



Comprehensive Anti-Bullying and Sexual Violence Education Program

Muhammad Abdul Aziz^{1*}, Ratna Safitri¹, Ravi Satria¹, Putri Aprilia Choirismar¹, Raden Ilhammuddin Reiberor¹

¹Universitas Boyolali, Boyolali, Indonesia.

Received: November 17, 2025

Revised: December 11, 2025

Accepted: December 23, 2025

Published: December 31, 2025

Corresponding Author:

Muhammad Abdul Aziz

dotacome@gmail.com

DOI: [10.29303/ujcs.v6i4.1376](https://doi.org/10.29303/ujcs.v6i4.1376)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This activity on anti-bullying and sexual violence was held at SMA N 1 CEPOGO with the aim of increasing students' understanding and awareness of risky behaviors that can occur in the school environment. Using a quantitative approach, this activity was conducted through direct material delivery by the resource person, supported by presentation media, and a question-and-answer session as a means of clarification and student interaction. This socialization, attended by 33 tenth-grade students, took place in several stages: opening, material presentation, discussion, and closing. Based on the implementation results, it was found that many students did not clearly understand the forms of bullying and sexual violence beforehand. However, after socialization, they showed an increase in knowledge and awareness regarding the impact, prevention, and importance of reporting adverse events. This socialization program is effective in fostering student understanding and creating a safer, more comfortable, and supportive school environment for the learning process.

Keywords: Anti-bullying, Sexual Violence, School Environment, Students.

Introduction

Adolescence is a period of change from childhood to adulthood (Mastorci et al., 2024). Adolescence is a transitional stage from childhood to adulthood, often accompanied by the emergence of challenges related to mental health issues (Joulaei et al., 2024).

Adolescents also go through a challenging developmental stage that must be overcome with various difficulties. Each developmental task faced by adolescents has a different level of complexity, so understanding these tasks can help prevent conflicts in daily life and reduce public misunderstandings about adolescent behavior (Habsy et al., 2024). Adolescents often face difficulties in forming their self-identity in both the real and online worlds (Elvira-Zorzo & Bayona Gómez, 2025). Child development is the increasing ability in the structure and function of the body that becomes more complex, occurs regularly, and can be predicted as a result of the maturation process (A Elsayed et al., 2023).

Teenagers often face difficulties in forming their self-identity amidst the pressures of both the real and online worlds. Learning about the use of social media and digital technology can help them develop effective strategies for finding their identity. During the period of self-discovery, children often haven't yet learned how to maintain healthy friendships and build closer social relationships. This lack of understanding can lead them to take actions that are considered jokes. Within the realm of friendship, small groups (gangs) often form, and within these groups, dislike can arise between individuals, which can then trigger bullying (Conti & Kovács, 2025). Adolescent behavior is influenced by internal factors such as knowledge, attitudes, and personality, as well as external factors, namely the environment in which they live. However, in many cases, external factors have a greater influence (Riswanto et al., 2023).

According to the Indonesian Child Protection Commission (KPAI), in 2022 there were over 226 reported cases of physical and psychological violence, including bullying, and this number continues to

How to Cite:

Aziz, M. A., Safitri, R., Satria, R., Choirismar, P. A., & Reiberor, R. I. (2025). Comprehensive Anti-Bullying and Sexual Violence Education Program. *Unram Journal of Community Service*, 6(4), 1095–1099. <https://doi.org/10.29303/ujcs.v6i4.1376>

increase. Additionally, the results of the 2018 Program for International Student Assessment (PISA) show that approximately 41.1 percent of students in Indonesia have experienced bullying. In fact, in 2022, Indonesia ranked fifth out of 78 countries with the highest number of bullying cases in schools (Feoh & Muskananfola, 2025).

Data from the Indonesian Child Protection Commission's (KPAI) Child Protection Data Bank as of December 31, 2020, shows an increase in the number of children who are victims of sexual violence from 182 children in 2018 to 419 children in 2020, representing an increase of 237 victims during that period (Urbayatun et al., 2023).

Bullying is a global phenomenon that demands attention in the education sector, both inside and outside of school (Noviyanti et al., 2025). Bullying is the repeated action of an individual or group, both physically and emotionally, usually occurring due to an imbalance of power between the perpetrator and the victim (Ryantiarto et al., 2025).

