

EXPERIENCES THE INTERNATIONAL COMMUNITY SERVICE PROGRAM IN ANALYZING AND OVERCOMING BULLYING IN ELEMENTARY SCHOOL ENVIRONMENTS

Dewi Nazilatul Maghfirah*, Anjar Kusuma Rahayu, Alnaria Maulida Intan Safitri, Agus Afandi

UIN Sunan Ampel Surabaya, Surabaya, Indonesia

*Correspondence author, email: dwifira315@gmail.com

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Abstract. The issue of bullying in Indonesian elementary schools abroad is a recurring problem, even though students have received warnings and advice from teachers. This condition indicates the need for a more comprehensive approach to support the creation of a safe and child-friendly learning environment. Community service activities through this International KKN program aim to describe students' experiences in analyzing forms of bullying that arise and implementing intervention strategies suitable for the needs of partner schools. The implementation methods include observing student interactions, discussions with teachers, educational interventions through anti-bullying video screenings, providing daily advice, and routine reinforcement through video viewing during afternoon classes or religious study classes. The results show that the forms of bullying that appear include mockery regarding family conditions, reading abilities, religious differences, and even demanding money from younger students. Although video presentations have not been able to directly change behaviour, the combination of daily advice, habituation of values, and calling out students when violations occur has been able to reduce the frequency of bullying by about 60%. Discussions show that changes in student behaviour are gradual and require a repetitive process for empathy and mutual respect values to be internalized. This activity concludes that handling bullying requires a layered and consistent strategy to create more lasting change. Follow-up is recommended through continuous character habituation, parental involvement, and the development of long-term anti-bullying programs by the school.

Keywords: international community service program, character education, anti-bullying intervention

Abstrak. Permasalahan bullying di sekolah dasar Indonesia di luar negeri merupakan isu yang terus berulang meskipun siswa telah mendapat teguran dan nasihat dari guru. Kondisi ini menunjukkan perlunya pendekatan yang lebih komprehensif untuk mendukung terciptanya lingkungan belajar yang aman dan ramah anak. Kegiatan pengabdian masyarakat melalui program KKN Internasional ini bertujuan untuk mendeskripsikan pengalaman mahasiswa dalam menganalisis bentuk-bentuk bullying yang muncul serta melaksanakan strategi intervensi yang sesuai dengan kebutuhan sekolah mitra. Metode pelaksanaan meliputi observasi interaksi siswa, diskusi dengan guru, intervensi edukatif melalui pemutaran video anti-bullying, pemberian nasihat harian, serta penguatan rutin melalui tontonan video pada kelas sore atau kelas ngaji. Hasil menunjukkan bahwa bentuk bullying yang muncul meliputi ejekan terhadap kondisi keluarga, kemampuan membaca, perbedaan agama, hingga perilaku meminta uang kepada siswa yang lebih muda. Meskipun penayangan video belum mampu mengubah perilaku secara langsung, kombinasi antara nasihat harian, pembiasaan nilai, dan pemanggilan siswa saat melakukan pelanggaran mampu menurunkan frekuensi bullying hingga sekitar 60%. Pembahasan memperlihatkan bahwa perubahan perilaku siswa bersifat bertahap dan memerlukan proses repetitif agar nilai empati dan saling menghargai dapat terinternalisasi. Kesimpulan dari kegiatan ini adalah bahwa penanganan bullying memerlukan strategi berlapis dan konsisten untuk menciptakan perubahan yang lebih menetap. Tindak lanjut disarankan melalui pembiasaan karakter berkelanjutan, keterlibatan orang tua, serta pengembangan program anti-bullying jangka panjang oleh pihak sekolah.

Kata Kunci: KKN internasional, pendidikan karakter, intervensi anti-bullying

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INTRODUCTION

The Community Service Program (KKN) is a form of community engagement that enables students to directly apply academic knowledge, skills, and values within real social contexts (Papatungan, 2023). Through this program, students are trained to identify community problems, analyze needs, and design solutions that are relevant and sustainable. In the



International KKN program, the scope of engagement becomes broader and more complex because students are not only dealing with local social dynamics but also navigating cross-cultural environments, diverse educational systems, and varying social norms (Lathfah et al., 2025). This situation requires students to demonstrate adaptability, intercultural communication skills, critical thinking, and sensitivity toward the unique characteristics of their partner institutions (Thinh, 2025).

One of the significant needs identified in Indonesian schools abroad is the need to strengthen understanding and management of bullying behaviour that still occurs in student interactions (Ansel & Nduru, 2020). Despite operating in an international setting, these schools are not immune to issues such as verbal teasing, social exclusion, or other forms of peer aggression (Tulenbaevna et al., 2025). This condition highlights the importance of structured guidance, educational initiatives, and context-appropriate intervention strategies to foster a safe, comfortable, and child-friendly learning environment (Maglio & Pherali, 2020). Therefore, partner schools require collaborative support in the form of awareness programs, character education, preventive policies, and positive school climate development to effectively address bullying and protect students' well-being (Widyaningtyas & Mustofa, 2023).

