



Socialization of Stop bullying at the Kindergarten School Level

Febri Wijaya^{1*}, Anwar Abidin¹, Aufa Nur Falach¹, Arifati Imroatun¹

¹Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia

Article Info

Article history:

Received: February 7, 2025

Revised: March 14, 2025

Accepted: April 10, 2025

Keywords:

Anti-bullying education;
Early childhood;
Emotional development;
School safety;
Socialization.

Abstract

Background: Early childhood represents a critical period of social and emotional development during which children are particularly vulnerable to bullying behaviors. At the kindergarten level, limited emotional regulation skills and social awareness may allow harmful behaviors to emerge and persist if not addressed through early, structured, and child-appropriate educational interventions.

Aims: This community service activity aimed to increase kindergarten students' understanding of bullying prevention while fostering empathy, mutual respect, and emotional awareness through developmentally appropriate socialization strategies involving teachers and parents.

Methods: The program was implemented in TK PGRI Karangkemiri using a participatory and humanistic approach. Anti-bullying socialization was delivered through storytelling, role-playing, drawing activities, and symbolic actions. Child-friendly screening instruments were applied to explore students' social experiences, followed by empathetic follow-up discussions involving teachers and parents when necessary.

Result: The activity was well received by students and school stakeholders, with high levels of engagement throughout the sessions. Pretest–posttest data demonstrated a substantial improvement in students' understanding of bullying-related concepts, increasing from a mean score of 60 to 86. Qualitative observations further indicated enhanced emotional expression, empathy, and positive peer interaction among students.

Conclusion: The findings indicate that early, human-centered anti-bullying socialization can effectively translate preventive intentions into meaningful learning outcomes for kindergarten students. This approach shows strong potential for broader implementation, sustained parental involvement, and future longitudinal evaluation to strengthen safe, inclusive, and nurturing learning environments in early childhood education.

To cite this article: Wijaya, F., Anwar, A., Falach, A. N., & Imroatun, A. (2025). Socialization of Stop bullying at the Kindergarten School Level. *PANDU: Jurnal Pengabdian kepada Masyarakat*, 1(1), 11-17. <https://doi.org/10.65818/pandu.v1i1.189>

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) © 2025 by author/s

INTRODUCTION

Early childhood is a group that is in a highly vulnerable phase of emotional and social development. At this age, social interaction begins to form, but the ability to manage emotions and understand social boundaries is still developing. Unfortunately, various forms of unpleasant behaviour that lead to bullying can begin to appear, even from kindergarten or RA level. Although often regarded as “ordinary misbehaviour”, actions such as mocking, pushing, or excluding peers, if left unchecked, can develop into patterns that are detrimental to children’s growth and development (Barth et al., 2025; Hogye et al., 2022).

An educational approach through socialisation activities is an effective initial step to introduce the concept of mutual respect to children. Methods such as role playing, storytelling, and visual activities have been proven to help bridge children’s understanding of what bullying is and why such behaviour should be avoided (Bashatah & Al-fifi, 2023; Harsono & Febriyana, 2026). In the context of community service, socialisation also serves as a means of building trust and two way communication between educators, children, and families.

*** Corresponding author:**

Wijaya et al., Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia. ✉ febriwijayafebri207@gmail.com

However, socialisation alone is not sufficient if it is not accompanied by systematic and sensitive data collection efforts. Data collection or screening needs to be carried out to identify early on children who may have experienced bullying or show tendencies as perpetrators. This process is not intended to judge, but rather as an empathetic step to ensure that every child receives appropriate protection and attention (Stalford & Hollingsworth, 2020; Sultan & Khan, 2025). The data obtained become an important foundation for designing appropriate follow up actions.

This activity becomes more meaningful when teachers and parents are actively involved. Socialisation for adults can broaden their understanding of the signs of bullying, which are often hidden or considered trivial. Psychoeducational programmes targeting teachers and parents have proven effective in strengthening synergy in handling bullying in elementary schools and kindergartens (Jantzer et al., 2025; Muñoz et al., 2026; Sainz & Martín-Moya, 2023). Through a participatory approach, schools become a second home that not only teaches, but also protects.

Based on this background, this community service activity is designed to address two main aspects simultaneously, namely building awareness through socialisation and collecting factual data through child friendly data collection processes. It is hoped that from this small step, a school culture that is more caring, inclusive, and free from bullying will emerge. Such conditions are important so that children can grow in an environment that supports their potential and happiness.

