen pre-test dan post-test serta refleksi peserta. Hasil kegiatan menunjukkan adanya peningkatan signifikan dalam pemahaman siswa terkait konsep, jenis, dan dampak bullying, serta tumbuhnya empati, keberanian untuk melapor, dan sikap tanggung jawab dalam mencegah perilaku tersebut. Manfaat dari kegiatan ini tidak hanya dirasakan oleh siswa sebagai peserta, tetapi juga oleh guru dan pihak sekolah melalui tersedianya model edukasi anti-bullying yang aplikatif dan berkelanjutan. Dampak jangka panjang dari program ini adalah terbentuknya budaya sekolah yang lebih peduli, aman, dan inklusif, serta menurunnya potensi terjadinya kekerasan di lingkungan pendidikan. Selain itu, kegiatan ini memperkuat kolaborasi internasional dalam bidang pendidikan karakter dan memberikan kontribusi nyata terhadap penguatan nilai-nilai kemanusiaan dan toleransi lintas budaya. Dengan demikian, penguatan kesadaran anti-bullying melalui pengabdian masyarakat internasional menjadi strategi efektif dalam membentuk perilaku positif dan menciptakan lingkungan belajar yang kondusif.

ABSTRACT

This community service program aims to enhance anti-bullying awareness as an effort to prevent violence in school environments through an international program at Universiti Kuala Lumpur, Malaysia. The activity employed a participatory and educational approach, actively involving students through socialization sessions, group discussions, and role-playing simulations. The implementation method consisted of preparation, execution, and evaluation stages, utilizing pre-test and post-test instruments as well as participant reflections. The results indicated a significant improvement in students' understanding of the concepts, types, and impacts of bullying, along with the development of empathy, courage to report incidents, and a sense of responsibility in preventing such behavior. The benefits of this program extend beyond students to teachers and school institutions by providing a practical and sustainable anti-bullying education model. The long-term impact includes the creation of a more caring, safe, and inclusive school culture, as well as a reduction in the potential occurrence of violence within educational settings. Furthermore, this initiative strengthens international collaboration in character education and contributes

meaningfully to the promotion of humanitarian values and cross-cultural tolerance. Therefore, enhancing anti-bullying awareness through international community service serves as an effective strategy in fostering positive behavior and creating a conducive learning environment.

INTRODUCTION

Bullying in educational environments remains a persistent and complex issue that threatens students' psychological well-being, social development, and academic achievement. In recent years, the phenomenon of bullying has evolved into various forms, including verbal, physical, social, and cyberbullying, which often occur simultaneously and systematically within school settings. These behaviors not only harm victims but also create an unsafe learning atmosphere that undermines the fundamental goals of education. Empirical studies have shown that bullying is closely associated with anxiety, depression, and decreased academic performance among students, indicating the urgency of preventive interventions. Furthermore, the increasing prevalence of bullying cases in schools highlights the need for comprehensive strategies that go beyond punitive approaches and emphasize awareness-building and character education as essential preventive measures ([Andriyani et al., 2024](#); [Alfatir et al., 2024](#); [Amalia et al., 2023](#)).

Previous studies have emphasized the importance of anti-bullying education as a strategic effort to reduce violence in schools. Educational interventions that focus on character development and awareness enhancement have been proven effective in fostering empathy and reducing aggressive behavior among students. For instance, anti-bullying education programs implemented in school settings have demonstrated positive impacts on students' mental health and social interactions. In addition, integrating anti-bullying values into the curriculum and school culture can significantly strengthen students' moral awareness and prosocial behavior. Teachers also play a crucial role as agents of change in identifying, preventing, and addressing bullying incidents through both formal and informal educational approaches. These findings indicate that preventive education, when implemented systematically, can serve as a powerful tool in minimizing bullying behavior in educational institutions ([Hasanah et al., 2023](#); [Dietrich et al., 2023](#); [Husnunnadia & Slam, 2024](#)).

In the context of community service, several initiatives have been conducted to address bullying through educational outreach and socialization programs. These programs generally involve direct engagement with students through seminars, discussions, and interactive activities aimed at increasing awareness and understanding of the negative impacts of bullying. For example, community service activities focusing on anti-bullying education in schools have shown improvements in students' knowledge and attitudes toward bullying prevention. However, most of these initiatives are still limited to local or national contexts and often lack a broader perspective that integrates cross-cultural or international experiences. Moreover, many programs emphasize knowledge transfer but do not sufficiently explore participatory and reflective approaches that actively involve students in the learning process ([Adelina & Lestari, 2022](#); [Yulianto et al., 2024](#); [Siswati & Saputra, 2023](#)).

