



ANALYSIS OF THE IMPACT OF ANTI-BULLYING SOCIALIZATION ON THE SOCIAL AWARENESS OF ELEMENTARY SCHOOL STUDENTS IN SIANGGUNAN VILLAGE, BATANGTORU DISTRICT, SOUTH TAPANULI REGENCY

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ABSTRACT

This study aims to analyze the impact of anti-bullying socialization on the social awareness of elementary school students in Sianggunan Village, Batangtoru District, South Tapanuli Regency. This study used a quantitative approach with a pre-experimental one group pretest-posttest design. The research sample consisted of 30 students selected using a purposive sampling technique. The instrument used was a questionnaire to measure students' social awareness. The results showed that the average pretest score of 64.30 increased to 81.75 in the posttest. The results of the paired sample t-test showed a significance value of 0.000 ($p < 0.05$), which means there is a significant effect of anti-bullying socialization on students' social awareness. Thus, anti-bullying socialization is proven effective in increasing students' social awareness, especially in the aspects of empathy, social concern, and attitudes towards bullying behavior.

Keywords: Bullying, Socialization, Social Awareness, Elementary School.

1. INTRODUCTION

Bullying is a social problem that persists frequently in educational settings, including elementary schools. This phenomenon not only impacts the psychological well-being of victims, such as reduced self-confidence, anxiety, and depression, but also impacts children's overall social development (Olweus, 1993; Rigby, 2003). At elementary school age, children are at a crucial stage in the formation of character and social values, so exposure to negative behaviors like bullying can hinder this development (Eisenberg et al., 2006).

In recent years, bullying prevention efforts have become increasingly intensive, one of which is through anti-bullying outreach programs in schools. This outreach aims to provide students with an understanding of the forms of bullying, their impacts, and the importance of empathy and mutual respect. Theoretically, increasing knowledge through

outreach is expected to foster students' social awareness, which is then reflected in their daily behavior at school and in the community (Ttofi & Farrington, 2011).

The outreach activities held at Sianggunan Village Elementary School, Batangtoru District, South Tapanuli Regency, previously aimed to remind students that bullying is dangerous behavior, both in the school environment and in society. Furthermore, these activities were aimed at equipping students with the skills to recognize bullying, have the courage to report it to teachers or parents, and foster a spirit of not bullying their peers.

However, the effectiveness of anti-bullying outreach activities in raising students' social awareness, particularly in rural areas, still requires further study. Sianggunan Village, Batangtoru District, South Tapanuli Regency, as an area with unique socio-cultural characteristics, has its own dynamics in the social interactions of elementary school children. Environmental factors, parenting styles, and level of access to information also influence how students understand and respond to bullying issues (Rigby, 2003).

Studies on bullying in elementary schools have tended to focus on identifying its forms, causal factors, and the psychological impacts on victims (Olweus, 1993; Smith & Brain, 2000). On the other hand, research examining preventive efforts such as anti-bullying outreach programs is generally limited to measuring improvements in students' cognitive knowledge (Ttofi & Farrington, 2011). This indicates a research gap, particularly in understanding the extent to which anti-bullying outreach programs can shape students' social awareness, encompassing aspects of empathy, concern, and attitudes of rejection toward bullying behavior.

Furthermore, most previous research was conducted in urban settings characterized by relatively adequate access to information (Rigby, 2003). This situation leaves a gap in research in rural settings, which have different social dynamics, cultures, and interaction patterns, potentially impacting the effectiveness of anti-bullying outreach programs and the level of internalization of social values in students.

Based on this gap, the novelty of this research lies in its attempt to empirically examine the impact of anti-bullying outreach programs not only on cognitive aspects but also on the development of social awareness in elementary school students in a more comprehensive manner. This study specifically integrates the dimensions of empathy, social awareness, and students' ability to identify and reject bullying behavior as key indicators of social awareness, in line with the concept of child social development (Eisenberg et al., 2006).

Furthermore, this study presents a new context by taking place in Sianggunan Village, Batangtoru District, South Tapanuli Regency, which represents a rural environment with distinctive socio-cultural characteristics. Thus, this study not only fills a gap in the literature on the variables studied but also enriches the contextual perspective in the study of bullying at the elementary school level.

By connecting these gaps and novelties, this research is expected to provide theoretical contributions to the development of bullying prevention-based character education studies, as well as practical contributions to designing more effective and contextualized outreach programs tailored to students' environmental conditions.

Based on these conditions, it is important to conduct research that specifically analyzes the impact of anti-bullying outreach on the social awareness of elementary school students in the region. This research is expected to provide an empirical overview of the

extent to which the outreach program is able to increase students' understanding and awareness, as well as identify factors influencing the program's success.