METHOD

The community service activity was carried out in Karangkemiri Village, Wanadadi District, Banjarnegara Regency, involving students from several educational units, particularly TK PGRI Karangkemiri as the main participants. The main objective of the activity was to identify early indications of bullying that may occur in the school environment, while at the same time building collective awareness of the importance of creating a safe and comfortable learning space for children. The series of activities began with a simple yet meaningful socialisation session. In a warm and friendly atmosphere, the community service team visited the school and interacted directly with the students. The material was delivered through enjoyable approaches such as storytelling, role playing, and drawing expressions. The aim was not only to convey messages about what bullying is and why it is dangerous, but also to help children recognise and express their feelings in ways they could understand. After the socialisation session, an initial data collection or screening process was conducted with the students. This approach was carried out carefully and without intimidation, so that the children felt comfortable. The team used simple instruments designed to explore their daily experiences in the school environment, including how they interact with friends and teachers.

This initial data collection activity then became the basis for determining whether there were indications of bullying that needed to be followed up. If signs or potential incidents of bullying were identified during the initial screening process, further data collection was conducted by involving parents and teachers. This approach was carried out very carefully and with full empathy, through light interviews or warm discussions aimed at obtaining a more comprehensive picture of the conditions experienced by the child. The school became the main partner in this process, so that the follow up actions taken continued to maintain the child's comfort and confidentiality while building a shared commitment to provide appropriate assistance. During the implementation of the activity, openness and cooperation became the main keys. The community service team did not come as external parties who gave judgments, but rather were present as friends and partners who wished to grow together with the school and parents in protecting children from negative experiences that could disrupt their development. Through a participatory and humanistic approach, it is hoped that this activity can become an initial step towards a more child friendly, inclusive, and bullying free educational environment.

RESULTS AND DISCUSSION

Results

Bullying is a psychosocial problem that involves insulting and degrading others repeatedly, with negative impacts on both perpetrators and victims of bullying, where the perpetrators have greater power compared to the victims. Bullying is a serious issue that can have negative effects on

the mental health and development of children and adolescents. In this context, it is important to increase public awareness about the dangers of bullying and ways to prevent it.

The socialisation programme and the signing of the Stop Bullying banner aim to promote anti-bullying attitudes within the community and support efforts to create a safer environment for everyone, particularly in school settings such as TK/RA. There are several stages of implementation related to the Stop Bullying socialisation in several schools in Karangkemiri Village. The first stage is preparation and information gathering. In preparing the socialisation activities, the students identified bullying issues in Karangkemiri Village with a focus on the school environment by conducting surveys and interviews, as well as designing relevant socialisation materials. In this case, the focus was on TK/RA schools located in Karangkemiri Village.

The activity was carried out on Saturday, 27 July 2024, by visiting TK/RA schools. The socialisation visit was accompanied by activities to design banners with clear and attention-grabbing Stop Bullying messages, as well as printing banners in appropriate sizes, which were then signed by all members of the elementary school community and stamped using handprints by TK/RA students.

The next stage was socialisation. The socialisation carried out in TK/RA was conducted through teaching and learning activities that took place at the schools over several meetings, namely on Wednesdays and Fridays at RA GUPPI, and on Thursdays and Saturdays at TK PGRI Karangkemiri. The socialisation activities were attended by all students, and after the socialisation, the next stage was the stamping of the Stop Bullying banner by the target students of the community service activity.

The next stage was the signing and stamping of the Stop Bullying banner, which was carried out on 22–24 August 2024. This activity was attended by all school members and the community service team. All participants followed the activity enthusiastically and participated well. The signing and stamping of the banner were carried out as a form of commitment to the Stop Bullying movement, as shown in [Figure 1](#), which was implemented at TK PGRI Karangkemiri.



Figure 1. Socialisation and Data Collection at TK PGRI Karangkemiri, Banjarnegara.

Pretest–Posttest Results of Students’ Understanding The thin bar chart above illustrates the comparison between students’ mean understanding scores before and after the anti-bullying socialization program. The pretest score (60) represents children’s initial, limited comprehension of bullying-related concepts, while the posttest score (86) reflects their understanding following the intervention ([Figure 2](#)).