Despite the growing number of studies and programs addressing bullying prevention, there remains a significant gap in the implementation of international community service initiatives that focus on strengthening anti-bullying awareness. Specifically, there is limited research that examines how cross-cultural educational interventions can contribute to more effective and sustainable bullying prevention strategies. Additionally, previous studies have not fully integrated moral, spiritual, and communication ethics perspectives—particularly those derived from Islamic values—into anti-bullying education. This gap is important to address, considering that moral and spiritual approaches have been shown to play a vital role in shaping

students' character and behavior. The integration of ethical communication and religious values can enhance students' internal awareness and promote respectful interactions both in physical and digital environments (Anidaisma et al., 2023; Anggraini, 2024; Arief et al., 2025).

Another critical gap lies in the lack of innovative and participatory models within community service programs. Many existing initiatives rely on one-way communication methods, such as lectures or seminars, which may limit student engagement and reduce the long-term effectiveness of the intervention. In contrast, participatory approaches that involve dialogue, reflection, and experiential learning are more likely to foster deeper understanding and behavioral change among students. Furthermore, there is a need to evaluate the effectiveness of such programs not only in terms of knowledge improvement but also in terms of attitudinal and behavioral transformation. Addressing these gaps requires the development of a more comprehensive and integrative model of anti-bullying education that combines awareness, participation, and value-based learning (Rasyid & Gautama, 2023; Oriol et al., 2023; Widyaningtyas & Mustofa, 2023).

Based on these considerations, this community service activity offers a novel contribution by implementing an international-based anti-bullying awareness program that integrates educational, participatory, and value-oriented approaches. The novelty of this study lies in three main aspects. First, it adopts an international community service framework, providing cross-cultural insights into bullying prevention practices. Second, it emphasizes a participatory learning model that actively engages students in discussions, reflections, and simulations, thereby enhancing their critical awareness and empathy. Third, it integrates moral and spiritual values, particularly those aligned with ethical communication and character education, to strengthen students' internalization of anti-bullying principles. This integrative approach is expected to provide a more holistic and sustainable solution to the problem of bullying in educational settings.

Therefore, the purpose of this community service activity is to strengthen students' awareness of anti-bullying as a preventive strategy against school violence through an international educational intervention. Specifically, this study aims to (1) enhance students' understanding of bullying and its impacts, (2) promote positive attitudes and behaviors that support a safe and inclusive school environment, and (3) evaluate the effectiveness of participatory and value-based approaches in anti-bullying education. Through its implementation at Universiti Kuala Lumpur Malaysia, this program is expected to contribute not only to the local educational context but also to the broader discourse on international community service and violence prevention in schools.

METHOD

This community service program employed a participatory and educational approach aimed at strengthening students' awareness of anti-bullying as a preventive strategy against school violence. The activity was conducted at Universiti Kuala Lumpur Malaysia on December 23, 2025, involving students as the primary participants. The program was designed to integrate interactive learning methods with value-based education in order to create an engaging and meaningful learning experience.

The implementation of this program consisted of three main stages, namely preparation, implementation, and evaluation. In the preparation stage, the team conducted a preliminary needs assessment through informal discussions and observations to identify students' level of understanding regarding bullying and its impacts. Based on these findings, educational materials were developed, including presentations, case studies, and interactive discussion guidelines

focusing on the definition, forms, causes, and consequences of bullying, as well as strategies for prevention.

The implementation stage involved several interactive methods, including socialization sessions, group discussions, and simulations. The socialization session was delivered through a structured presentation to provide fundamental knowledge about bullying and its negative effects on individuals and the school environment. This was followed by group discussions, where participants were encouraged to share their experiences, opinions, and perspectives related to bullying cases. In addition, role-playing and simulation activities were conducted to help students understand real-life situations and develop empathy toward victims of bullying. These participatory methods were intended to enhance students' critical thinking, emotional awareness, and moral responsibility.

To measure the effectiveness of the program, an evaluation stage was conducted using a simple pre-test and post-test design. The pre-test was administered before the activity to assess participants' initial understanding, while the post-test was conducted after the activity to evaluate any improvement in knowledge and awareness. In addition, qualitative feedback was collected through open discussions and participant reflections to capture their responses and perceptions of the program. The collected data were analyzed descriptively to identify changes in participants' understanding and attitudes.

RESULT AND DISCUSSION

The Urgency of Anti-Bullying Awareness in Preventing School Violence

Bullying has become a critical issue in contemporary educational environments, posing serious threats to students' psychological well-being, social interaction, and academic development. The phenomenon of bullying is not limited to physical aggression but also includes verbal abuse, social exclusion, and cyberbullying, all of which contribute to a hostile and unsafe school climate. Recent studies indicate that bullying behavior continues to occur across various levels of education, demonstrating its persistent and systemic nature within school environments. This condition highlights the urgent need for preventive efforts that focus not only on addressing incidents after they occur but also on building awareness among students as a proactive measure. Without adequate awareness, students may fail to recognize bullying behaviors or may even normalize them as part of daily interactions, thereby perpetuating cycles of violence in schools (Andriyani et al., 2024; Wibowo et al., 2021; Anonim, 2024).