Bullying is an action aimed at hurting someone, causing suffering and negative impacts for the victim (Badela et al., 2025). Sexual violence is a direct act that forces someone to engage in sexual activity without consent, either verbally or physically, with the aim of controlling or manipulating the victim (Yusron & Setyorini, 2025). Sexual harassment initially emerged as an individual problem but later evolved into a criminal issue influenced by cultural, social, economic, and political values within society (Abshar, 2024).

The educational environment is essentially expected to be a space that provides a sense of comfort and safety and is capable of supporting character development, knowledge acquisition, and skill enhancement for students. However, in reality, various problems are still found, such as bullying, intolerant behavior, and cases of sexual violence. This incident occurred at almost all levels of education, from elementary and secondary schools to universities, indicating that efforts to create a learning environment truly free from bullying and sexual violence still need to be increased and carried out continuously (Rakhmadani et al., 2025).

Method

This community service activity method uses a quantitative approach because this approach is able to provide a clear and measurable overview or direction for the activities for students. The quantitative approach allows for objective results because it uses measurable observational data, thus making it easier to assess students' understanding of the material presented. This activity was carried out using a socialization method,

which involved the direct delivery of material by the resource person, followed by a question-and-answer session to give students the opportunity to ask questions and provide feedback on the material presented. This anti-bullying and sexual violence socialization activity was held at SMA N 1 CEPOGO on Wednesday, November 19, 2025, and was attended by 33 tenth-grade students.

The stages of implementing this activity are as follows:

1. Opening, where the facilitator introduces themselves and explains the goals and benefits of the activity to create a conducive atmosphere and connect students to the material that has been presented.
2. Material Delivery, presented through presentation media with the aim of students learning the definition, forms, causes, and impacts of bullying, as well as knowing prevention efforts and sanctions for perpetrators.
3. Q&A session, where students can ask questions, discuss, and gain a deeper understanding of the material presented.
4. Conclusion, containing a summary of the material and a group photo session for documentation.

Result and Discussion

The socialization program on anti-sexual feelings products conducted at SMA N 1 CEPOGO had a significant impact on the students' perspectives, awareness, and feelings. Held on Wednesday, November 19, 2025, with 30 students from the 10th grade participating. This activity is carried out through a socialization method, where the material is delivered directly to the speaker using presentation media, followed by a Q and A session, and concluding with a summary and documentation of the activity. Many students previously did not understand what sexual protection and violence are (Vitranilla et al., 2025).

They even respond to actions like teasing or pushing friends as normal in school interactions. However, after attending the socialization, they gained a better understanding of the forms of bullying and also became more aware that this behavior must be addressed immediately. This change in thinking shows that the socialization program has influenced students' understanding of bullying and sexual violence issues. This socialization also shows that the material provided can help change students' perspectives, making them more sensitive and responsive to events related to luck and sexuality (Intanningrum et al., 2024).

This increased awareness is also closely related to the growing sense of safety and comfort felt by students in the school environment. Before the socialization, many students felt worried or afraid of becoming

victims of bullying or sexual violence, which had a negative impact on their mental and emotional well-being and their ability to concentrate on learning. Many students choose to remain silent because they feel ashamed, afraid, and labeled as complainers or considered weak. They were also worried about the consequences of reporting the incident, so they didn't dare to speak up in the end. However, after attending the socialization, the students said they felt they understood this better because they could understand how to protect themselves and believed the school provided full support in addressing bullying cases. Thus, the school successfully created a more conducive environment for the learning and development of the students (Vitranilla et al., 2025).

By increasing students' understanding of bullying and anti-sexual violence issues and fostering a sense of safety, they become better able to concentrate on learning activities and participate more actively in various school activities. This condition ultimately strengthens the creation of a positive school environment, and its impact is not only based on its effect on the well-being of each individual but can also improve harmony and social cohesion throughout the school environment. Improving the quality of relationships between students makes a significant contribution to reducing the frequency of conflicts that previously occurred often. Students become more open to expressing their feelings, experiences, and the problems they face. So they can find help more easily when needed (Samritin et al., 2025).

This attitude not only helps reduce the occurrence of negative behaviors but also strengthens the sense of community and family within the school environment. The relationships between students also have a positive impact on those who interact with teachers and other students. Before socialization was carried out, there was still an emotional distance between students and students, as well as between teachers and students. As a result, communication was not effective. However, after the socialization was carried out, the relationships between students became more open and trusting. Students feel that their opinions and feelings are more valued. This proximity not only shows a sense of security for the students. But it also strengthens the role of teachers in instilling values of protection and anti-sexual violence in the school environment (Nggau et al., 2025).

