

School-Based Prevention-Oriented Socialization as a Strategy for Preventing Verbal Bullying: A Community Engagement Study at SDN 06 Nagari Sumanik

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Abstract. Verbal bullying remains a prevalent issue in student interactions at SDN 06 Nagari Sumanik, occurring both in classroom settings and across the broader school environment. This condition prompted the implementation of a community engagement program in the form of School-Based Prevention-oriented socialization aimed at preventing verbal bullying from an early age. The program sought to enhance elementary school students' understanding and awareness of the risks and consequences of verbal bullying while fostering a safe and supportive school climate. The activity employed a participatory educational approach conducted through three stages: planning, implementation, and monitoring. Data were collected through observation, interactive discussions, and assessments of students' understanding before and after the intervention. The socialization activities included structured material delivery, educational video screenings, ice-breaking sessions, and question-and-answer discussions. The results indicate an improvement in students' comprehension of the forms, impacts, and prevention of verbal bullying, as reflected in increased active participation and students' ability to identify bullying behaviors. Overall, the program positively influenced students' interaction patterns and demonstrates that the School-Based Prevention approach is an effective preventive strategy for reducing verbal bullying practices in elementary school settings.

Keywords: Socialization; School-Based Prevention; Verbal Bullying; Elementary School Students.

1. Introduction

Schools are formal educational institutions that bear a significant responsibility in supporting students' holistic development, encompassing knowledge, skills, and character formation. Through structured learning processes, schools are expected to cultivate students who possess strong moral values, independence, and social responsibility (Hasanah et al., 2025). This mandate aligns with Indonesian Law No. 23 of 2002 on Child Protection, which affirms every child's right to education that supports personal development in accordance with individual interests, talents, and intellectual capacities to achieve a better future.

In practice, however, many students have not yet attained optimal developmental outcomes. One of the most concerning issues in contemporary educational settings is the persistence of violence and bullying within school environments. Such behaviors may be perpetrated by teachers toward students or occur among students themselves (Priyosahubawa et al., 2024). Bullying is not a new phenomenon; it has long been embedded in school life and is commonly manifested through intimidation, exclusion, harassment, or coercion. Broadly defined, bullying involves the abuse of power or dominance to harm others, resulting in psychological distress, trauma, and a sense of helplessness among victims. These practices occur across all levels of education, from elementary schools to higher education institutions (Dhian Satria Yudha et al., 2024).

In Indonesia, scholarly attention to bullying remains relatively limited. Existing studies indicate that approximately 10–70% of students have experienced forms of bullying—such as verbal ridicule, insults, social exclusion, or physical aggression—at least once per week. Verbal bullying, in particular, is often underestimated despite its substantial negative effects on students' mental health, self-confidence, and academic performance. This issue is especially critical at the elementary school level, as this developmental stage plays a crucial role in shaping children's social and emotional capacities.

SDN 06 Nagari Sumanik, located in Koto Piliang Hamlet, Salimpaung District, serves 118 students from grades one to six, consisting of 49 female and 69 male students aged from under seven to over twelve years old. During this formative period, children are actively developing self-identity, social skills, and self-esteem. Continuous exposure to verbal bullying at this stage may hinder both personality development and social competence. Preliminary observations and information obtained from school authorities revealed that verbal bullying remains present in daily student interactions, both inside classrooms and throughout the school environment.

Initial surveys and observations conducted at SDN 06 Nagari Sumanik confirmed the ongoing occurrence of verbal bullying among students. This condition reflects a clear gap between the ideal educational environment and actual practices at the community engagement site. Moreover, no prior bullying prevention program had been specifically designed using a School-Based Prevention approach tailored to the developmental characteristics of elementary school students.

The novelty of this community engagement initiative lies in the structured implementation of School-Based Prevention-oriented socialization through systematic stages of planning, implementation, and monitoring. By positioning the school as the central site of prevention and students as active agents of change, this approach extends beyond one-way information delivery. It integrates interactive activities, audiovisual media, and age-appropriate reflection aligned with children's lived experiences (Purnama & Marliani, 2023).

