

BULLYING PREVENTION OUTREACH AT AL-FUDHOLA' FOUNDATION, BARURAMBAT TIMUR, PADEMAWU, PAMEKASAN

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ABSTRACT

Background

Bullying at the Al-Fudhola' Islamic Educational Institution represents a serious issue that disrupts student development. The absence of evidence-based and Islamic value-oriented prevention programs highlights the need for this seminar.

Purpose

The aim is to provide teachers and students with an understanding of bullying prevention and to foster a safe, inclusive learning environment aligned with religious values.

Implementation Method

The methodology employed in this outreach utilized the Participatory Action Research (PAR) approach in a face-to-face setting, including presentations, lectures, interactive discussions, and question-and-answer sessions.

Result

Results indicate that the outreach proceeded smoothly and received positive responses from participants. The event commenced solemnly with the singing of the Indonesian national anthem, recitation of sholawat, and welcomes from various stakeholders. Presentations by resource persons from the Ministry of Religious Affairs and the Communication and Information Agency of Pamekasan offered in-depth insights into bullying prevention strategies. Participants demonstrated high enthusiasm during the Q&A session, reflecting their interest and good comprehension. The activity concluded with a joint prayer and photo session, symbolizing unity and the commitment of all parties to creating a safe, positive, and bullying-free learning environment at the Al-Fudhola' Islamic and Social Educational Institution.

Conclusion

The bullying prevention seminar at Al-Fudhola' successfully enhanced awareness and skills among teachers and students, fostering a secure, inclusive learning environment that supports the socio-emotional development of learners.

Keywords

Outreach, Bullying, School



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INTRODUCTION

According to the American Psychological Association (APA), bullying is defined as aggressive behavior that is intentionally and repeatedly carried out with the aim of harming another individual (Wahab et al., 2017). Both verbal and physical forms of bullying can negatively impact students' mental and emotional health, as well as their academic performance (Wahab et al., 2017). Bullying is also a form of power abuse perpetrated by an individual or a group to harm others (Dewi, 2020). Ken Rigby defines bullying as an urge to inflict harm that is manifested in actions causing suffering to the victim (Zain et al., 2017). Bullying can take various forms, including physical bullying such as pushing, hitting, or stepping on peers, and verbal bullying such as name-calling, insults, and other hurtful remarks (Hijrawatil, 2022). All forms of bullying have the potential to disrupt students' social and emotional development within the school environment.

The primary causes of bullying behavior in schools stem from multiple factors, including parenting styles—whether permissive or authoritarian as well as social influences such as peer groups and social media (Mayasari, 2019; Bulu et al., 2019). Individual characteristics such as self-esteem, empathy, social skills, and psychological conditions also significantly influence the likelihood of someone becoming either a perpetrator or a victim of bullying (Puschmann, 2024). In the context of family life, low emotional support and limited parental supervision, particularly from fathers, are considered major risk factors (Erginoz et al., 2015). Perceptions of parenting style and family climate are closely associated with students' exposure to bullying (Cerezo et al., 2018). A non-supportive home environment can trigger aggressive behavior in children, especially when not balanced by healthy social interactions outside the home.

School-related factors also contribute to the prevalence of bullying. Teachers play a crucial role in shaping the school bullying dynamic through their attitudes, behaviors, and teaching practices (Brendgen & Troop-Gordon, 2015). Additionally, the structure and size of the school such as grade levels, class sizes, and overall school capacity can influence the prevalence of bullying (Saarento et al., 2015). Peer relationships and group norms also determine whether bullying behaviors will flourish or be suppressed within the school environment. Positive social integration and students' favorable perceptions of teachers' bullying management strategies can enhance the overall school climate (Antoñanzas et al., 2022). On the other hand, media and technology further exacerbate bullying manifestations, especially in the form of cyberbullying (Katsikas & Thanos, 2025). Therefore, effective intervention requires collaboration among schools, families, and communities (Esposito et al., 2024; Healy et al., 2022).