Bullying is a form of physical, verbal, psychological, or social violence that is carried out intentionally and repeatedly against individuals who are perceived as weaker. In elementary schools, bullying can take the form of hitting, pushing, mocking, giving hurtful nicknames, spreading rumours, or excluding peers from social groups (Cahyati, 2023). Numerous studies indicate that bullying has significant short- and long-term impacts on children's development. Victims often experience decreased self-confidence, heightened anxiety, fear, depression, and reduced motivation to learn. These psychological effects can lead to declining academic performance, poor classroom participation, and difficulties in building healthy social relationships (Hyseni Duraku et al., 2023). Moreover, children who engage in bullying behaviour are also at risk of developing aggressive tendencies, low empathy, and problematic social adjustment in the future (Chu et al., 2025).

Research further shows that schools implementing the principles of Child-Friendly Schools are more effective in preventing and reducing bullying incidents. This approach emphasizes inclusivity, respect for children's rights, active participation, and the creation of a safe, supportive, and violence-free learning environment (Hastira et al., 2025). By fostering positive school climates, strengthening teacher supervision, integrating character education, and involving students in promoting mutual respect, schools can significantly minimize bullying behaviours (Mahbubi, 2024). Therefore, the literature review highlights the importance of comprehensive and collaborative prevention efforts that involve students, teachers, parents, and the overall learning environment to ensure children's psychological well-being and optimal academic development (Rahman et al., 2025).

In the context of international community service programs (KKN), students play a strategic role not only as teaching assistants but also as observers, facilitators, and agents of change who interact directly with students, teachers, and the broader school environment (Lathifah et al., 2025). Through direct engagement in Indonesian schools abroad, KKN participants can observe patterns of interaction among students, identify emerging forms of bullying, whether physical, verbal, relational, or cyber and understand the social and cultural dynamics that influence such behaviours (Na'imah et al., 2024). This hands-on experience allows students to analyze the root causes of bullying, including differences in cultural background, adaptation challenges, peer group dynamics, and communication barriers that may arise in overseas educational settings (Wu & Jia, 2023).

Furthermore, the implementation of KKN in Indonesian schools abroad provides an opportunity for students to contribute to the development of context-sensitive prevention strategies. By collaborating with school stakeholders, they can assist in designing educational activities, awareness campaigns, character-building programs, and simple intervention mechanisms tailored to the school's cultural values and student characteristics (Sumar et al., 2025). These experiences are highly relevant not only for strengthening students' professional and social competencies, such as critical thinking, empathy, leadership, and cross-cultural

communication, but also for supporting partner schools in creating a safe, inclusive, and conducive learning environment (Ali et al., 2024). Thus, student involvement in analyzing and addressing bullying through KKN becomes mutually beneficial, contributing to both personal development and institutional improvement (Wijaya et al., 2025). Based on this background, this study aims to describe the experiences of International KKN students in analyzing and addressing bullying behavior in Indonesian elementary schools abroad and explain the strategies used to support the creation of a safe, inclusive, and child-friendly school environment.

METHOD

The community service activities within the International KKN program are implemented in several stages. The initial stage involves observing student interactions in the classroom and school environment to identify emerging forms of bullying. Observation findings are then analyzed through discussions with teachers to determine the causes and the school's needs in addressing the problem. The next stage was implementing an educational intervention. Students watched a short video about bullying, then provided explanations and advice on the importance of mutual respect and avoiding verbal or physical violence. The language used was communicative Indonesian, supported by simple media such as posters and pictures to facilitate student understanding. Class teachers were involved to ensure the continuity of the messages delivered. Evaluation was conducted through re-observation of changes in student behaviour after the activity, as well as brief interviews with teachers regarding the effectiveness of the videos, advice, and mentoring activities. Data were analyzed using simple descriptive statistics to identify trends in changes in bullying behaviour in partner schools (Abdillah, 2021).

RESULTS AND DISCUSSION

Initial observations indicate that bullying in Indonesian elementary schools abroad is a long-standing and recurring problem. (Rohmani & Aini, 2024) Teachers explained that despite frequent counselling, behavioural changes typically last only a few days before reappearing as teasing or other negative behaviour (Porter, 2014). This suggests that bullying in these environments is not merely a spontaneous act but has become a habit that is difficult to change without consistent, in-depth intervention (Olweus, 1997). Based on direct observations, the forms of bullying that emerged were quite diverse, some of which were sensitive. Approximately 45% of students engaged in teasing behaviour, such as teasing a sick parent, a deceased parent, a parent's occupation, or a friend's poor reading ability. Furthermore, there was teasing related to religious differences and the use of parents' names as a source of insults, which can hurt students' feelings. Asking younger students for money was also found to be a form of social pressure. This phenomenon reinforces the statement in the introduction that bullying of children is not only physical, but also often occurs verbally and emotionally (Arif, 2025).