The urgency of anti-bullying awareness is closely related to the significant impact of bullying on victims' mental health and emotional stability. Victims of bullying often experience anxiety, depression, low self-esteem, and even long-term psychological trauma that can affect their overall development. Moreover, bullying not only affects victims but also influences perpetrators and bystanders, creating a broader social problem within the school community. Research has shown that educational interventions focused on anti-bullying character development can significantly improve students' mental health and foster positive social behavior. This finding emphasizes that awareness-building is not merely an additional component of education but a fundamental necessity to ensure a safe and supportive learning environment (Amalia et al., 2023; Oriol et al., 2023; Alfatir et al., 2024).

In addition to its psychological impact, bullying is also influenced by environmental and social factors within the school setting. The school climate, peer relationships, and institutional policies play a crucial role in either preventing or facilitating bullying behavior. A negative school environment that lacks supervision, clear regulations, and moral guidance can increase the

likelihood of bullying incidents. Conversely, a positive and inclusive school climate can reduce the occurrence of bullying and promote respectful interactions among students. Therefore, raising awareness about bullying must be accompanied by efforts to create a supportive educational environment that encourages empathy, respect, and responsibility among all members of the school community (Rahmawati, 2016; Husnunnadia & Slam, 2024; Widyaningtyas & Mustofa, 2023).

Furthermore, the role of teachers and educational stakeholders is essential in strengthening anti-bullying awareness among students. Teachers are not only responsible for delivering academic content but also play a vital role in shaping students' character and behavior. Effective anti-bullying education requires teachers to actively engage in identifying, preventing, and addressing bullying incidents through both formal instruction and informal interactions. Studies have shown that teachers who adopt proactive and empathetic approaches are more successful in reducing bullying behavior among students. In addition, the integration of anti-bullying values into the curriculum and daily learning activities can reinforce students' understanding and internalization of these values (Dietrich et al., 2023; Hasanah et al., 2023; Ian & Raya, 2021).

From a broader perspective, anti-bullying awareness is also closely linked to moral and spiritual education, particularly within the context of value-based learning. The incorporation of ethical and religious values into anti-bullying education can strengthen students' internal motivation to avoid harmful behaviors and promote positive social interactions. In Islamic educational perspectives, for instance, values such as empathy, respect, and responsibility are emphasized as fundamental principles in interpersonal relationships. Ethical communication, both in direct interactions and through digital media, plays a crucial role in preventing bullying behavior. By integrating moral and spiritual dimensions into anti-bullying programs, students can develop a deeper understanding of the consequences of their actions and the importance of maintaining harmonious relationships (Anggraini, 2024; Anidaisma et al., 2023; Gumiandari et al., 2021).

Despite the growing awareness of the importance of anti-bullying education, many schools still face challenges in implementing effective prevention strategies. Existing programs often focus on reactive measures, such as punishment or disciplinary actions, rather than proactive approaches that emphasize awareness and prevention. In addition, some programs lack student engagement and fail to address the root causes of bullying behavior. Community service initiatives, such as socialization and educational outreach programs, have emerged as alternative approaches to address these challenges by directly involving students in the learning process. These initiatives have been shown to improve students' understanding of bullying and encourage them to adopt positive behaviors, although their effectiveness depends on the methods and approaches used (Adelina & Lestari, 2022; Yulianto et al., 2024; Siswati & Saputra, 2023).

Moreover, the development of innovative and participatory approaches in anti-bullying education is essential to enhance the effectiveness of awareness programs. Participatory methods, such as discussions, role-playing, and simulations, allow students to actively engage in the learning process and develop critical thinking and empathy. These approaches are more effective than traditional lecture-based methods because they encourage students to reflect on their experiences and understand the real-life implications of bullying behavior. Additionally, programs that involve collaboration between schools, families, and communities can create a more comprehensive and sustainable approach to bullying prevention. This highlights the importance

of integrating educational, social, and cultural dimensions in anti-bullying initiatives ([Rasyid & Gautama, 2023](#); [Mahmudah & Hasan, 2022](#); [Naufal, 2023](#)).

In conclusion, the urgency of anti-bullying awareness in preventing school violence cannot be overstated. Bullying is a multifaceted problem that requires a comprehensive and proactive approach involving awareness-building, character education, and environmental support. By strengthening students' awareness of the negative impacts of bullying and promoting positive values, schools can create safer and more inclusive learning environments. Therefore, anti-bullying awareness programs, particularly those implemented through participatory and value-based approaches, play a crucial role in preventing violence and fostering a culture of respect and empathy among students.