Based on this context, the present community engagement program aims to enhance students' understanding and awareness of the dangers of verbal bullying while fostering attitudes of mutual respect within the school environment. This initiative is expected to serve as an applicable and sustainable preventive model for addressing verbal bullying in elementary schools. Effective bullying prevention requires the involvement of all school stakeholders, including teachers, students, and parents (Rahmah & Purwoko, 2024). Socialization activities represent one of the most effective strategies, as they not only convey knowledge about the forms and consequences of bullying but also instill empathy, positive communication skills, and non-violent conflict resolution abilities.

2. Methodolgy

This community engagement program was conducted at SDN 06 Nagari Sumanik, Salimpaung District. The participants consisted of elementary school students who were directly involved in daily learning interactions, with the support of classroom teachers and school administrators. The implementation schedule was aligned with the school's academic calendar and carried out as a structured student community engagement activity.

The program was implemented as part of the *Kuliah Kerja Nyata* (KKN) initiative organized by Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar. This program aims to contribute to improving the quality of life of local communities through educational and empowerment-based interventions. The community engagement site was located in Nagari Sumanik, Koto Piliang Hamlet, Salimpaung District, Tanah Datar Regency. Among the focal points of the engagement activities, SDN 06 Nagari Sumanik was selected as the primary site for the verbal bullying prevention program. The community engagement activities were conducted over a one-month period, from 1 July to 31 July 2025.

The program employed a School-Based Prevention (SBP) approach, defined as a school-centered preventive strategy designed to address social problems and negative behaviors at an early stage through structured activities within the school environment (Jumaah et al., 2024). This approach emphasizes the active involvement of schools and the broader community in designing and implementing preventive initiatives. Consequently, SBP not only offers immediate preventive actions but also strengthens community capacity by fostering shared responsibility, ownership, and sustainability of prevention efforts (Mawardah & Hutami, 2024).

The adoption of the SBP approach was based on the premise that effective prevention of verbal bullying requires active participation from all relevant stakeholders, including teachers, students, parents, and school authorities (Ningrum & Yaksa, 2023). This participatory framework supports collaborative planning, implementation, and continuous evaluation of prevention programs. Such involvement is expected to enhance stakeholders' sense of ownership and ensure the continuity of

bullying prevention strategies beyond the completion of the community engagement program.

Methodologically, this study applied a qualitative approach with data collected through interviews, focus group discussions (FGDs), observations, and documentation. The program implementation was structured into three main stages: (1) planning, which involved problem identification, goal setting, and the formulation of strategies and methods; (2) implementation, the core stage during which the planned activities were executed with active stakeholder participation; and (3) monitoring, which focused on supervising program execution to ensure alignment with planned activities and to identify emerging challenges requiring adjustment.

Data were analyzed using descriptive qualitative techniques, including data reduction, data display, and conclusion drawing based on findings from observations, interviews, and FGDs. Evaluation results were used to assess changes in students' understanding and responses toward verbal bullying.

The indicators of program effectiveness included: (1) increased student understanding of the forms and impacts of verbal bullying; (2) enhanced active participation in discussions and socialization activities; (3) students' ability to identify and resist verbal bullying behaviors; and (4) positive teacher responses regarding observable changes in students' interaction patterns. These indicators served as the basis for evaluating the effectiveness of the School-Based Prevention approach in preventing verbal bullying at the elementary school level.

Through the implementation of the SBP approach, this program aimed to foster a safe, supportive, and bullying-free school environment (Nur et al., 2022). Furthermore, the initiative functioned as an educational platform for all members of the school community to cultivate mutual respect, empathy, and social responsibility. Accordingly, bullying prevention efforts were directed not only toward addressing existing incidents but also toward strengthening positive character development and improving the overall school climate.

3. Results and Discussion

Community engagement activities represent concrete contributions by individuals, groups, or institutions to address societal challenges and empower local communities (González-Roz et al., 2023). Within the framework of the *Tri Dharma of Higher Education*, community service occupies a strategic position alongside education and research. One of its most prominent implementations in Indonesian higher education is the *Kuliah Kerja Nyata* (KKN) program, which integrates academic knowledge with community-based problem solving (Yulianingrum et al., 2023).