A positive relationship between students and teachers is highly influential in creating a conducive school environment because it can increase student participation in learning activities while deterring deviant behavior. One important right in this anti-bullying and sexual violence socialization is the active role of students in creating change, as the atmosphere in

schools is greatly influenced by the behavior of the students. Thus, students are not seen as passive individuals but as those who contribute directly to shaping a healthy and safe school environment. When students are given an understanding of how to behave when facing bullying, they are better equipped to choose actions that align with social norms and avoid inappropriate behavior. This directly impacts the creation of a more passive and conducive school environment for all school members (Berti et al., 2023).

Conclusion

The anti-bullying and sexual violence socialization activities at SMA N 1 CEPOGO have a significant impact on students, helping them understand the importance of maintaining proper behavior and safety within the school environment. After receiving an explanation from the speaker, the students became more aware that.

Actions like mocking, shaming, and pushing friends are not common. However, it is considered an action that could harm others. This socialization helps students recognize various forms of sexual fortune and violence and how to protect themselves when facing unsafe situations. Many students who initially didn't dare to speak up or were afraid of being seen as weak now feel increasingly confident that they are entitled to protection and can seek help from teachers or relevant authorities. Besides increasing knowledge, this activity also helps improve relationships between students because they begin to respect each other and are less likely to treat their friends in a hurtful way.

The relationship between students and teachers also becomes closer because students feel more or less cared for and ready to help if problems arise. With this increased sense of security and comfort, learning in school becomes more peaceful and supports students in focusing more on their overall learning. This socialization helps students become more aware, caring, and courageous in taking the right stance so that school can become a safer and more enjoyable place for the school community.

Acknowledgments

The authors would like to express their sincere gratitude to SMA N 1 Cepogo, the participating students, and the school staff for their cooperation and support during the implementation of this program.

References

A Elsayed, A. E., M Hassan, I. A., Hajelbashir, M. I., Almalki, A. M., Alharbi, F. S., Alhajri, R. A., Al-Harbi, M. N., Alanazi, A. M. M., Alanazi, A. M.,

Al-Harbi, A. N., & Ali, A. H. A. (2023). Assessment of Awareness and Knowledge of Parents about Child Developmental Milestones in Al-Kharj City, Saudi Arabia. *Medical Science*, 27(134). <https://doi.org/10.54905/dissi/v27i134/e189ms2994>

Abshar, R. U. (2024). Sexual Violence Crime Reform in Indonesia: Political and Legal Characteristics of Its Formation. *As-Siyasi: Journal of Constitutional Law*, 4(1), 19-32. <https://doi.org/10.24042/as-siyasi.v4i1.21172>

Badela, L. N., Mundau, M., & Mapuru-Khati, M. (2025). The effects of bullying on victims in high schools in Maseru District, Lesotho. *Children and Youth Services Review*, 178, 108541. <https://doi.org/10.1016/j.childyouth.2025.108541>

Berti, S., Grazia, V., & Molinari, L. (2023). Active Student Participation in Whole-School Interventions in Secondary School. A Systematic Literature Review. *Educational Psychology Review*, 35(2), 52. <https://doi.org/10.1007/s10648-023-09773-x>

Conti, M., & Kovács, E. (2025). The Role of Peer Group Norms in Shaping Self-Identity Formation Among Adolescents. *Journal of Adolescent and Youth Psychological Studies*, 6(7), 1-9. <https://doi.org/10.61838/kman.jayps.4350>

Elvira-Zorzo, M. N., & Bayona Gómez, P. (2025). Identity Construction and Digital Vulnerability in Adolescents: Psychosocial Implications and Implications for Social Work. *Youth*, 5(4), 119. <https://doi.org/10.3390/youth5040119>

Feoh, F. T., & Muskananfola, I. L. (2025). Health Education Through Illustrated Storybooks Affected the Bullying Knowledge of Primary School Students. *Jurnal Ners Dan Kebidanan (Journal of Ners and Midwifery)*, 12(2), 106-114. <https://doi.org/10.26699/jnk.v12i2.ART.p106-114>