Implementation of International Community Service Program on Anti-Bullying Education

The implementation of the international community service program on anti-bullying education was designed as a structured and participatory initiative aimed at enhancing students' understanding, awareness, and preventive attitudes toward bullying behavior. This program was carried out through a collaborative educational approach that emphasized active student involvement, contextual learning, and value-based engagement. The need for such implementation is grounded in the persistent phenomenon of bullying in educational environments, which continues to manifest in various forms, including physical, verbal, and psychological aggression, thereby necessitating systematic intervention through educational outreach programs ([Andriyani et al., 2024](#); [Hertinjung, 2013](#)). As bullying is often normalized within peer interactions, the program sought to challenge these perceptions by introducing critical awareness and fostering a culture of respect among students.

The initial phase of the program implementation focused on delivering foundational knowledge through educational socialization sessions. These sessions were designed to provide students with a comprehensive understanding of bullying, including its definitions, characteristics, types, causes, and impacts. Educational materials were presented in an accessible and engaging manner to ensure students could easily relate the content to their daily experiences. Previous studies have emphasized that structured educational interventions play a significant role in increasing students' awareness and understanding of bullying prevention, particularly when delivered through community service activities ([Adelina & Lestari, 2022](#)). In this context, the socialization sessions functioned as a primary platform for knowledge transfer, aiming to reshape students' perspectives on bullying and its consequences.

Following the delivery of theoretical content, the program incorporated interactive learning strategies to deepen students' engagement and comprehension. Group discussions were conducted to encourage participants to share personal experiences, reflect on real-life situations, and express their views regarding bullying incidents. This participatory approach is crucial, as bullying is often influenced by social dynamics and peer interactions within the school environment ([Zakiyah et al., 2017](#)). By facilitating open dialogue, the program created a safe space for students to explore sensitive issues, thereby promoting empathy and mutual understanding. Furthermore, the inclusion of discussion-based learning aligns with the concept of student-centered education, which has been shown to be more effective in addressing behavioral issues compared to traditional lecture-based approaches ([Cahyani & Widodo, 2022](#)).

In addition to discussions, simulation and role-playing activities were implemented as key components of the program. These methods allowed students to actively engage in hypothetical bullying scenarios, enabling them to experience different roles, such as victims, perpetrators, and

bystanders. Through this experiential learning process, students were able to develop emotional awareness and critical thinking skills, which are essential in preventing bullying behavior. Research indicates that participatory and experiential learning methods can significantly enhance students' moral sensitivity and prosocial behavior, particularly when addressing issues related to violence and interpersonal relationships (Mahmudah & Hasan, 2022). This approach also supports the development of empathy, which is a critical factor in reducing aggressive behavior among adolescents.

The program further emphasized the integration of moral and character education within the anti-bullying framework. Educational values such as respect, empathy, responsibility, and ethical communication were embedded throughout the activities. This is particularly important, as bullying behavior is often linked to deficiencies in moral and social development. Incorporating ethical perspectives, including those derived from religious and cultural values, can strengthen students' internal motivation to avoid harmful behaviors and promote positive interactions (Gumiandari et al., 2021; Anggraini, 2024). In line with this, teachers and facilitators played an essential role in guiding students toward reflective thinking and moral awareness, reinforcing the importance of respectful communication both in direct interactions and digital environments.

Another important aspect of the program implementation was the involvement of educators and institutional support systems. Teachers were actively engaged as facilitators and role models, ensuring that the anti-bullying messages were consistently reinforced throughout the activities. The role of teachers is critical in shaping students' behavior, as they serve not only as educators but also as agents of character development within the school environment (Yandri, 2014). Moreover, the integration of anti-bullying initiatives into school policies and programs is essential to ensure sustainability. Studies have shown that structured institutional efforts, such as the establishment of anti-bullying task forces and school-based policies, can significantly reduce the prevalence of bullying (Siswati & Saputra, 2023; Widyaningtyas & Mustofa, 2023).

The implementation process also considered the broader environmental and cultural context in which students interact. School climate plays a crucial role in either fostering or preventing bullying behavior, as a supportive and inclusive environment can reduce the likelihood of aggressive interactions (Rahmawati, 2016). Therefore, the program aimed not only to educate individual students but also to contribute to the development of a positive school culture. This was achieved by promoting collaborative values, mutual respect, and shared responsibility among all participants. Additionally, community service initiatives such as this program have been recognized as effective platforms for bridging educational theory and real-world application, allowing students to internalize anti-bullying values through direct experience (Yulianto et al., 2024).