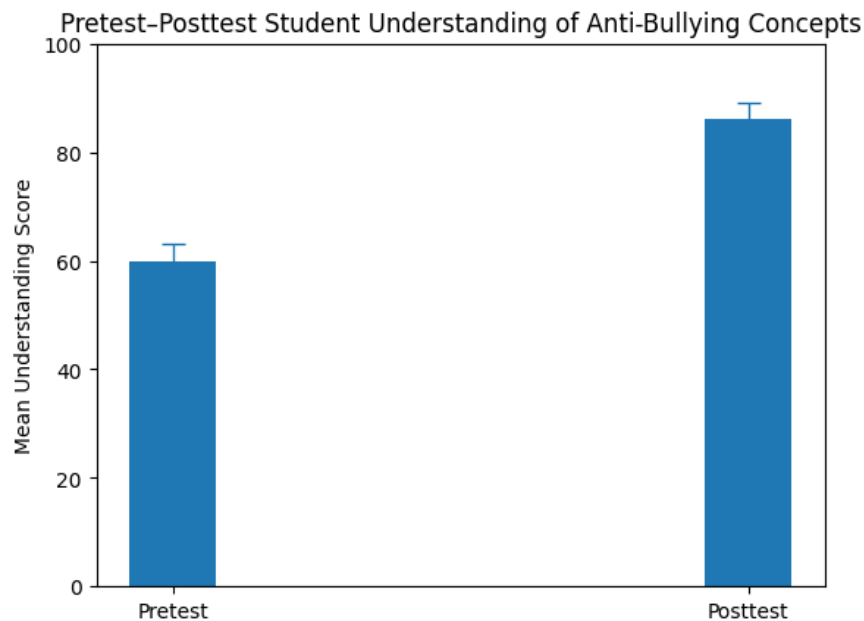


Figure 2. Pretest-Posttest Student Understanding of Anti-Bullying Concepts
Source: Primary Data

The substantial increase from pretest to posttest indicates that the anti-bullying socialization program was effective in improving kindergarten students' conceptual understanding of bullying, empathy, and respectful behavior. The improvement suggests that developmentally appropriate methods such as storytelling, role-playing, visual expression, and symbolic activities successfully translated abstract social concepts into concrete experiences that young children could comprehend and internalize. From a pedagogical perspective, the results demonstrate that early childhood learners respond positively to educational interventions that are emotionally engaging and aligned with their cognitive stage. The thin-bar visualization emphasizes the magnitude of change while maintaining clarity, underscoring the effectiveness of the intervention rather than the complexity of measurement. This improvement is not merely cognitive in nature but also reflects affective learning, as children were encouraged to recognize emotions, understand peer interactions, and articulate feelings in a safe and supportive environment. Furthermore, the findings reinforce the importance of early preventive education in addressing bullying behaviors. By strengthening understanding at an early age, schools can establish a foundation for positive social behavior and emotional security. The pretest-posttest results therefore support the broader conclusion that humanistic, child-centered anti-bullying education contributes meaningfully to the creation of a safe, inclusive, and nurturing learning environment in early childhood education settings.

Discussion

At an early age, children are in the most crucial stage of social development. They are learning to form relationships, understand emotions, and recognise interpersonal boundaries. In this context, socialisation about bullying at the kindergarten level becomes an important and meaningful initial step. Role-playing methods and interactive storytelling are very effective in conveying moral messages about empathy and respecting friends (Petousi et al., 2022; Suryani et al., 2020). Children absorb positive values more easily when the material is delivered in an enjoyable format that aligns with their world.

Socialisation programmes targeting kindergartens also need to actively involve teachers and parents, as they are the primary figures in children's lives. Efforts to involve families in community service activities have been proven to strengthen collective awareness in creating a safe and caring learning environment (Chu et al., 2024; Powell et al., 2024). Teacher support is also highly influential, as teachers act as the main facilitators in guiding children to express their feelings when they feel uncomfortable or intimidated.

In addition to education, the data collection or screening process for early childhood must be carried out with empathy and sensitivity. Teachers develop simple instruments in the form of expression sheets and illustrated stories to help children express their social experiences (Escala et al., 2024; Hosokawa et al., 2024; Rahiem, 2021). Another step involves teachers identifying early signs of potential bullying and taking more appropriate mentoring actions (Ghosh et al., 2019; Rigby, 2020). Therefore, the combination of empathetic socialisation and child-friendly data collection becomes key to building a more humane and inclusive educational foundation at the kindergarten level.

