

Psychoeducation on Bullying Behaviour in Grade 6 Students of Public Primary School 06 Tanjung Batu

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Abstract

Purpose: Awareness of bullying's negative impacts has grown significantly. Many studies highlight its physical, emotional, and psychological effects on both victims and perpetrators.

Method: The methods used in this community service are observation, interview, and socialization in Public Primary School 06 Tanjung Batu.

Practical Application: The psychoeducation program effectively helped students understand the importance of respecting differences, showing empathy, and maintaining positive social relationships.

Conclusion: Psychoeducation for grade 6 students at SDN 06 Tanjung Batu improved understanding of bullying from both the victim's and perpetrator's perspectives. Using materials, animated videos, ice breaking, discussions, and quizzes, students recognized types of bullying, its impacts, and ways to respond positively. The program promoted empathy, respect, and social harmony, contributing to a safer school environment.



Introduction

Bullying is a widespread and persistent problem that continues to affect children and adolescents across the globe. It manifests in various forms—physical, verbal, social, and increasingly, cyberbullying—each leaving a lasting impact on those involved (Hayati et al., 2023; Nasir, 2018; Zahrah & Pujiharti, 2023). While often perceived as a normal part of growing up, bullying is, in fact, a serious violation of a child's right to feel safe, respected, and supported within their learning environment. Schools should be places where students not only gain knowledge but also develop socially and emotionally in a secure atmosphere. Unfortunately, for many students, school becomes a source of fear and anxiety due to bullying (Marlina et al., 2024; Oktaviany & Ramadan, 2023; Wardani & Anjasromo, 2022).

Research shows that bullying can occur in any school setting, regardless of location or demographics (Fatimah et al., 2024). It can be triggered by differences in physical appearance, race, religion, social status, or simply peer dynamics. The consequences extend beyond the moment of the incident—bullying often leave emotional scars that affect self-esteem, academic performance, mental health, and future social relationships (Rachmawati, 2024; Welmina, 2024). Children who bully are also at risk, as they may develop behavioral issues, struggle with empathy, and face difficulties in forming healthy relationships later in life.

The issue of bullying is especially concerning in primary schools, where children are in critical stages of emotional and social development. Without proper intervention and guidance, early experiences of bullying can shape a child's view of themselves and others in harmful ways. Addressing this problem early through targeted educational interventions is essential to prevent long-term harm and to promote positive peer interactions.

Efforts to reduce bullying must involve a proactive and holistic approach. One effective method is psychoeducation, which aims to raise students' awareness, increase empathy, and equip them with the skills to respond to bullying in healthy, constructive ways (Bakar et al., 2024; Nurasiah et al., 2024). Through structured activities and discussions, students can better understand the nature of bullying, its impact, and their role in creating a more inclusive and respectful school environment.

In recent years, awareness of the negative impact of bullying has increased significantly. Many studies have been conducted to understand the physical, emotional and psychological consequences of bullying behaviour for both victims and perpetrators. of bullying behaviour for both victims and perpetrators. Physical impacts such as bruising, serious injury, and even death have been at the centre of the in discussions about school violence. However, no less important is the psychological and emotional impact that can be far more damaging, such as depression, anxiety, low self-esteem, and even suicidal thoughts. These are often experienced by victims of bullying. A school environment involving bullying can create an unsafe and uncomfortable atmosphere for all learners. for all learners. Students who are not directly involved in bullying can also feel anxious and fearful of becoming the next target. next. In addition, bullying also severely affects the quality of learning and overall academic performance, due to the emotional and psychological instability that the victims may feel and psychological instability that the victims may feel.

Based on observations made on 21 October 2024 at SDN 06 Tanjung Batu, the phenomenon seen was that when entering into a class where the class is not in the presence of a teacher, various kinds of activities occur in the class, but there is one student who looks isolated. who looked isolated. The student looks quiet and stares towards the group of boys with a sad look. During the photo session photo session, when invited to take a photo, other children were very eager to come forward, while the student seemed unenthusiastic and only, He also did not dare to stand near his other friends. did not dare to stand near his other friends. In addition, on 28 October 2024, there was a girl who looked quiet and uncomfortable in the classroom, but when we met her, she was not uncomfortable in the classroom, but when we met outside the school environment, she tended to be more active and talkative. On 29

October 2024, while teaching, there was a child who tittered and seemed to be mocking his friend's skin colour.