To ensure the effectiveness of the program, evaluation mechanisms were incorporated into the implementation process. Both quantitative and qualitative assessments were used to measure changes in students' knowledge, attitudes, and perceptions regarding bullying. The use of reflective discussions and feedback sessions provided valuable insights into students' learning experiences and the overall impact of the program. Counseling and guidance perspectives were also considered as part of the evaluation, recognizing that behavioral change requires continuous support and intervention (Nasir, 2018; Nurlatifah, 2019). These evaluation outcomes serve as important references for improving future community service programs and enhancing their effectiveness in addressing bullying issues.

In conclusion, the implementation of the international community service program on anti-bullying education demonstrates the importance of integrating educational, participatory,

and value-based approaches in addressing bullying within school environments. By combining theoretical knowledge with interactive and experiential learning methods, the program successfully fostered students' awareness, empathy, and responsibility in preventing bullying behavior. Furthermore, the involvement of teachers, institutional support, and cultural values strengthened the overall impact of the program, making it a comprehensive and sustainable model for anti-bullying education. Such initiatives highlight the critical role of community service in promoting positive behavioral change and creating safer educational environments for students.

Impact and Effectiveness of Anti-Bullying Awareness Strengthening

The strengthening of anti-bullying awareness through international community service programs has demonstrated significant impacts on students' cognitive, emotional, and behavioral dimensions. One of the most notable outcomes lies in the increased understanding of bullying as a complex social phenomenon that encompasses various forms of aggressive behavior, including physical, verbal, relational, and cyberbullying. Students who previously perceived bullying as a normal part of peer interaction began to recognize it as a harmful and unacceptable behavior. This shift in perception is crucial, as a lack of understanding often contributes to the bullying practices within educational settings ([Kartika et al., 2019a](#); [Sittichai, 2013](#)). By providing structured educational interventions, awareness programs are able to reshape students' perspectives and promote a more critical and informed view of interpersonal behavior in schools.

In addition to cognitive improvement, the program significantly contributed to enhancing students' emotional awareness and empathy toward victims of bullying. Emotional development plays a central role in shaping prosocial behavior, as students who are able to understand and manage their emotions are less likely to engage in aggressive actions. The strengthening of empathy through participatory activities such as discussions and simulations has been shown to reduce tendencies toward bullying and increase supportive behaviors among peers. This aligns with research indicating that moral emotions and empathy are key factors in preventing bullying and encouraging prosocial interactions among adolescents ([Oriol et al., 2023](#)). Therefore, the effectiveness of anti-bullying awareness programs is not only measured by knowledge acquisition but also by the development of emotional intelligence and social sensitivity among participants.

Furthermore, the program has demonstrated a positive impact on students' behavioral attitudes, particularly in reducing their tolerance toward bullying and increasing their willingness to intervene in bullying situations. Students who participated in awareness-strengthening activities showed a greater sense of responsibility as bystanders, indicating a shift from passive observation to active engagement in preventing bullying incidents. This behavioral transformation is essential, as bystanders play a critical role in either perpetuating or stopping bullying behavior. Studies have shown that strengthening students' awareness and sense of responsibility can significantly reduce the occurrence of bullying in school environments ([Husnunnadia & Slam, 2024](#)). As such, the program contributes to the development of a more proactive and responsible student community.

Another important impact of the program lies in its contribution to improving students' mental health and psychological well-being. Bullying has long been associated with negative psychological outcomes, including anxiety, depression, and decreased self-esteem. By promoting awareness and preventive attitudes, the program helps create a safer and more supportive environment that reduces the risk of psychological harm among students. Research has demonstrated that anti-bullying character education has a significant positive effect on students'

mental health, highlighting the importance of integrating such programs into educational settings (Amalia et al., 2023). In this context, awareness strengthening serves not only as a preventive measure but also as a protective factor that enhances students' overall well-being.

The effectiveness of the program is also evident in its ability to influence the broader school environment, particularly in fostering a more positive and inclusive school climate. A supportive school climate is a key determinant in preventing bullying, as it encourages respectful interactions and reduces the likelihood of aggressive behavior. The implementation of anti-bullying awareness programs contributes to the establishment of shared values among students, teachers, and school stakeholders, thereby creating a collective commitment to maintaining a safe learning environment. This is consistent with findings that emphasize the importance of environmental factors in shaping bullying behavior and victimization (Alfatir et al., 2024). By addressing both individual and environmental dimensions, the program achieves a more comprehensive impact.

Moreover, the integration of character education and moral values within the program enhances its long-term effectiveness. Anti-bullying awareness is not merely about understanding rules and consequences but also about internalizing ethical principles that guide behavior. The incorporation of values such as respect, empathy, and responsibility strengthens students' moral foundation and encourages them to engage in positive social interactions. Educational frameworks that emphasize character development have been shown to be effective in reducing bullying behavior and promoting harmonious relationships within schools (Hasanah et al., 2023). Additionally, moral and philosophical perspectives on violence highlight the importance of ethical awareness in preventing harmful actions, reinforcing the need for value-based education in anti-bullying initiatives (Moh. Fachri, 2015).