The implementation of School-Based Prevention-oriented socialization at SDN 06 Nagari Sumanik generated several key findings derived from observations, focus group discussions, and brief interviews with teachers and students.

3.1. Results

The implementation of the School-Based Prevention-oriented socialization program at SDN 06 Nagari Sumanik yielded several significant outcomes related to students' cognitive understanding, behavioral participation, and attitudinal awareness regarding verbal bullying. These results were obtained through systematic observations, interactive discussions, and informal interviews conducted with students and classroom teachers throughout the program implementation.

First, the program resulted in a noticeable improvement in students' understanding of the forms and impacts of verbal bullying. Prior to the intervention, many students perceived behaviors such as teasing, mocking, and assigning nicknames as normal and acceptable aspects of daily peer interaction. During initial observations and informal conversations, several students indicated that verbal teasing was often considered a form of joking or play, even when it caused discomfort to others. This perception reflects a limited awareness of the boundaries between harmless humor and harmful verbal behavior.

Following the socialization activities, students demonstrated a clearer and more nuanced understanding of verbal bullying. During discussion sessions, students were increasingly able to identify specific behaviors as verbal bullying, including insulting physical appearance, using derogatory nicknames, spreading rumors, and mocking family backgrounds. More importantly, students were able to articulate the emotional and psychological consequences of such behaviors on their peers, such as feelings of sadness, fear, embarrassment, and social exclusion. This shift in understanding was evident in students' responses during question-and-answer sessions, where they began to use empathetic language to describe how verbal bullying could affect others. The improvement in conceptual clarity indicates that the program successfully enhanced students' awareness of verbal bullying as a harmful social behavior rather than a trivial interaction.

Second, students' active participation increased significantly throughout the program. Observational data showed a marked difference between students' engagement during regular classroom activities and their involvement during the socialization sessions. Throughout the program, students demonstrated high levels of enthusiasm during ice-breaking activities, group discussions, and interactive learning segments. Ice-breaking activities were particularly effective in creating a relaxed and inclusive atmosphere, allowing students to feel comfortable expressing their thoughts and opinions.

During group discussions, many students voluntarily raised their hands to respond to questions or share examples of peer interactions they had experienced or witnessed. Several students recounted personal experiences involving teasing or being mocked, which had rarely emerged during routine classroom instruction. These narratives, although simple, reflected students' growing willingness to communicate openly about sensitive social issues. The increased frequency and quality of student responses suggest that the participatory and interactive nature of the socialization

program fostered a more open learning environment and encouraged student engagement.

Furthermore, students' participation extended beyond verbal responses. Observations indicated that students were attentive during audiovisual presentations, particularly animated videos illustrating the consequences of bullying. Many students displayed emotional reactions, such as expressions of concern or empathy, during these segments. Their attentiveness and responsiveness during these activities suggest that the use of age-appropriate and visually engaging media contributed to sustaining students' interest and facilitating understanding of the material presented.

Third, early attitudinal changes toward verbal bullying were observed among students. Based on oral reflections conducted at the end of the socialization sessions, students expressed increased awareness of the importance of respectful communication and the need to avoid mocking or hurtful language. Several students explicitly stated their intention to stop engaging in teasing behaviors and to be more mindful of how their words might affect others. These statements indicate an initial internalization of the values promoted during the program, particularly empathy and mutual respect.

Classroom teachers also reported observable changes in students' behavior following the intervention. According to teacher feedback, students appeared more cautious in their speech during classroom interactions and were more likely to remind peers to use polite language. In some instances, students intervened informally when they witnessed peers engaging in teasing, suggesting a growing sense of shared responsibility for maintaining a respectful school environment. Although these changes were observed within a relatively short period, they indicate promising early outcomes of the program in shaping students' attitudes toward verbal bullying.

The community engagement program was implemented as part of the *Kuliah Kerja Nyata* (KKN) initiative in Koto Piliang Hamlet and was designed using a holistic approach to support local community development. The program was conducted over a one-month period, from 1 to 31 July 2025, and comprised a series of structured and interrelated activities. One of the primary initiatives within this program was the verbal bullying prevention socialization at SDN 06 Nagari Sumanik, which was selected based on preliminary findings indicating the persistence of verbal bullying behaviors among students.

