




## Bullying Prevention Counseling for Students High School

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ARTICLE INFO	ABSTRACT
<p><b>Artikel History:</b> Received: 10 December 2025 Revised: 15 January 2026 Published: 30 January 2026</p> <p><b>Keywords:</b> Bullying, Counseling, Prevention, Students, High School</p>	<p>Bullying is a form of violence that still often occurs in schools and has a negative impact on the psychological, social, and academic development of students. This Community Service (PkM) activity aims to increase students' knowledge and awareness of bullying prevention through counseling, group discussions, educational video screenings, and quizzes at SMAN H. This activity was carried out in response to the high incidence of bullying among adolescents, as reported in various studies, including the findings of Bachri et al., and linked to extreme cases resulting from psychological pressure on bullying victims. The results of the activity showed an increase in students' understanding of the definition, forms, causes, and effects of bullying, accompanied by positive attitude changes such as increased empathy and courage to report cases of bullying. Guidance counselors and homeroom teachers also benefited from learning strategies for preventing and handling bullying. This activity was effective in building a safe and anti-bullying school culture and is recommended to be implemented on an ongoing basis.</p>
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## INTRODUCTION

The concept of bullying was first introduced by Olweus in 1973, defined as a form of aggressive behavior deliberately intended to harm or cause distress to an individual, occurring repeatedly over time and taking place in a relationship where there is no balance of power or strength. Various studies show that victims of bullying are at risk of depression, anxiety, decreased performance, and even suicidal thoughts (Eisenberg & Spinrad, 2004). Bullying affects not only the victims, but also the perpetrators and the overall school climate. Schools with high levels of bullying tend to have an unsafe learning environment, low levels of trust among school members, and increased aggressive behavior among students (Espelage & Swearer, 2009; Hymel & Swearer, 2015).

The high incidence of bullying in Indonesia's education system has made the country the fifth highest contributor to bullying cases in the world out of 78 countries, according to data from the Programme for International Student Assessment (PISA) survey. Based on the PISA study, 42% of students in Indonesia aged around 15 years old experienced violence and bullying within a month, 14% feel threatened, 15% feel intimidated, 18% experience physical violence such as hitting and pushing, 19% experience kidnapping, and 22% of students in Indonesia experience bullying through verbal abuse (Yusnata, 2023). Based on statistical data on bullying cases against children from 2019 to 2022 reported by Almaidha (2023), in 2019, 11,057 Indonesian students were victims of bullying, then in 2020 there were 11,278 victims, followed by 14,517 victims in 2021, and increasing in 2022 to 21,241 victims. Thus, in Indonesia, bullying is still commonly found in high schools. Study Lestari and Kowi (2024); Mustofiyah et al. (2024) emphasizes that bullying is often considered trivial, so that it is often dealt with too late. Meanwhile, Thoif et al. (2025) found that although many schools have anti-bullying policies, their implementation remains weak.

Education-based interventions and counseling have been proven effective in raising student awareness and shaping prosocial attitudes as a means of preventing bullying in schools (Cross et al., 2015; Ttofi & Farrington, 2011). The urgency of this outreach program became even more apparent after an incident at a public high school in Jakarta, where a student who was allegedly a victim of bullying assembled a homemade bomb and detonated it during Friday prayers. The incident left dozens of students injured, and the perpetrator reportedly attempted suicide. This case proves that bullying can trigger destructive actions if not handled properly.

The city of Bandar Lampung has many public high schools, one of which is SMAN H, with a large number of students from diverse social backgrounds. This situation calls for systematic character building, mental health support, and bullying prevention. Therefore, a team of lecturers carried out a community service program in the form of bullying prevention counseling for public high school students in Bandar Lampung as an effort to build safe and child-friendly schools.

## METHOD

The implementation of the “Bullying Prevention Counseling for Students” program was carried out using a participatory and collaborative approach. The participatory approach in community service activities is considered effective because it encourages the active involvement of students in the learning process, reflection, and social attitude change (Putnam, 2016; Wallerstein & Duran, 2010). This activity was held for one day on November 25, 2025, at SMAN H. The activity was carried out in the school hall.