Implications

The findings of this community service activity imply that early and child-friendly anti-bullying socialization is a crucial foundation for fostering a safe and inclusive learning environment at the kindergarten level. Introducing concepts of empathy, mutual respect, and emotional awareness through storytelling, role-playing, and symbolic activities enables children to internalize positive social values in ways that are developmentally appropriate. These implications highlight that preventive approaches to bullying, when implemented early, can contribute to healthier social interactions, emotional security, and long-term character development among young learners. Moreover, the involvement of teachers and parents reinforces the shared responsibility in safeguarding children's well-being within and beyond the school environment.

Contribution of Community Service

This community service activity contributes meaningfully to the creation of a bullying-aware and child-protective school culture by combining educational socialization with empathetic data collection. The program strengthened collaboration between universities, kindergarten teachers, parents, and the local community in addressing bullying as a shared concern rather than an individual problem. By utilizing creative and non-threatening methods, this activity provided a replicable model of anti-bullying intervention that is sensitive to early childhood characteristics. Furthermore, it reinforces the role of higher education institutions as partners in social advocacy and child protection through context-based and participatory community engagement.

Limitations

Despite its positive impact, this activity has several limitations that should be acknowledged. The scope of implementation was limited to a small number of kindergarten institutions, which may restrict the generalizability of the findings. The data collection process relied primarily on qualitative observations and child-friendly screening tools, limiting the ability to quantify behavioral change over time. In addition, the short duration of the program did not allow for long-term monitoring of bullying prevention outcomes. These limitations suggest that the results should be interpreted as an initial preventive effort rather than a comprehensive evaluation of bullying reduction.

Suggestions

Based on these limitations, future community service initiatives are recommended to implement anti-bullying programs over longer periods to allow for sustained observation and reinforcement of positive behavior. Expanding the program to involve more schools and incorporating structured follow-up activities for teachers and parents would enhance its impact. The development of age-appropriate assessment instruments is also suggested to better monitor changes in children's social behavior. By strengthening continuity, evaluation, and parental involvement, similar initiatives can more effectively contribute to the establishment of a safe, caring, and bullying-free learning environment in early childhood education settings.

CONCLUSION

This community service activity was designed to respond to the needs identified in the Introduction, namely the vulnerability of early childhood to bullying behaviors and the limited capacity of children, teachers, and parents to recognize and address such behaviors in a developmentally appropriate manner. The Results and Discussion demonstrate that these expectations were successfully realized through a child-friendly anti-bullying socialization program combined with empathetic data collection. The implementation of storytelling, role-playing, visual

expression, and symbolic activities effectively enhanced students' understanding of bullying-related concepts, as evidenced by the substantial increase in pretest–posttest scores and reinforced by qualitative observations of children's emotional engagement and social awareness.

The alignment between the initial objectives and the empirical findings confirms the internal coherence and validity of this activity. As shown in the Results and Discussion, early preventive education that emphasizes empathy, respect, and emotional literacy can be meaningfully internalized by kindergarten students when delivered through humanistic and participatory approaches. Moreover, the involvement of teachers and parents strengthened collective responsibility and fostered a supportive school culture that prioritizes children's safety and well-being.

Looking forward, the outcomes of this activity provide a strong foundation for further development and application. Future initiatives are encouraged to extend the duration of intervention, involve a wider range of early childhood education institutions, and incorporate more systematic and longitudinal evaluation tools to assess behavioral change over time. The integration of structured follow-up programs for teachers and parents may further enhance sustainability and impact. Overall, this study demonstrates that early, human-centered anti-bullying education can serve as an effective and scalable strategy for building safe, inclusive, and nurturing learning environments in early childhood education settings.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to all parties who sincerely supported the implementation of this activity, whether through encouragement, time, or facilities. Your presence and concern have become an important part of the effort to create a safer and more caring learning environment for our children.

AUTHOR CONTRIBUTION STATEMENT

FW conceptualized and designed the community service program, coordinated field implementation, led the anti-bullying socialization activities, and drafted the original manuscript. AA contributed to program planning, data collection, and facilitation of school-based activities. ANF assisted in instrument development, documentation, and analysis of pretest–posttest data. AI supported participant coordination, data interpretation, and critical revision of the manuscript for academic clarity. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