SDN 06 Nagari Sumanik serves a total of 118 students, consisting of 49 female and 69 male students across grades one to six, with ages ranging from under seven to over twelve years. This age range represents a critical developmental stage characterized by rapid cognitive, emotional, and social growth. At this stage, children are particularly sensitive to social interactions and peer acceptance. As such, sustained exposure to verbal bullying may pose significant risks to students' mental health, emotional well-being, and social development.

Observations conducted during the program revealed that verbal interactions among students often occurred spontaneously and were influenced by peer dynamics.

Prior to the intervention, teasing and mocking were frequently observed during recess and informal classroom interactions. These behaviors, while sometimes dismissed as playful, had the potential to escalate into repeated and targeted verbal bullying. The presence of such behaviors underscores the importance of early preventive interventions tailored to the developmental characteristics of elementary school students.

Verbal bullying constitutes a form of intimidation conveyed through words intended to harm others (Fadil, 2023). It may manifest in various forms, including insults, ridicule, negative labeling, public shaming, sarcasm, threats, gossip, and degrading criticism (Harefa et al., 2023; Joshua Evan Savero et al., 2024). These behaviors are typically intentional and repetitive, often aimed at asserting dominance or control over victims (Universitas Jambi et al., 2021). Within the context of SDN 06 Nagari Sumanik, such behaviors were commonly observed in everyday student interactions, highlighting the relevance of addressing verbal bullying through preventive education.

The findings of this program are consistent with previous studies suggesting that verbal bullying in schools is influenced by multiple interrelated factors, including family dynamics, peer environments, and media exposure. Limited parental attention, weak parent-child communication, and lack of emotional support at home have been identified as contributing factors to the development of aggressive verbal behavior among children (Yulianingrum et al., 2023). In addition, peer group dynamics play a significant role, as children often imitate behaviors that are socially reinforced within their peer networks.

Media exposure also emerged as a relevant contextual factor. Many students reported frequent engagement with digital games and online content, some of which contain aggressive language or violent themes. Such exposure may normalize verbal aggression and reduce children's sensitivity to the emotional harm caused by bullying. While this program did not directly assess media consumption patterns, observations and informal discussions with teachers suggested that media influence remains an important consideration in understanding students' verbal behavior.

The negative impacts of verbal bullying are well documented in the literature. Victims of verbal bullying often experience reduced self-esteem, heightened psychological distress, academic disengagement, and difficulties in social interaction (Jumaah et al., 2024). Prolonged exposure to verbal bullying may result in diminished psychological well-being, social withdrawal, fear, and declining academic performance (Amalia & Andayani, 2024). These adverse effects highlight the urgency of implementing preventive interventions at the elementary school level.

The conditions observed at SDN 06 Nagari Sumanik align closely with these documented impacts. Teacher reports and student reflections indicated that some students who experienced frequent teasing exhibited reluctance to participate in classroom activities and appeared less confident in peer interactions. These observations reinforce the importance of early intervention to prevent the escalation of verbal bullying and mitigate its potential long-term consequences.

Overall, the results of this community engagement program demonstrate that School-Based Prevention-oriented socialization can effectively enhance students' understanding of verbal bullying, increase active participation in preventive education activities, and promote early attitudinal changes toward respectful communication. The findings provide empirical support for the relevance of school-centered preventive strategies in addressing verbal bullying among elementary school students.

3.2. Discussion

In response to the challenges identified during the preliminary assessment, the present community engagement program adopted a structured School-Based Prevention (SBP) approach implemented through three interconnected stages: planning, implementation, and monitoring. This framework reflects the fundamental principle of school-centered prevention, which positions educational institutions not merely as sites of instruction but as active agents in addressing social and behavioral problems among students. The use of a staged and systematic approach enabled the program to respond to contextual needs while ensuring coherence between objectives, activities, and outcomes.