At Al-Fudhola' Islamic and Social Educational Institution, located in Barurambat Timur, Pademawu Subdistrict, Pamekasan Regency, bullying is not merely viewed as a local challenge but as a serious issue that requires prompt and appropriate intervention. Bullying at this institution is recognized as a problem that could disrupt students' mental, emotional, and social development if not addressed immediately. As an institution committed to Islamic education and social values, Al-Fudhola' acknowledges the importance of fostering a safe, comfortable, and inclusive learning environment for all students. Consequently, bullying is regarded as a tangible threat that must be addressed seriously through a collaborative approach. One of the initiatives undertaken was the organization of a seminar on bullying prevention strategies, involving a speaker from the Ministry of Religious Affairs (Kementerian Agama) of Pamekasan Regency as an initial step in educating the school community.

A student-focused bullying prevention seminar must be comprehensively designed, incorporating effective evidence-based approaches. These approaches include the implementation of school uniforms and enhanced supervision to minimize glaring social differences and ensure

adult presence. Training in skills such as assertiveness and conflict resolution is also crucial to empower students to handle bullying situations independently. Furthermore, parental involvement in fostering healthy relationships with their children and limiting their exposure to media violence can reinforce school-based efforts (Cunningham et al., 2016). Interactive workshops, including theatre-based sessions, can enhance students' empathy towards victims and witnesses of bullying (Goodwin, 2019). Evidence-based programs such as the Olweus Bullying Prevention Program (OBPP), KiVa, and Second Step provide a strong foundation (Shetgiri et al., 2015), while peer-advocacy training programs like STAC add to their effectiveness (Avşar & Ayaz-Alkaya, 2024). Education on different forms of bullying, including cyberbullying and social bullying, is equally essential (Peng et al., 2022).

The existing gap in this context lies in the absence of a specially designed, evidence-based bullying prevention program at Al-Fudhola' Islamic and Social Educational Institution that incorporates students' religious and social values. The novelty of this seminar lies in the integration of scientific approaches with Islamic values through contextual and applicable collaboration with the Ministry of Religious Affairs. The implementation of this seminar aims to enhance teachers' sensitivity in creating inclusive classroom environments where every student feels valued and protected. Moreover, students are actively engaged and educated about the importance of mutual respect among peers. This educational seminar was organized by community service students in collaboration with the Ministry of Religious Affairs of Pamekasan, represented by educational and communication counselors from the Pamekasan Regency Office of the Ministry of Communication and Information.

IMPLEMENTATION METHOD

The outreach seminar titled "Bullying Prevention Strategies to Create a Safe and Positive Learning Environment at Al-Fudhola' Foundation, Barurambat Timur, Pademawu, Pamekasan" was conducted on Wednesday, September 4, 2024. This activity employed the Participatory Action Reflection (PAR) method and was held offline (face-to-face). The approach included a combination of presentations, lectures, and interactive Q&A sessions. Tools and media used during the event included a laptop, LCD projector, and other supporting equipment. The seminar took place within the premises of the Al-Fudhola' Islamic and Social Educational Institution, with participants comprising both teachers and students. The event's agenda began with an opening session, followed by the delivery of material by the keynote speaker, an interactive discussion session, and a closing aimed at reinforcing participants' understanding of effective bullying prevention strategies.

Tabel 1. Event Agenda

No	Activity	Facilitator	Time
1	Opening	Master of Ceremony (MC)	08:30-08:40
2	Singing of the Indonesian National Anthem (<i>Indonesia Raya</i>)	Sitti Makhtumah (KKN Student)	08:40-08:45
3	<i>Sholawat</i> Recitation	Saman (KKN Student)	08:45-08:55
4	Welcoming Remarks	Holis (KKN Group Leader) Tidar Anugrah Haq, S.STP, M.M (Village Head) Yanto, S.Pd.I, M.A (Chairman of STIDKIS Al-Mardliyyah) Representative of the Foundation	08:55-09:20
5	Main Event (Outreach Seminar)	Speaker: Muhamad Ismail, S.Pd.I, CDAI, C.E.Q. Moderator: Abd. Alim (KKN Student)	09:20-10:20
6	Presentation of Token of Appreciation	Baidawi (KKN Student)	10:20-10:30
7	Closing Prayer	Imam Ghazali (KKN Student)	10:30-10:35
8	Group Photo	-	10:35-10:45