Therefore, the purpose of this study is to analyze the impact of anti-bullying outreach on the social awareness of elementary school students in Sianggungan Village, Batangtoru District, South Tapanuli Regency. The results of this study are expected to serve as evaluation material for schools, the government, and other stakeholders in designing more effective strategies to prevent and address bullying behavior in elementary education environments.

2. RESEARCH METHOD

This study employed a quantitative approach with a descriptive-analytical approach. This approach was chosen to objectively and measurably measure and analyze the impact of anti-bullying socialization on the level of social awareness of elementary school students. The research design used a pre-experimental one-group pretest-posttest model, where measurements were taken before and after the anti-bullying socialization.

The study was conducted at an elementary school in Sianggungan Village, Batangtoru District, South Tapanuli Regency. The subjects were elementary school students selected using a purposive sampling technique, with students in upper grades (grades IV–VI) considered to have a good grasp of the socialization material. The sample size was adjusted to reflect the available population at the study site.

Data collection techniques used questionnaires and observations. The questionnaires were used to measure students' levels of social awareness before and after the socialization, which included indicators of empathy, social concern, and attitudes toward bullying behavior. Observations were also conducted to obtain supporting data regarding student behavior during the socialization process.

The research procedure was carried out in several stages, namely: (1) the preparation stage, including the development of research instruments and their validation; (2) the implementation stage, which included administering a pretest to students, followed by anti-bullying outreach activities, and then administering a posttest; and (3) the data analysis and reporting of research results.

The data analysis techniques used were descriptive and inferential statistical analysis. Descriptive analysis was used to describe students' levels of social awareness before and after the outreach. Inferential analysis was conducted using a paired sample t-test to determine whether there was a significant difference between the pretest and posttest results. Data processing was performed using statistical software.

3. RESULT AND ANALYSIS

This study aims to analyze the impact of anti-bullying socialization on the social awareness of elementary school students in Sianggungan Village, Batangtoru District, South Tapanuli Regency. Data were obtained through questionnaires distributed to students before (pretest) and after (posttest) the anti-bullying socialization.

a. Description of Social Awareness Level Before Socialization (Pretest)

Based on the pretest results, students' social awareness level was moderate. Most students had a basic understanding of bullying behavior, but were not yet able to

comprehensively identify various forms of bullying, particularly verbal and social bullying. Furthermore, students' empathy levels toward victims of bullying remained relatively low, as indicated by a lack of active response to help or report bullying incidents.

b. Description of Social Awareness Level After Socialization (Posttest)

After the anti-bullying socialization, there was a significant increase in students' social awareness. Students demonstrated a better understanding of the types of bullying and their impacts. Furthermore, there was an increase in empathy and social awareness, with students expressing greater disapproval of bullying behavior and having the courage to report incidents to teachers or parents.

c. Comparative Analysis of Pretest and Posttest

The analysis results show an increase in the average score of students' social awareness after participating in the anti-bullying socialization. The average pretest score was in the moderate category, while the average posttest score increased to the high category. This indicates that the socialization had a positive impact on increasing students' social awareness.

d. Statistical Test Results (Paired Sample t-test)

Based on the results of the paired sample t-test, a significance value (Sig.) of <0.05 was obtained. This indicates a significant difference between the pretest and posttest results. Therefore, it can be concluded that the anti-bullying socialization had a significant impact on increasing social awareness in elementary school students.

e. Additional Findings

In addition to quantitative results, observations during the socialization activities revealed changes in student behavior, such as increased participation in discussions, the ability to express opinions regarding bullying, and the emergence of mutual respect among peers. The interactive delivery of the material and the use of case examples relevant to the students' lives contributed to the success of the socialization.

Based on the analysis of 30 respondents, the average pretest score was 64.30, which is in the medium category, while the average posttest score increased to 81.75, which is in the high category. The distribution of categories shows a significant shift from the low category (26.7%) to none (0%), as well as an increase in the high category from 16.6% to 80%. The results of the paired sample t-test showed a significance value of 0.000 ($p < 0.05$) with a calculated t value of 12.85 ($df = 29$), which indicates a significant difference between before and after the socialization. In addition, all social awareness indicators increased by a difference of more than 16 points, which indicates that anti-bullying socialization has a significant and comprehensive impact on increasing students' social awareness.

Statistical Description of Pretest and Posttest (N = 30)

Variabel	N	Minimum	Maksimum	Mean	Std. Deviasi
Pretest	30	52	78	64.30	6.45
Posttest	30	70	92	81.75	5.80

With a sample size of 30 students, an average increase of 17.45 points was seen, which indicates a fairly strong change after the socialization intervention.