Based on interviews conducted on Sunday, 3 November 2024 at the post, after learning to recite the Koran, there was a child who approached and told me that he was kicked out of the tutoring group that we held at the post by his friend, after being asked the reason his other friend replied that the one who expelled him did not like the student so he expelled him from the group and invited other friends not to be friends with him.

Based on some of the above phenomena, the author is interested in creating a psychoeducation programme related to bullying at SDN 06 Tanjung Batu in Tanjung Pinang II Village for grade 6 students.

Method

The methods used in this community service include observation, interviews, and socialization. Observation was conducted by directly monitoring student behavior during teaching activities at SDN 06 Tanjung Batu, focusing on identifying signs of bullying among students. An interview was also carried out with one of the students who had personally experienced bullying, providing valuable insight into the emotional impact and social dynamics involved. The socialization process involved several interactive activities aimed at increasing students' awareness and understanding of bullying. This included delivering educational material on bullying, showing an animated video related to the topic, conducting ice-breaking sessions to build comfort, engaging in discussions to encourage reflection, and administering a quiz to assess the students' comprehension.

Result

The implementation of the psychoeducation program on bullying for Class 6B students at SDN 06 Tanjung Batu was carried out through a series of structured activities designed to help students better understand bullying. The session began with an opening segment where the facilitator introduced herself and briefly explained the material to be delivered. Students were also informed that a quiz would be given at the end of the session to encourage active listening. This introduction helped establish familiarity between the students and the speaker, fostering a more interactive atmosphere and preparing students to focus on the material.

The main content was presented using PowerPoint containing key points and illustrative images. The material explained that bullying is a negative act by individuals or groups that uses power to harm others—physically, verbally, psychologically, or through social exclusion—causing victims to feel depressed, stressed, or helpless. Types of bullying were outlined, including physical (e.g., hitting, pushing, damaging belongings), verbal (e.g., mocking, name-calling, threats), social (e.g., exclusion, spreading rumors, public humiliation), and cyberbullying (online harassment). The program also addressed the negative effects of bullying on both victims and perpetrators. Victims may experience depression, low self-esteem, academic decline, or even suicidal thoughts, while perpetrators may suffer from decreased empathy, aggressive behavior, antisocial tendencies, and future mental health issues.

To reinforce the material, a short, animated video titled *Saving Bobon from Bullying* (4 minutes 37 seconds) was shown, depicting real-life scenarios of bullying and how to handle them. This helped students visualize the concepts more clearly and encouraged a lively interactive discussion afterward. The video enhanced understanding by offering relatable examples beyond abstract definitions.

To re-energize the students, an ice-breaking session followed. This included singing an anti-bullying song titled *Di Sini Teman, Di Sana Teman*, adapted to the tune of *Di Sini Senang, Di Sana Senang*. Students participated enthusiastically by standing up, singing together, and performing accompanying movements. The activity successfully lifted the

students' spirits, as evidenced by their energetic voices and engagement.

Overall, each stage of the psychoeducation program contributed meaningfully to increasing students' awareness and understanding of bullying, encouraging empathy, and promoting a positive, respectful school environment.

Figure 1. Singing and Doing Moves Here Friends There Friend



Interactive discussion was conducted by discussing bullying behaviour in the animated video. It started by asking what types of bullying were in the video. Some students argued that the video included physical and verbal bullying. Then I asked again to explain which parts included physical and verbal bullying. One student explained that physical bullying was when he was beaten, and verbal bullying was when he was nicknamed 'whale' because of his big body. Then I added that the student was also asked for money, and this was also included in physical bullying.

Providing an explanation of what should be modelled on the animation is when two students see their friend being bullied and then report it to the teacher. So that the teacher can advise, and the bullying behaviour does not happen again. The results obtained in this interactive discussion are that students know examples of behaviours that should not be done and include bullying. In addition, students also get a positive example by reporting to the teacher if they see someone being bullied. Students who participated in this interactive discussion also gained confidence.

Figure 2. Interactive Discussion



A quiz was held by students asking students to explain about bullying behaviour. Students explained examples of bullying behaviour and how to deal with it. An example of bullying behaviour is giving nicknames to students such as ugly, and how to handle it by reporting it to the teacher. With the quiz given, students will better understand and pay attention when explained. And when given a quiz, they can answer it well.

After all the arrangements were completed, the socialisation activity was closed by thanking the students of class 6-B. Followed by a group photo and invited them to leave the class for recess and invited them to line up before leaving the class while giving milk boxes

and greetings. By inviting students to line up, the results obtained are making students more orderly and implementing a culture of queuing in students.