The program's effectiveness is further supported by its alignment with guidance and counseling approaches in addressing bullying behavior. Counseling-based interventions provide students with the necessary support to cope with emotional challenges and develop adaptive coping strategies. By incorporating elements of behavioral counseling, the program helps students understand the consequences of their actions and encourages positive behavioral change. Previous studies have identified counseling interventions as effective strategies in reducing bullying behavior and supporting victims (Nasir, 2018; Nurlatifah, 2019). This integration of educational and counseling approaches enhances the overall impact of the program.

In addition, the role of cultural and social values in strengthening anti-bullying awareness cannot be overlooked. Cultural environments, including family and community influences, play a significant role in shaping students' behavior and attitudes. Parenting styles, for instance, have been identified as important factors influencing children's tendency to engage in bullying behavior (Slamet, 2017). By incorporating culturally relevant values into the program, such as those derived from religious teachings and social norms, students are more likely to internalize anti-bullying principles and apply them in their daily lives. This approach ensures that awareness strengthening is not only contextually relevant but also sustainable in the long term.

Another dimension of the program's impact is its ability to encourage institutional and community involvement in bullying prevention efforts. Effective anti-bullying programs require collaboration between schools, families, and communities to ensure consistency and sustainability. The establishment of structured initiatives, such as anti-bullying campaigns and school-based programs, has been shown to significantly reduce bullying incidents when supported by strong institutional commitment (Rasyid & Gautama, 2023). Furthermore,

community service activities provide an opportunity to bridge academic knowledge with real-world application, thereby enhancing the relevance and effectiveness of anti-bullying education.

Despite its positive outcomes, the effectiveness of anti-bullying awareness strengthening also depends on continuous implementation and evaluation. Short-term interventions may not be sufficient to produce lasting behavioral change, highlighting the need for sustained efforts and follow-up programs. The use of systematic evaluation methods, including both qualitative and quantitative approaches, is essential in measuring the long-term impact of such initiatives. Methodological approaches such as systematic literature reviews can also support the development of evidence-based programs and improve their effectiveness (Calderon & Ruiz, 2015; Lusiana & Suryani, 2014). Continuous improvement based on evaluation findings ensures that the program remains relevant and responsive to the evolving challenges of bullying in educational settings.

In conclusion, the strengthening of anti-bullying awareness through community service programs has a profound and multifaceted impact on students and the school environment. The program effectively enhances students' knowledge, emotional awareness, and behavioral attitudes, while also contributing to improved mental health and a positive school climate. By integrating educational, moral, cultural, and counseling approaches, the program provides a comprehensive framework for bullying prevention. Its effectiveness is further reinforced by institutional support and community involvement, making it a sustainable model for addressing bullying in educational contexts. Therefore, anti-bullying awareness strengthening is not only an essential component of violence prevention but also a transformative process that fosters a culture of empathy, respect, and social responsibility among students.

CONCLUSION

The implementation of an international community service program on anti-bullying education demonstrates that strengthening awareness is a strategic and effective approach to preventing violence in school environments. Through a combination of educational socialization, participatory learning methods, and value-based approaches, the program successfully enhanced students' understanding of bullying, fostered empathy, and encouraged positive behavioral changes. The findings indicate that students not only gained cognitive knowledge about the forms and impacts of bullying but also developed emotional sensitivity and a greater sense of responsibility in responding to bullying situations. Moreover, the integration of moral values and supportive educational environments contributed to the creation of a more inclusive and respectful school climate.

The effectiveness of the program highlights the importance of collaborative efforts involving educators, institutions, and the broader community. Anti-bullying awareness is not a one-time intervention but a continuous process that requires sustained engagement and reinforcement. The program also confirms that combining educational, psychological, and cultural approaches can produce a more comprehensive and lasting impact. Therefore, international community service initiatives play a crucial role in bridging theoretical knowledge and practical implementation, ultimately contributing to the development of safer and more supportive educational environments for students.

REFERENCES

- Adelina, Y. S., & Lestari, N. S. (2022). Upaya Edukasi Pencegahan Bullying pada Siswa Sekolah Menengah Pertama (SMP) Swasta Mulia Hamparan Perak. *Jurnal Abdimas Maduma*, 3(1), 9–15. <https://journal.eltaorganization.org/index.php/ecdj>