## **Research Design & Procedures**

The first stage was the preparation stage, which consisted of coordination with the school, preparation of counseling materials, and preparation of supporting media such as educational videos and PPT slides. The use of audiovisual media during counseling has been proven to increase focus so that students can absorb information well. As a result, they empathize with social issues, including violence and bullying (Mayer, 2005). The second stage is the implementation stage, which begins by asking questions to assess students' prior knowledge about bullying. The counseling material was delivered through interactive communication that discussed the definition of bullying, its forms, its impact on student development, and case studies that reflected the negative effects of bullying. The activity continued with a group discussion to analyze cases of bullying that might occur in the school environment, followed by the screening of an educational video about the experiences of bullying victims and the playing of a song titled Gajah by Tulus and a brief explanation of its meaning. The third stage was an evaluation conducted through a quiz to measure the increase in students' understanding after participating in the counseling session. The fourth stage was a follow-up through recommendations for an anti-bullying program to the school, the preparation of an activity report in the form of this article, and maintaining informal communication with guidance counselors to monitor the sustainability of this anti-bullying program.

## **Population and Sample**

The main target of this activity was 34 students from grade 10. The selection of the target was based on the consideration that students at this level are in their adolescence, which is reinforced by a study by Fathoni and Prasodjo (2022) that this is a period in which they are very vulnerable to experiencing or engaging in bullying behavior.

## **RESULT AND DISCUSSION**

### **Improvement in Students' Understanding After Counseling**

The results of this activity show that it effectively increases students' empathy and understanding of the definition, forms, and effects of bullying. This is in line with research by Lestari and Kowi (2024), which identifies individual, family, school, and peer factors as the main causes of bullying behavior. Therefore, educational intervention is an important step in breaking this chain. At SMAN H, before the counseling session, students were often unaware that these small actions constituted bullying. After the counseling session, they were able to recognize that these small actions were indeed bullying. Students were also able to better identify forms of bullying. This improvement supports the findings of Bachri et al. (2021) that health education directly improves students' skills in recognizing and preventing bullying. These results also confirm that education is an important foundation for changing adolescent behavior.

### **The Role of Teachers and School Climate in Preventing Bullying**

The results of this activity show the importance of teachers playing an active role in creating a safe school environment. This activity helped guidance counselors and classroom teachers understand the importance of intensive supervision, good communication with students, and the establishment of a safe reporting system. This is in line with Sukma's (2024) opinion, which states that educators must act as role models, mediators, and facilitators in building an anti-bullying culture in schools. Another study by Thoif et al. (2025) also emphasizes the importance of a community-based approach, namely

the involvement of all parties such as students, teachers, parents, and schools. The implementation at SMAN H shows that when guidance counselors are involved in the discussion process, students become more courageous in sharing their personal experiences.

### **The Impact of Counseling on Students' Attitudes and Commitment**

In addition to increasing knowledge, this activity also had an impact on attitude change. Students became more motivated to: reject bullying, protect friends who were victims, report incidents of bullying to educators, and build empathy. These findings are consistent with Benjamin Bloom's theory of behavioral change, adapted by Notoatmodjo (2007), which states that increasing knowledge is the first step that influences attitude change and social responses among adolescents. These results are in line with the study by Bachri et al. (2021), which found that strong coping mechanisms and a good understanding of the risks of bullying can reduce aggressive behavior among adolescents.

### **CONCLUSION**

The bullying prevention education program for students at SMAN H has had a significant impact on improving students' knowledge, attitudes, and awareness of the dangers of bullying and prevention strategies. Students demonstrated a better understanding of various forms of bullying, including physical, verbal, social, and emotional bullying, which they had not fully understood before. The use of case studies has proven effective in strengthening students' understanding of the long-term effects of bullying, including the risk of psychological stress, trauma, and extreme actions. This case-based learning made students more sensitive and empathetic towards victims, encouraging them not only to avoid bullying behavior but also to act as agents of prevention in the school environment. In addition to having a positive impact on students, this activity also increased educators' awareness and readiness in identifying and dealing with bullying issues. Educators gained a better understanding of the importance of active supervision, open communication, and creating a safe and supportive school climate. This program emphasizes the importance of schools' commitment to implementing sustainable anti-bullying policies, strengthening the role of guidance counselors, and providing a safe reporting system for students. This activity is expected to be the first step for SMAN H in creating a safer, child-friendly, and bullying-free learning environment.

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