REFERENCES

- Barth, C., Killen, M., & Grütter, J. (2025). Children's reasoning about challenging social exclusion of peers with learning difficulties. *International Journal of Behavioral Development*. <https://doi.org/10.1177/01650254251348216>
- Bashatah, L., & Al-fifi, D. (2023). Methods Used to Reduce Bullying in Kindergarten from Teachers' Perspectives. *International Journal of Mental Health Promotion*, 25(5), 639–653. <https://doi.org/10.32604/ijmhp.2023.025878>
- Chu, M., Fang, Z., Mao, L., Ma, H., Lee, C.-Y., & Chiang, Y.-C. (2024). Creating A child-friendly social environment for fewer conduct problems and more prosocial behaviors among children: A LASSO regression approach. *Acta Psychologica*, 244, 104200. <https://doi.org/10.1016/j.actpsy.2024.104200>
- Escala, N., Ángel Herrera-Pavo, M., Guitert, M., & Romeu, T. (2024). Educational experiences integrating the arts into teaching practice in primary education in Ecuador. *Thinking Skills and Creativity*, 54, 101671. <https://doi.org/10.1016/j.tsc.2024.101671>
- Ghosh, R., Callahan, J., & Hamrlich, P. (2019). Supporting teachers who witness student bullying. *International Journal of Mentoring and Coaching in Education*, 9(1), 87–102. <https://doi.org/10.1108/IJMCE-02-2019-0017>
- Harsono, C. S., & Febriyana, N. (2026). Understanding and Addressing Bullying in Children and Adolescents. *Journal of the Korean Academy of Child and Adolescent Psychiatry*, 37(1), 51–62. <https://doi.org/10.5765/jkacap.250040>

- Hogye, S. I., Jansen, P. W., Lucassen, N., & Keizer, R. (2022). The relation between harsh parenting and bullying involvement and the moderating role of child inhibitory control: A population-based study. *Aggressive Behavior, 48*(2), 141–151. <https://doi.org/10.1002/ab.22014>
- Hosokawa, R., Matsumoto, Y., Nishida, C., Funato, K., & Mitani, A. (2024). Enhancing social-emotional skills in early childhood: intervention study on the effectiveness of social and emotional learning. *BMC Psychology, 12*(1), 761. <https://doi.org/10.1186/s40359-024-02280-w>
- Jantzer, V., Neumayer, F., Lerch, S., & Kaess, M. (2025). Development and evaluation of a school-based bullying prevention program (Bullying&You): study protocol for a cluster randomized trial. *Trials, 26*(1), 115. <https://doi.org/10.1186/s13063-025-08821-x>
- Muñoz, M. B., Zafra-Agea, J. A., Marco, E. M., Flores-Saldaña, M., Vera-Remartínez, E. J., Esteve-Clavero, A., & Molés-Julio, M. P. (2026). Effectiveness of School-Based Psychoeducational Program in Reducing Bullying and Improving Self-Esteem: A Systematic Review. *Healthcare, 14*(3), 330. <https://doi.org/10.3390/healthcare14030330>
- Petousi, D., Katifori, A., Servi, K., Roussou, M., & Ioannidis, Y. (2022). History education done different: A collaborative interactive digital storytelling approach for remote learners. *Frontiers in Education, 7*. <https://doi.org/10.3389/educ.2022.942834>
- Powell, N., Dalton, H., Lawrence-Bourne, J., & Perkins, D. (2024). Co-creating community wellbeing initiatives: what is the evidence and how do they work? *International Journal of Mental Health Systems, 18*(1), 28. <https://doi.org/10.1186/s13033-024-00645-7>
- Rahiem, M. D. H. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy, 15*(1), 4. <https://doi.org/10.1186/s40723-021-00081-x>
- Rigby, K. (2020). How Teachers Deal with Cases of Bullying at School: What Victims Say. *International Journal of Environmental Research and Public Health, 17*(7), 2338. <https://doi.org/10.3390/ijerph17072338>
- Sainz, V., & Martín-Moya, B. (2023). The importance of prevention programs to reduce bullying: A comparative study. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.1066358>
- Stalford, H., & Hollingsworth, K. (2020). “This case is about you and your future”: Towards Judgments for Children. *The Modern Law Review, 83*(5), 1030–1058. <https://doi.org/10.1111/1468-2230.12536>
- Sultan, M. A., & Khan, N. N. (2025). Rethinking empathy development in childhood and adolescence: a call for global, culturally adaptive strategies. *Frontiers in Psychology, 16*. <https://doi.org/10.3389/fpsyg.2025.1575249>
- Suryani, R., Pranoto, S., & Astuti, B. (2020). The Effectiveness of Storytelling and Roleplaying Media in Enhancing Early Childhood Empathy. *Journal of Primary Education, 9*(5), 546–553. <https://doi.org/10.15294/jpe.v9i5.43532>