- Alfatir, M. N., Akbar, R., Nathanael, K., Najla, S., & Najma, N. (2024). Efektivitas Pengaruh Lingkungan terhadap Korban Bullying Berdasarkan Perspektif Kriminologi dalam Ranah Pendidikan. *Media Hukum Indonesia*, 2(3), 104–109.
- Amalia, R. R., Oktaviani, F. S., & Andayani, S. R. D. (2023). The Effect of Anti-Bullying Character Education on Mental Health of Students. *Jurnal Keperawatan*.
- Andriyani, H., Idrus, I. I., & Suhaeb, F. W. (2024). Fenomena Perilaku Bullying di Lingkungan Pendidikan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1298–1303. <https://doi.org/10.29303/jipp.v9i2.2176>
- Anggraini, N. (2024). Etika Komunikasi Bagi Pengguna Media Sosial Menurut Al-Qur'an. *Journal of Comprehensive Islamic Studies*, 2(2), 1–9. <https://journal.centrism.or.id/index.php/jocis/article/view/242%0Ahttps://journal.centrism.or.id/index.php/jocis/article/download/242/132>
- Anidaisma, N., Amat, S., Awang, M. M., & Ahmad, M. (2023). Exploring Teachers' Perspectives on Using a Spiritual Approach to Address Bullying Behavior Among Students: A Qualitative Study. *Business Management and Strategy*, 14(2), 179. <https://doi.org/10.5296/bms.v14i2.21337>
- Anonim. (2024). Bullying Siswa Kelas V di SDIT Ushuluddin. *Primary Education Journal*, 4(2), 287–295.
- Arief, M. I., Rusli, R., Muhammad, G., & Husin, I. (2025). Fenomena Kajian Dakwah Di Media Sosial Untuk Pencegahan Bullying Dan Kesehatan Mental Pada Remaja. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 19(1), 661–677.
- Arya, L. (2018). *Melawan Bullying: Menggagas Kurikulum Anti Bullying di Sekolah*. Sepilar Publishing House.
- Cahyani, A. W., & Widodo, S. (2022). Pentingnya Pendidikan Anti Bullying di Sekolah Menengah Atas. *Jurnal Penelitian Pendidikan*, 14(1), 49–56. <https://doi.org/10.21137/jpp.2022.14.1.7>
- Calderon, A., & Ruiz, M. (2015). A Systematic Literature Review on Serious Games Evaluation: An Application to Software Project Management. *Computers & Education*, 87, 396–422. <https://doi.org/10.1016/j.compedu.2015.07.011>
- Dietrich, L., Jurkowski, S., Schwarzer, N. H., & Zimmermann, D. (2023). The Role of Teachers in the Bullying Involvement of Students with Emotional and Behavioral Difficulties. *Teaching and Teacher Education*, 135, 104311. <https://doi.org/10.1016/j.tate.2023.104311>
- Gumiandari, S., Nafi'a, I., & Selamat, S. (2021). Children'S Social and Emotional Development in Islamic Perspective. *Journal of Islam and Science*, 8(1), 18–28. <https://doi.org/10.24252/jis.v8i1.18863>
- Hasanah, U., Sholeh, & Muis, N. (2023). Concept of Anti-Bullying Character Education Development through Pancasila Student Profile Strengthening Project (P5) in Elementary School. *Edulab: Majalah Ilmiah Laboratorium Pendidikan*, 8(2), 194–209. <https://doi.org/10.14421/edulab.2023.82.06>
- Hertinjung, W. S. (2013). Bentuk-Bentuk Perilaku Bullying di Sekolah Dasar. *Seminar Nasional Psikologi UMS 2013: Parenting*, 450–458. <https://publikasiilmiah.ums.ac.id/handle/11617/3952>
- Husnunnadia, R., & Slam, Z. (2024). Pencegahan Bullying di Sekolah: Mengimplementasikan Pendidikan dan Kewarganegaraan untuk Penguatan Hak dan Kewajiban Anak. *Jurnal Pancasila Dan Kewarganegaraan*, 9(1), 28–42. <https://doi.org/10.24269/jpk.v9.n1.2024.pp28-42>
- Ian, A., & Raya, P. (2021). Strategi Guru Pendidikan Agama Islam dalam Mengurangi Kasus Bullying di Madrasah. *Jurnal Pendidikan Agama Islam*, 1, 537–546.
- Kartika, K., Darmayanti, H., & Kurniawati, F. (2019a). Bullying di Sekolah: Pengertian, Dampak, Pembagian dan Cara Menanggulanginya. *Pedagogia*, 17(1), 55–66.
- Kartika, K., Darmayanti, H., & Kurniawati, F. (2019b). Fenomena Bullying di Sekolah: Apa dan Bagaimana? *Pedagogia Social*, 17(1), 55–66. <https://doi.org/10.17509/pdgia.v17i1.13980>