3.2.1 Planning Stage: Contextual Problem Identification and Stakeholder Engagement

The planning stage played a critical role in determining the relevance and effectiveness of the intervention. Problem analysis was conducted through direct engagement with school administrators and teachers on 10 July 2025, allowing the program designers to gain an in-depth understanding of the school's social dynamics. These discussions revealed that verbal teasing among students had become a recurring phenomenon that often exceeded the boundaries of playful interaction. Teasing behaviors frequently targeted sensitive personal attributes, including physical appearance, family background, and socioeconomic status, thereby increasing the risk of psychological harm.

Subsequent observations on 15 July 2025 reinforced these findings, particularly during informal settings such as recess, where supervision is typically limited and peer interactions occur more freely. The prevalence of verbal teasing in these contexts highlights the importance of addressing bullying beyond formal classroom instruction. Interviews with affected students further underscored the seriousness of the issue, as several students reported feelings of fear, embarrassment, and social withdrawal, along with a decreased motivation to attend school. These emotional responses align with existing research indicating that verbal bullying can significantly undermine students' sense of safety and belonging within the school environment.

From a theoretical perspective, this planning stage reflects the ecological approach to bullying prevention, which emphasizes the importance of understanding individual behavior within broader social and institutional contexts. By engaging teachers and administrators as key informants, the program ensured that the intervention was grounded in the lived realities of the school community. This participatory diagnostic process also fostered a sense of shared responsibility among

stakeholders, which is widely recognized as a prerequisite for sustainable prevention efforts.

3.2.2 Implementation Stage: Participatory and Culturally Responsive Socialization

Following the identification of core problems, the implementation stage focused on designing and executing a targeted socialization program tailored to the developmental characteristics of elementary school students. Internal coordination meetings among KKN students were conducted to determine schedules, instructional strategies, role distribution, and the selection of learning media. This collaborative planning process allowed for the integration of pedagogical considerations, logistical constraints, and contextual relevance.

On 16 July 2025, the proposed program was formally presented to school authorities. The positive response and logistical support provided by the school demonstrate the value of institutional buy-in in community-based interventions. Such support not only facilitates smooth implementation but also signals to students that bullying prevention is a shared priority endorsed by school leadership.

The socialization activities were conducted on 24 July 2025 and commenced with opening remarks emphasizing collective responsibility in creating a safe and respectful learning environment. This framing is consistent with contemporary prevention models that emphasize collective norms rather than individual blame. By positioning bullying prevention as a shared obligation, the program sought to cultivate a school culture that discourages harmful behavior and promotes mutual respect.

The core activities combined direct instruction with audiovisual media, including presentations and animated videos illustrating the moral, social, and legal implications of bullying. The use of multimedia resources proved particularly effective in capturing students' attention and facilitating comprehension. Visual narratives and animated scenarios allowed students to observe the consequences of verbal bullying in a concrete and relatable manner, thereby enhancing emotional engagement and retention of information.

A distinctive feature of this program was the integration of Islamic values emphasizing compassion (*rahmah*), respect (*adab*), and responsibility toward others. In the Indonesian context, where religious values play a central role in moral education, this integration served as a culturally responsive strategy that reinforced the program's messages. Rather than presenting bullying prevention solely as a behavioral or legal issue, the program framed respectful communication as a moral obligation grounded in shared religious principles. This approach aligns with research suggesting that value-based education can strengthen internal motivation for prosocial behavior, particularly among younger learners.

Materials were delivered using simple and age-appropriate language, ensuring accessibility for students across different grade levels. Interactive elements, such as question-and-answer sessions and guided discussions, encouraged students to actively reflect on their own experiences and behaviors. This participatory design contrasts with

traditional didactic approaches and reflects constructivist learning principles, which emphasize active meaning-making through social interaction.

3.2.3 Monitoring Stage: Continuous Evaluation and Adaptive Learning

The monitoring stage involved continuous observation and evaluation throughout the implementation process. Monitoring activities focused on assessing students' responses, levels of participation, and the effectiveness of instructional strategies. Feedback from teachers and students was systematically documented, and post-activity evaluations were conducted to identify strengths and areas for improvement.

Monitoring results indicated that the SBP approach effectively increased students' awareness and understanding of verbal bullying. Teachers reported observable changes in classroom interactions, including more cautious use of language and increased peer intervention when teasing occurred. These observations suggest that the program not only enhanced cognitive understanding but also influenced social norms within the classroom.