Habsy, B. A., Wirianto, W., & Omoyemiju, M. A. (2024). Cognitive Behavior Group Counseling in Overcoming Academic Anxiety of Vocational Students. *KONSELOR*, 13(2), 194-203. <https://doi.org/10.24036/0202413290-0-86>

Intanningrum, S. D., Perwatih, H., & Iswinarti, I. (2024). Psychoeducation Stop Bullying for Better Future Among Students Of SMK 2 Penajam Paser Utara. *Eduvest - Journal of Universal Studies*, 4(7), 5592-5611. <https://doi.org/10.59188/eduvest.v4i7.1223>

Joulaei, H., Fatemi, M., Joulaei, R., Heydari, M. R., Pourmontaseri, A. R., & Foroozanfar, Z. (2024). Determinants of unmet needs for mental health services amongst adolescents in Shiraz, Iran: a cross-sectional study. *Frontiers in Public Health*, 12. <https://doi.org/10.3389/fpubh.2024.1265611>

Mastorci, F., Lazzeri, M. F. L., Vassalle, C., & Pingitore, A. (2024). The Transition from Childhood to Adolescence: Between Health and Vulnerability. *Children*, 11(8), 989. <https://doi.org/10.3390/children11080989>

Nggauk, S. V., Endrawati, L., & Uyun, D. Al. (2025). Fostering Child-Friendly Schools Through Strengthened School-Parent Partnerships: Addressing Violence and Bullying Against Female Students in Senior High Schools. *ALISHLAH: Jurnal Pendidikan*, 17(2). <https://doi.org/10.35445/alishlah.v17i2.6329>

Noviyanti, N., Hartini, S., Marlina, L., & Oktarini, M. (2025). The Phenomenon of Bullying in School Environments: Strategies and Challenges. *PPSDP International Journal of Education*, 4(1), 52-65. <https://doi.org/10.59175/pijed.v4i1.374>

Rakhmadani, S., Wardhana, Y., & Barokah, I. L. (2025). Character Building in the Effort to Prevent the Three Sins of Education through the Teaching Campus Program. *Pasundan International of Community Service Journal (PICS-J)*, 7(1), 1-9. <https://doi.org/10.23969/pics-j.v7i01.25931>

Riswanto, A., Thursina, F., Nurlaila, R. Dela, Kusuma, F., Linggabuana, U., & Sukabumi, P. (2023). Analysis of Adolescent Consumptive Behavior: Determinants and Their Impact on Psychological Well-Being. *West Science Social and Humanities Studies*, 1(01), 1-9. <https://wsj.westsciences.com/index.php/wsshs/article/view/109>

Ryantiarto, P., Yuliyanto, A., Yahya, G. A., Rani, D., Yeni, U., Apriyani, A., & Nizar, A. (2025). The Impact of Bullying on Self-Confidence of Grade V Elementary School Students. *The 7 Th International Conference on Elementary Education*, 7(1), 652-661. https://www.researchgate.net/publication/390212895_The_Impact_of_Bullying_on_Self-Confidence_of_Grade_V_Elementary_School_Students

Samritin, S., Suarti, S., Manan, M., Irwan, I., Akbar, A., Saputri, R. E., Adi, Y. P., & Sarli, S. (2025). Anti-Bullying and Sexual Harassment Prevention Socialization to SD Negeri 19 Lakudo Students'. *Room of Civil Society Development*, 4(3), 498-508. <https://doi.org/10.59110/rcsd.630>

Urbayatun, S., Asmorojati, A. W., & Agusta, R. (2023). Sexual Harassment in Boys: An Overview of Child Victims and Child Perpetrators in Indonesia. *Jurnal Ilmiah Peuradeun*, 11(1), 1-18. <https://doi.org/10.26811/peuradeun.v11i1.787>

Vitranilla, Y. E., Christmas, S. K., Akbar, M. F., Ramadhania, W., & Angelina, P. (2025). 1098

Empowering Youth for Peace: Advancing Child-Friendly and Violence-Free Schools in Kubu Raya.
Sang Sewagati Journal, 3(2), 75-88.
<https://doi.org/10.37253/sasenal.v3i2.11070>

Yusron, L., & Setyorini, E. H. (2025). Analysis of Criminal Liability in Cases of Sexual Violence Against Children on The Grounds of Consent. *Media Hukum Indonesia (MHI)*, 3(2), 779-788.
<https://doi.org/10.5281/zenodo.15882527>