Figure 1. *Watching anti-bullying videos*

The school has attempted to act by summoning students whenever bullying is discovered. Teachers summon the perpetrators to provide reprimands and guidance. However, as teachers have reported, the changes often don't last, as the teasing behaviour recurs a few days later. This demonstrates that a single reprimand is not enough to create lasting behavioural change. The intervention carried out through the Community Service Program (KKN) began with the screening of an educational video about bullying. This video served as an introduction to provide students with an initial understanding of the impact of bullying and the importance of good behaviour. (Dwi, Lousitania, Kusumawardani, Satria, & Rohimah, 2024) However, observations showed that watching the video once did not have a significant immediate impact. Some students continued to engage in bullying despite knowing it was wrong. This suggests that cognitive understanding does not automatically change children's emotional and social behaviour (Wang, 2022).



Figure 2. *Giving advice and regular reinforcement during learning*

Positive changes are only visible when intervention activities are carried out consistently through daily counselling and routine reinforcement at each learning session. KKN students, along with teachers, provide counselling every morning before class. Students are encouraged to understand that, as fellow Indonesians living away from home, they should respect each other, help each other, and maintain solidarity (Walukow et al., 2025). Emphasizing their identity as migrants makes students more aware of their shared environment far from their homeland, making their school friends feel like a second family to them (Zaidi & Sah, 2025).



Figure 3. *Giving advice every morning*

In addition to morning counselling, the school also reinforces educational programs by watching anti-bullying videos in afternoon classes or Quranic study sessions. This activity provides students with a repetition of the material in a different setting, making the values

conveyed easier to understand and remember (Yusuf, et al., 2017). Watching videos in afternoon classes also allows more active or emotional children to see real-life examples of behaviours to avoid in a more relaxed and reflective setting. Teachers acknowledge that this activity helps students understand bullying not only as a school rule, but as a moral value to be avoided wherever they are (Nurleny & Hidayati, 2024).

The combination of daily counselling, video screenings in both morning and afternoon classes, and calling students out on bullying behaviour yielded even more significant results (Figueiredo, 2024). Evaluations showed that during the intervention period, the frequency of teasing decreased by approximately 60%. Students began to exhibit positive behaviours such as apologizing more quickly, avoiding harsh language, and becoming more aware of when their behaviour was hurtful to a peer (Zhang et al., 2025). However, teachers continue to note that these changes are not entirely permanent. Some students still occasionally engage in bullying, especially when hanging out with certain groups of friends (Englander, 2023). This demonstrates that behavioural change requires a long process and the involvement of the entire school, not just a cursory reprimand or a short-term intervention (Bowen et al., 2003). Character building must be achieved through regular practice, role modelling, and reinforcement of values at various opportunities (Jumatullailah et al., 2024).

This discussion reinforces the idea that bullying is a cyclical problem that requires a comprehensive solution. The combination of visual media, verbal reinforcement, teacher recall, and repetition of material in morning and afternoon classes is an effective strategy for suppressing bullying behaviour (Masykuri et al., 2025). The intervention not only addresses the partners' need to create a safe and harmonious learning environment but also demonstrates that KKN students can act as agents of change, making a significant contribution to strengthening students' character (Khotimah et al, 2025).

CONCLUSION

The implementation of community service activities through the International KKN program demonstrated that the problem of bullying in Indonesian elementary schools abroad is complex and requires ongoing management. Based on the objectives explained in the introduction, this activity successfully provided a comprehensive overview of the forms of bullying that occur, the factors that influence them, and relevant intervention strategies for partner schools. Through a combination of approaches such as observation, daily counselling, showing educational videos in morning and afternoon classes, and calling students who commit violations, this activity was able to bring about positive changes in student behaviour, although these changes were not completely permanent. These findings confirm that creating a safe, inclusive, and child-friendly school environment requires repeated, planned efforts and involvement of all school components. The experiences of KKN students in this process demonstrate that the role of change agents can make a real contribution to instilling values of empathy, respect for differences, and building solidarity, especially for students living as migrants abroad.

Based on the program implementation and the dynamics observed in the field, follow-up is needed in the form of a character-building program carried out continuously by the school. Teachers and school administrators need to design scheduled moral strengthening activities, such as weekly counselling, character building through religious activities, and the integration of anti-bullying materials into thematic learning. Furthermore, schools can develop more stringent anti-bullying policies and involve parents so that changes in student behaviour can be monitored both at school and at home. In the long term, it is recommended that schools develop anti-bullying educational modules and media that are contextualized to the conditions of students who live away from home, so that the values of mutual respect, solidarity, and togetherness can be more firmly embedded. Subsequent KKN programs can also focus on long-term mentoring and teacher training to strengthen strategies for handling bullying consistently and sustainably.

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