From an implementation science perspective, the monitoring stage served as a mechanism for adaptive learning, enabling the program to respond to emerging challenges and refine its strategies. Continuous evaluation is a key component of effective prevention programs, as it allows practitioners to assess fidelity, identify unintended consequences, and adjust interventions to better meet participants' needs.

3.2.4 Alignment with Previous Research and Prevention Theory

The findings of this program support previous research demonstrating that preventive and participatory bullying interventions are more effective than punitive approaches. Traditional punitive measures, such as punishment or reprimand, often address bullying after harm has occurred and may fail to address underlying social dynamics. In contrast, preventive approaches emphasize early education, norm-setting, and skill development, thereby reducing the likelihood of bullying behaviors emerging or escalating.

The use of interactive discussions, audiovisual media, and reflective activities enabled students to engage with the content in ways that were meaningful and developmentally appropriate. These strategies align with social learning theory, which posits that children learn behaviors through observation, imitation, and reinforcement. By modeling respectful communication and providing positive reinforcement for prosocial behavior, the program created opportunities for students to internalize desired norms.

Moreover, the participatory nature of the program reflects principles of empowerment-based prevention, which emphasize the role of individuals as active agents of change. By encouraging students to share experiences, express emotions, and reflect on their behavior, the program fostered a sense of agency and responsibility. This approach is particularly important in elementary school settings, where early experiences of participation and voice can shape long-term social development.

3.2.5 Novelty and Contribution of the Program

The novelty of this community engagement initiative lies in its systematic and context-sensitive application of the School-Based Prevention approach within an elementary school setting in Nagari Sumanik. Unlike conventional socialization programs that are often one-directional and incidental, this program was designed as a structured, multi-stage intervention that integrated planning, implementation, and monitoring.

Another distinctive aspect of the program is its emphasis on positioning students as active participants rather than passive recipients of information. Through interactive activities and reflective discussions, students were encouraged to recognize their role in shaping the school's social environment. This participatory orientation fosters early attitudinal change and collective awareness, which are essential for sustainable prevention (Andrews et al., 2021).

Furthermore, the integration of cultural and religious values represents an important contextual adaptation that enhances the program's relevance and acceptability. By aligning prevention messages with locally meaningful values, the program increased the likelihood of internalization and behavioral change. This culturally grounded approach contributes to the growing body of literature on context-sensitive prevention strategies in diverse educational settings.

3.2.6 Limitations and Directions for Future Research

Despite its positive outcomes, several limitations of the program should be acknowledged. First, behavioral changes were assessed only in the short term, limiting conclusions regarding the program's long-term impact. While early attitudinal shifts are promising, sustained behavior change requires ongoing reinforcement and longitudinal evaluation. Future initiatives should incorporate follow-up assessments to examine the durability of program effects over time.

Second, parental involvement and broader stakeholder engagement were not fully integrated into the program. Given the significant influence of family and community environments on children's behavior, future programs would benefit from involving parents through workshops, informational materials, or collaborative activities. Such involvement could strengthen consistency between school-based messages and home environments, thereby enhancing program effectiveness.

Third, the program focused primarily on students, with limited emphasis on teacher training or institutional policy development. While teacher support was present, systematic professional development related to bullying prevention could further strengthen the school's capacity to sustain preventive efforts. Integrating SBP principles into school policies and curricula may also contribute to long-term institutional change.

3.2.7 Strengthening University-School Partnership in Community Engagement

A central contribution of this community engagement program lies in the collaborative partnership established between the university and the elementary school. The *Kuliah Kerja Nyata* (KKN) framework functioned not merely as a student fieldwork

requirement but as an institutional bridge connecting academic resources with school-based needs. Through this partnership, the university served as a facilitator of preventive education, while the school acted as an active co-implementer rather than a passive beneficiary.

The planning stage exemplified this partnership by involving school administrators and teachers as key stakeholders in problem identification and program design. Rather than imposing a predetermined intervention, the university team engaged in dialogue with school personnel to understand contextual challenges, institutional constraints, and students' developmental characteristics. This collaborative diagnostic process aligns with community engagement principles that emphasize mutual respect, shared decision-making, and local relevance.