Distribution of Social Awareness Categories (N = 30)

Kategori	Rentang Skor	Pretest (f)	Pretest (%)	Posttest (f)	Posttest (%)
Rendah	< 60	8	26.7%	0	0%
Sedang	60-75	17	56.7%	6	20%
Tinggi	> 75	5	16.6%	24	80%
Total		30	100%	30	100%

The low category decreased from 26.7% to 0%.

The high category increased significantly from 16.6% to 80%.

Paired Sample t-test results (N = 30)

Variabel	Mean	Std. Deviasi	t hitung	df	Sig. (2-tailed)
Pretest	64.30	6.45			
Posttest	81.75	5.80	12.85	29	0.000

Degrees of freedom (df) = 30 - 1 = 29

Significant value = 0.000 < 0.05, so the results are significant.

This means that anti-bullying socialization has a significant effect on students' social awareness.

Improvement Based on Indicators (N = 30)

Indikator	Pretest (Mean)	Posttest (Mean)	Selisih	Kategori Peningkatan
Pemahaman bullying	66.10	83.20	+17.10	Tinggi
Empati	62.50	80.40	+17.90	Tinggi
Kepedulian sosial	63.20	81.10	+17.90	Tinggi
Sikap terhadap bullying	65.40	82.30	+16.90	Tinggi

All indicators experienced a consistent increase of over +16 points, which indicates that the impact of socialization is comprehensive (cognitive and affective).

Discussion

The results of the study indicate that anti-bullying outreach had a positive and significant impact on increasing the social awareness of elementary school students in

Sianggunan Village, Batangtoru District, South Tapanuli Regency. This improvement was evident in the difference in pretest and posttest scores, which showed a shift from moderate to high in both understanding, empathy, and attitudes toward bullying.

This finding aligns with the theory proposed by Olweus (1993), which states that school-based interventions, including education and outreach programs, are effective strategies for preventing and reducing bullying. The outreach provided in this study served as an educational tool that not only increased students' knowledge but also fostered their awareness of the negative impacts of bullying. This reinforces the assumption that a preventative approach through education plays a significant role in creating a safe and conducive school environment.

Furthermore, the increase in empathy and social awareness found in this study also supports the social development theory proposed by Eisenberg et al. (2006), which emphasizes that empathy is a key component of children's prosocial behavior. Anti-bullying outreach programs designed with an interactive approach have been proven to stimulate students' ability to understand others' feelings and foster a caring attitude toward victims of bullying. Thus, the results of this study indicate that outreach programs impact not only students' cognitive aspects but also their affective aspects.

Furthermore, these findings are consistent with the findings of Ttofi and Farrington (2011), who stated that school-based programs are effective in reducing bullying behavior and increasing student awareness. However, this study provides an additional contribution by demonstrating that anti-bullying outreach programs also significantly influence the development of students' broader social awareness, not limited to knowledge alone but also to attitudes and behavioral tendencies.

In a local context, this study provides important findings regarding the effectiveness of anti-bullying outreach programs in rural areas. This complements previous research, which has generally been conducted in urban areas (Rigby, 2003). The results show that despite limited access to information, outreach programs conducted directly and contextually can still have a significant impact. This indicates that a locally context-based approach, such as the use of case examples close to students' lives, is a crucial factor in the success of outreach programs.

However, there are several things that need to be considered. Despite the increase in social awareness, long-term changes in student behavior still require further monitoring. This aligns with the notion that changes in attitudes and behavior cannot occur instantly but require a continuous process through reinforcement from the school and family environment.

Thus, this discussion confirms that anti-bullying outreach is an effective strategy for increasing social awareness in elementary school students, especially when implemented interactively and contextually. The results of this study not only reinforce previous theories and findings but also provide new contributions to the implementation of anti-bullying programs in rural areas.

4. CONCLUSION

Based on the research results and data analysis, it can be concluded that anti-bullying outreach had a positive and significant impact on increasing the social awareness of

elementary school students in Sianggunan Village, Batangtoru District, South Tapanuli Regency. This is demonstrated by an increase in average scores from the pretest to the posttest, as well as statistical test results showing a significant difference.

The increase in students' social awareness occurred not only in the cognitive aspect, namely understanding the forms and impacts of bullying, but also in the affective and attitudinal aspects, such as increased empathy, social concern, and a tendency to reject and report bullying behavior. Furthermore, the shift in the distribution of categories from moderate to high dominance indicates that the outreach was effective in developing students' overall social awareness.

Therefore, it can be concluded that anti-bullying outreach is an effective preventive strategy in creating a safer, more comfortable school environment that supports student character development, particularly in the context of elementary schools in rural areas.

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