RESULTS AND DISCUSSION

Before the event officially began, a participant check-in process was carried out to record and verify the number of attendees in accordance with the prepared consumption logistics. The event commenced in a solemn and respectful manner, led by the Master of Ceremony (MC), who was a member of the KKN student team. Following this, participants were invited to sing the Indonesian national anthem, “Indonesia Raya,” guided by Sitti Makhtumah, also a member of the KKN team.

The atmosphere grew more vibrant with a heartfelt recitation of *sholawat* (praises to the Prophet) by Saman, followed by a series of welcoming remarks delivered by the Coordinator of Post 02 (KORDES), the Village Head of Barurambat Timur, the Chairman of STIDKIS Al-Mardliyyah Pamekasan, and a representative from the Al-Fudhola’ institution.



Figure 1. Participant Check-in



Figure 2. Event Opening by the MC



Figure 3. Singing of the Indonesian National Anthem



Figure 4. *Sholawat* Recitation



Figure 5. Remarks from the KORDES of Post 02



Figure 6. Remarks from the Village Head of Barurambat Timur



Figure 7. Remarks from the Chairman of STIDKIS Al-Mardliyyah



Figure 8. Remarks from the Al-Fudhola' Representative

Following the welcoming session, the main agenda commenced with a presentation by the keynote speaker, Mr. Muhamad Ismail, S.Pd.I, CDAl, C.E.Q, an educational counselor from the Ministry of Religious Affairs (KEMENAG) and an information counselor from the Pamekasan Regency Communication and Information Office (KOMINFO). The session was moderated by Abd. Alim, a KKN student, who facilitated the seminar effectively and ensured the session ran smoothly.



Figure 9. Moderator Leading the Seminar Session



Figure 10. Keynote Speaker Presenting the Material

As the keynote speaker, Mr. Muhamad Ismail delivered material on bullying prevention strategies, covering fundamental definitions of bullying, its causes, various forms, impacts, preventive measures, and the role of teachers in fostering a safe and bullying-free learning environment. Strategies and the Role of Teachers in Bullying Prevention. "An efficient strategy for bullying prevention in schools requires collaboration among teachers, students, and parents. Parents

and teachers must establish good communication, strengthen students' character, and, most importantly, educators should not only see students as learners but also as friends or companions. This approach allows students to open up more easily and take responsibility for their own behavior," said Mr. Ismail.

Teachers play an active role in schools from planning, implementation, to evaluation of all school activities because bullying behavior is a serious issue that must be addressed immediately. Based on current data, bullying behavior is a growing concern and demands urgent attention. According to Maemunah et al. (2023), there are multiple strategies teachers can implement to counter bullying, including guiding, advising, directing, managing, and modeling positive behavior within the school setting. Effective bullying prevention strategies have evolved through the implementation of Social and Emotional Learning (SEL)-based programs. SEL programs help students develop essential skills such as emotional regulation, conflict resolution, and empathy – skills that have been shown to significantly reduce violence and disruptive behavior in schools (Divecha & Brackett, 2020). Notable examples of effective programs include the Olweus Bully Prevention Program (OBPP), the KiVa National Anti-Bullying Program, and Second Step: Student Success Through Prevention (Shetgiri et al., 2015).

Moreover, a whole-school approach is considered more effective than isolated, short-term interventions (Sánchez et al., 2019). This comprehensive approach requires the active involvement of all school stakeholders including students, teachers, parents, and the broader community (Carney & Hazier, 2016). It promotes a systemic change that integrates anti-bullying efforts into the school culture and daily practices. The successful implementation of bullying prevention strategies also depends on well-structured school policies, strong leadership support, and close collaboration between teachers and parents. This approach aligns with the Sustainable Development Goals (SDGs) by promoting safe, inclusive, and supportive school environments that contribute to student well-being (Suherman et al., 2025).