During the implementation stage, the partnership was further strengthened through coordinated roles and shared responsibilities. University students, guided by academic supervisors, contributed pedagogical innovation, research-informed strategies, and learning media, while teachers provided classroom management expertise and insights into students' behavioral patterns (Rahman et al., 2024). This complementary collaboration enhanced program effectiveness and ensured that the intervention was pedagogically appropriate and contextually grounded.

Importantly, the involvement of university students positioned them as knowledge brokers who translated academic concepts—such as School-Based Prevention—into practical and accessible activities for elementary school students. This reciprocal learning process benefited both parties: students gained experiential learning opportunities, while the school gained access to updated prevention frameworks and interactive educational approaches (Hardivizon et al., 2024). Such reciprocity is a defining characteristic of high-quality community engagement.

The monitoring stage further reflected the sustainability potential of the university-school partnership. Feedback from teachers was systematically incorporated into post-activity evaluations, allowing for reflective dialogue on program strengths and areas for improvement. This process fostered institutional learning and opened opportunities for future collaboration beyond the duration of the KKN program. Teachers' observations of behavioral changes among students suggest that the partnership contributed to capacity building within the school, particularly in recognizing and addressing verbal bullying.

From a broader community engagement perspective, this partnership demonstrates how higher education institutions can play a strategic role in strengthening school-based prevention efforts. Rather than functioning as isolated interventions, university-led community programs can support schools in developing preventive cultures, enhancing professional awareness, and promoting student well-being. The collaboration in Nagari Sumanik illustrates a scalable model in which universities act as catalysts for change while respecting the autonomy and contextual knowledge of schools.

Furthermore, the integration of culturally and religiously grounded values within the program highlights the adaptability of university-school partnerships to local contexts. By aligning academic frameworks with community norms and educational values, the partnership enhanced acceptance and internalization of program messages. This contextual sensitivity reinforces the relevance of community engagement as a process rooted in local meaning-making rather than one-size-fits-all solutions.

Overall, the university-school partnership established through this community engagement initiative underscores the potential of collaborative, school-centered interventions in addressing complex social issues such as verbal bullying. By combining academic expertise, student engagement, and institutional cooperation, the program contributed not only to immediate preventive outcomes but also to the longer-term strengthening of school capacity. This partnership-based approach represents a valuable contribution to the literature on community engagement and school-based prevention, particularly within elementary education contexts.

4. Conclusion

The community engagement program implemented through School-Based Prevention-oriented socialization at SDN 06 Nagari Sumanik demonstrates that a structured and context-sensitive preventive approach can effectively enhance students' understanding and awareness of the dangers of verbal bullying. The main findings indicate positive changes in students' knowledge and attitudes, particularly in their ability to recognize forms of verbal bullying, understand its negative impacts, and develop respectful interaction patterns within the school environment.

These findings underscore the crucial role of schools as central sites for early bullying prevention. School-Based Prevention-oriented socialization can serve as an applicable educational model that may be integrated into classroom learning activities or character education programs in elementary schools. Beyond its preventive function, this approach contributes to strengthening a safe and supportive school climate that fosters students' social and emotional development.

From a community engagement perspective, the program highlights the value of collaborative partnerships between universities and schools in addressing social issues within educational settings. The active involvement of teachers in reinforcing anti-bullying values indicates the potential sustainability of the program beyond the intervention period. Furthermore, the development of similar initiatives that involve parents and other school stakeholders could enhance the comprehensiveness and long-term effectiveness of verbal bullying prevention efforts.

Despite these positive outcomes, several limitations should be acknowledged. The evaluation of program impact was limited to short-term observations and did not include longitudinal measurements of behavioral change. Consequently, future programs are encouraged to incorporate continuous and long-term evaluation mechanisms, as well as to expand the scope of participants and stakeholders involved.

Overall, School-Based Prevention-oriented socialization proves to be a relevant and effective strategy for preventing verbal bullying in elementary schools. This program contributes meaningfully to the strengthening of character education and demonstrates the potential of preventive, participatory, and partnership-based approaches in promoting safe and inclusive school environments.

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