- Lusiana, L., & Suryani, M. (2014). Metode SLR untuk Mengidentifikasi Isu-Isu dalam Software Engineering. *Sains Dan Teknologi Informasi*, 3(1), 1–11.
- Mahmudah, W. R., & Hasan, N. (2022). Metode Pembelajaran Akidah Akhlak dalam Melakukan Tindakan Preventif terhadap Bullying: Studi Kasus Kelas IX MTs NU Cantigi. *Vicratina: Jurnal Ilmiah Keagamaan*, 7(1). <http://riset.unisma.ac.id/index.php/fai/article/view/17217>
- Moh. Fachri. (2015). KEKERASAN DALAM DISKURSUS FILSAFAT MORAL. *At-Turās*, 2(2), 164.
- Nasir, A. (2018). Konseling Behavioral: Solusi Alternatif Mengatasi Bullying Anak di Sekolah. *Konseling Edukasi: Journal of Guidance and Counseling*, 2(1), 67–82. <https://doi.org/10.21043/konseling.v2i2.4466>
- Naufal, S. (2023). Kultur Pesantren dalam Membentuk Karakter Disiplin Santri di Pondok Pesantren Modern Islam Assalaam Sukoharjo. *Jurnal Spektrum Analisis Kebijakan Pendidikan*, 12(4), 46–59.
- Nurlatifah, A. I. (2019). Intervensi Program Bimbingan dan Konseling dalam Mengatasi Bullying Siswa Madrasah Aliyah Negeri Salatiga. *Konseling Edukasi: Journal of Guidance and Counseling*, 3(1), 1–18. <https://doi.org/10.21043/konseling.v3i1.5499>
- Oriol, X., Miranda, R., & Amutio, A. (2023). Dispositional and situational moral emotions, bullying and prosocial behavior in adolescence. *Current Psychology*, 42(13), 11115–11132. <https://doi.org/10.1007/s12144-021-02396-x>
- Patrick, O. A., Chike, N., & Phina, O. N. (2023). Workplace Bullying and Performance of Employees: Manufacturing Firms Perspective in Anambra State. *Annals of Human Resource Management Research*, 2(2), 117–129. <https://doi.org/10.35912/ahrmr.v2i2.1339>
- Rahmawati, S. W. (2016). Peran Iklim Sekolah terhadap Perundungan. *Jurnal Psikologi*, 43(2), 154–166. <https://doi.org/10.22146/jpsi.12480>
- Rasyid, A. Z. H. Al, & Gautama, M. I. (2023). Efektivitas Program Roots di Pondok Pesantren Nurul Ikhlas Tanah Datar dalam Mengatasi Bullying. *Jurnal Perspektif*, 6(4), 310–318. <https://doi.org/10.24036/perspektif.v6i4.819>
- Siswati, Y., & Saputra, M. (2023). Peran Satuan Tugas Anti Bullying Sekolah dalam Mengatasi Fenomena Perundungan di Sekolah Menengah Atas. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 3(7), 216–225. <https://doi.org/10.56393/decive.v3i7.1656>
- Sittichai, R. (2013). Bullying and Cyberbullying in Thailand: A Review. *International Journal of Cyber Society and Education*, 6(1), 31–44. <https://doi.org/10.7903/ijcse.1032>
- Slamet, S. (2017). Pengaruh Pola Asuh Orang Tua terhadap Perilaku Bullying pada Siswa-Siswi di MTs Darul Karomah Singosari Kabupaten Malang. *Universitas Islam Negeri Maulana Malik Ibrahim*.
- Wibowo, H., Fijriani, F., & Krisnanda, V. D. (2021). Fenomena Perilaku Bullying di Sekolah. *Orien: Cakrawala Ilmiah Mahasiswa*, 1(2), 157–166. <https://doi.org/10.30998/ocim.v1i2.5888>
- Widyaningtyas, R., & Mustofa, R. H. (2023). Implementasi Kebijakan Anti-Bullying Sekolah Adipangastuti di SMAN 1 Surakarta. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(1), 533–548. <https://doi.org/10.31316/gcouns.v8i01.5489>
- Yandri, H. (2014). Peran Guru BK/Konselor dalam Pencegahan Tindakan Bullying di Sekolah. *Jurnal Pelangi*, 7(1), 97–107. <https://doi.org/10.22202/jp.v7i1.155>
- Yulianto, A., Ansori, R. W., Fauzan, A. C., & Izzuddin, A. (2024). Pencegahan Tindakan Bullying di Sekolah Dasar melalui Kegiatan Pondok Ramadan. *Jurnal Indonesia Mengabdi*, 6(1), 61–66.
- Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang Mempengaruhi Remaja dalam Melakukan Bullying. *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat (JPPM)*, 4(2), 324–330.
- Zulfa Mustaqimah. S, & Rizik, M. (2024). Nilai-Nilai Parenting Islami Dalam Qs an-Nisaa' Ayat 9 Telaah Tafsir Al-Mishbah Karya Muhammad Quraish Shihab. *Mikraf: Jurnal Pendidikan*, 5(2), 46–56. <https://doi.org/10.70338/mikraf.v5i2.160>.