Peer support strategies have also shown promise, especially in addressing behaviors like teasing and relational aggression. However, their effectiveness can vary depending on educational level, gender, and contextual factors (Lamb et al., 2024). Programs that involve peer bystanders must be designed carefully to avoid stigmatizing victims (Healy, 2020). For this reason, holistic, multicomponent interventions such as LINKlusive are highly recommended. LINKlusive combines online training for teachers and parents with educational programs for students, providing an inclusive and sustainable model for bullying prevention (Díaz-Caneja et al., 2021; Swearer et al., 2020).

Following the presentation, an interactive Q&A session was held, during which participants enthusiastically posed questions regarding the implementation of bullying prevention strategies. These questions were addressed clearly and thoroughly by the keynote speaker, enriching the participants' understanding of the topic. The closing session, guided by one of the KKN students, was a meaningful and emotional moment. A collective prayer was recited, creating a solemn atmosphere filled with gratitude, togetherness, and shared purpose. This act served as a symbol of unity and appreciation for the journey undertaken throughout the event. The seminar concluded with a group photo session, capturing the spirit of collaboration and solidarity built among participants. These photographs serve as lasting memories and documentation of the meaningful experiences shared throughout the outreach program.



Figure 11. Group Photo with Al-Fudhola' Teachers



Figure 12. Group Photo with Male Students (Junior & Senior High School / Vocational School)



Figure 13. Group Photo with Female Students (Junior & Senior High School / Vocational School)

CONCLUSION

The results of the outreach seminar on bullying prevention strategies in schools indicate an increased understanding among participants regarding the importance of fostering a safe and positive school environment. Participants demonstrated greater awareness of bullying behaviors and the necessity for timely intervention. However, some participants still showed reluctance to actively engage in bullying prevention programs. This hesitation was attributed to internal factors such as a lack of motivation, as well as external factors including insufficient support from the school environment or broader community. The seminar began with an opening session, followed by an informative segment on effective bullying prevention strategies. The main presentation was

delivered by a representative from the Ministry of Religious Affairs of Pamekasan Regency, who discussed key approaches to bullying prevention in educational settings. A focused discussion session was also held, during which participants explored intervention techniques and their practical applications within the school context. The seminar concluded with a closing session aimed at reinforcing key messages. Throughout the event, the seminar was facilitated by a moderator and an MC, both of whom were experienced in the subject matter. Their guidance ensured that the seminar ran smoothly and effectively, enabling participants to engage meaningfully with the content presented.

ACKNOWLEDGMENT

We would like to express our sincere gratitude to all parties involved in the successful implementation of the bullying prevention seminar at Al-Fudhola' Foundation. Your support and participation played a vital role in raising awareness about the importance of creating a safe and inclusive school environment. The seminar had a meaningful impact, as it enhanced participants' understanding of bullying issues and encouraged positive action within the school community. Special thanks to the Ministry of Religious Affairs of Pamekasan for their valuable insights. We hope this initiative marks the beginning of continuous collaboration toward safer education spaces.

AUTHOR CONTRIBUTION

- Author 1 : Served as the main responsible person and seminar speaker, leading the preparation, implementation, and delivery of the seminar materials.
- Author 2 : Contributed to data collection and supporting analysis for the seminar materials.
- Author 3 : Acted as the facilitator for the singing of the Indonesian National Anthem (Indonesia Raya) and assisted in preparing materials and documenting the seminar.
- Author 4 : Served as a facilitator during the welcoming remarks alongside the Village Head and Chairman of STIDKIS Al-Mardliyyah, and supported the technical arrangements during the seminar.
- Author 5 : Acted as the facilitator for the presentation of the token of appreciation and helped in disseminating seminar information.
- Author 6 : Contributed to the evaluation and feedback process of the seminar activities.
- Author 7 : Facilitated the Sholawat recitation and assisted in participant organization and seminar administration.
- Author 8 : Served as the moderator for the main seminar event and supported smooth discussion flow.
- Author 9 : Acted as the facilitator for the closing prayer and supported photo and video documentation of the seminar.

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