Discussion

The psychoeducation provided is in the form of counselling, by explaining material about bullying and short animated videos to attract students' attention. Psychoeducation was conducted in grade 6 who were around 11-12 years old. According to the World Health Organization (WHO) the adolescent period is divided into two, namely early adolescence (10 - 14 years) and late adolescence (15 - 20 years). According to (Utomo & Ifadah, 2019) each stage of the period in adolescence has a different focus, in early adolescence there is a transition from childhood to puberty, where adolescents tend to want to act like adults, even though they are not ready to become adults. One aspect that develops during adolescence is the psychosocial aspect.

Psychosocial development is the development of individuals who are influenced by social interactions with other individuals. According to (Orenstein & Lewis, 2020), there are eight stages of individual psychosocial development that are interrelated between the previous stage and the next stage. In adolescence, the stage of psychosocial development is the search for identity (identity) vs identity confusion (identity confusion). Eriksons in (Orenstein & Lewis, 2020) explains that new roles can be explored in a healthy way and a positive path can be determined by adolescents which will form a positive identity for adolescents. A negative identity will be chosen by adolescents if they feel unable to keep up with the demands placed on them or in the process of development, they have limited themselves to various acceptable social roles. Bullying is a way to form an identity, albeit in a negative form.

The negative identity that adolescents have, and the support obtained from peers for negative images can strengthen their negative identity. Bullying perpetrators who receive support from their peers will endeavour to develop and maintain bullying against their victims. This support can also be obtained even if they do not play an active role or do not show open support, just watching bullying actions is also considered supportive. By watching bullying, the perpetrator will feel supported by others.

According to (Rizki, 2024) bullying behaviour is intimidating behaviour carried out by individuals or groups either physically, psychologically, socially, verbally, or emotionally which is carried out continuously. Based on observations made, there are several acts of bullying experienced by students of SDN 06 Tanjung Batu, namely being ostracised and ridiculed.

Providing bullying psychoeducation to grade 6 elementary school students will help them with identity confusion. Students can understand the negative impact of bullying behaviour, either as behaviour or a victim. They can also avoid negative feelings that will arise due to bullying, such as shame, anxiety, or low self-esteem associated with identity confusion. With an understanding of bullying, students can feel safer in the school environment and increase self-confidence. This can reduce identity confusion and support students' development towards a positive identity.

A short bullying-themed video with a duration of 4 minutes 37 seconds was given to students in order to help students understand the material more easily. Short videos that effectively combine visual and audio elements can help children understand abstract and difficult concepts. Short videos with illustrations and animations can make the subject matter easier for children to understand (Dwi et al., 2023).

Providing short videos is an effective learning media, because videos can overcome space and time limitations, are more realistic in explaining a process, can be repeated and stopped as needed, can give a deep impression, and can influence students. By providing a short video with a bullying theme, students seem to see examples of bullying directly, students can also imitate what can be done when they see the incident so that students are motivated to help if there are victims of bullying. The video also explains that victims of bullying do not want to go to school for fear of being bullied, this explains that the school environment

becomes an unsafe environment and is feared by victims of bullying. The bully in this video is also given punishment and advice by the teacher. Therefore, providing this short video is an effective learning media.

Ice breaking is done by singing an antibullying-themed song with the title 'Disini Teman Disana Teman' sung while moving hands according to the available movements. In addition to increasing the enthusiasm of students, this ice breaking also aims to prevent bullying with songs. This activity helps them improve togetherness in singing together and can reduce the potential for bullying in schools.

Interactive discussions discuss bullying behaviors in the animated video, such as inviting students to identify the types of bullying that occur, increase their understanding of bullying, and provide positive examples to overcome bullying. This interactive discussion also helped students to gain confidence in speaking in front of many people. A quiz related to bullying is also given with the aim of seeing the extent to which students understand the material provided. Help evaluate students' understanding of the bullying material presented. Students can answer the questions given well.

Psychoeducation was successful in providing a greater understanding of bullying, as well as providing students with social skills that can help them create a safer and more supportive school environment.

Conclusion

Psychoeducation on bullying behavior for grade 6 students at SDN 06 Tanjung Batu provides a deeper understanding of bullying, both from the side of the perpetrators and victims. Through various methods such as providing material, animated videos, ice breaking, interactive discussions, and quizzes, students can recognize various forms of bullying, understand its impact, and how to deal with it positively. Overall, this psychoeducation on bullying succeeded in providing insight to students on how important it is to respect differences, maintain positive social relationships, and have empathy for peers. This can help create a school environment that is safer, more comfortable and freer from bullying.

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