Realizing Child-Friendly Schools: The Role of Kampus Mengajar 8 Students as Agents of Change in Anti-Bullying Education at SMP Barunawati 3

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ABSTRACT

This study aims to analyze students' understanding of bullying which includes film screening and role playing in increasing students' awareness and knowledge about bullying issues. The method used is qualitative descriptive research with data collection through questionnaires, direct observation during education sessions, and observation of role playing results. The data obtained are grouped based on the category of students' understanding before and after education, the effectiveness of film screening, and student involvement in role playing. The results showed an 85% increase in students' understanding of the types, impacts, and prevention of bullying after participating in education. Students showed an increase in awareness reflected in changes in their attitudes and reactions to the material taught, especially in understanding the importance of preventing bullying in the school environment. In conclusion, the educational method applied has proven effective in increasing students' understanding and awareness of bullying, and can be a useful model to be applied in schools in efforts to prevent bullying. This study contributes to the development of educational methods that are more interactive and touch the emotional aspects of students in overcoming bullying problems in the school environment.
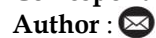
INTRODUCTION

The term bullying, known in Indonesian as perunungan, refers to the act of abusing power or authority to hurt, intimidate, or force another party directly. Usually, the perpetrator uses this action to force his will on the victim (Novianti et al., 2019). This phenomenon often occurs in school environments, especially among junior high school students, who are still included in the category of children (Evangelio et al., 2022). Bullying has three main attributes that distinguish it from other aggressive acts, namely: the presence of a specific goal from the perpetrator, an imbalance of power, ability, and toughness

between the perpetrator and the victim, and the presence of actions that intentionally hurt the victim (Volk et al., 2014).

The impact of bullying is very serious, especially for the victims. One of the main impacts is a decrease in self-confidence which can affect their ability to interact socially (Celeste et al., 2019). Bullying victims are also vulnerable to mental health disorders such as depression, anxiety, and even suicidal tendencies (Hanani & Yudhisthira, 2024). Based on data from the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2024, it was recorded that as many as 23% of students at the junior high school level had experienced bullying, either verbally, physically, or through social media. The Indonesian Teachers' Union Federation (FSGI) reported that 50% of bullying cases occurred at the junior high school level (Rosa, 2023). These data show the need for serious attention in creating a school environment free from bullying.

Anti-bullying education is a very important step to continue to be carried out, especially in the school environment. SMP Barunawati 3, as one of the schools committed to creating a safe environment for children, collaborates with students from the Kampus Mengajar 8 program to provide education about bullying. The Kampus Mengajar 8 program provides an opportunity for students to contribute to improving the quality of education. As agents of change, students not only help the learning process but also provide social education, such as anti-bullying campaigns. This program is expected to be able to reduce bullying practices in schools and create an inclusive and child-friendly environment.

In a global context, anti-bullying approaches have been implemented in various countries with significant results. According to research conducted by Gaffney (2021), school-based bullying prevention programs can reduce bullying incidents by 20-30% after several months of implementation. Therefore, the participation of Kampus Mengajar 8 students is a strategic step in implementing a similar model in Indonesia.

RESEARCH METHODE

This study used a qualitative descriptive method with a thematic approach to analyze data collected through questionnaires, direct observation during educational sessions, and observation of role-playing activities. Data collection aims to measure the level of student understanding before and after the implementation of the educational program, evaluate the effectiveness of film screenings as a learning medium, and assess student involvement in role-playing to understand bullying. Quantitative data from the questionnaire were

used to produce a statistical picture of changes in students' understanding of bullying. Meanwhile, qualitative data obtained from observations and role-playing results were analyzed thematically to explore emotional responses, attitudes, and changes in student behavior. The results of this analysis will provide insight into the effectiveness of the educational methods applied in increasing students' awareness and understanding of the issue of bullying.

RESULT AND DISCUSSION
Student Understanding Before and After Education Session

In this study, one of the main focuses was to evaluate students' understanding of bullying, both before and after attending the education session. Students' understanding before education was obtained through a questionnaire that measured their initial knowledge of various aspects of bullying. After the education was implemented, students' understanding was re-evaluated to identify changes that occurred, both in terms of knowledge and attitudes towards the issue of bullying. This aims to assess the extent to which the educational methods applied can increase students' awareness and understanding of the importance of avoiding and preventing bullying in the school environment.

Table 1.
Student Understanding Before and After Education Session

Measured Aspects	Before Education	After Education
Percentage of Students Who Can Name Different Types of Bullying	40%	85%
Understanding Bullying as Only Physical Violence	Most of the	High
Understanding Verbal and Social Bullying	Low	High
Understanding Cyberbullying	Low	High
Awareness that Bullying Can Occur in Cyberspace	Low	High
Understanding the Long-Term Impacts of Bullying	Low	High
Awareness of Psychological Impact, Decreased Self-Esteem, and Anxiety	Low	High

Table 1 shows students' understanding of bullying before and after the education session. Before the education, only 40% of students were able to identify different types of bullying, while after the education, it increased to

85%. In addition, students' understanding of the long-term impacts of bullying and awareness that bullying can occur in cyberspace also increased.

This research is supported by research conducted by Sufartianinsih Jafar (2023), which states that inadequate character education can cause moral crises such as bullying behavior. This study shows that the psychoeducation provided is effective in increasing students' understanding of bullying behavior, so that it can minimize bullying behavior that occurs in schools.

In addition, research by Sakila (2024) shows that educating teenagers about recognizing types of bullying behavior in schools through role plays is effective in increasing students' understanding of various forms of bullying. This method helps students understand that bullying is not only physical violence, but can also be verbal, social, and cyberbullying.

Increasing students' understanding of the long-term impacts of bullying is also supported by Setyastuti & Kumalawati (2024)which states that bullying can cause problems both physically and psychologically. By understanding the impact of bullying on the mental and social health of victims, students become more aware of the consequences of bullying.

In addition, research Noer (2024), shows that the urgency of character education in overcoming the moral crisis among students is very important. Good character education can help students understand moral and ethical values, so that it can prevent bullying behavior in schools. Various studies support the research that education and psychoeducation are effective in increasing students' understanding of bullying and its impacts. With the right educational methods, students can understand the various types of bullying, its impacts, and how to prevent it, thus creating a safer and more comfortable school environment for all students.

Figure 1.
Educational Activities about Bullying in the Classroom

The Role Students of Kampus Mengajar 8

Students of Kampus Mengajar 8 act as agents of change in creating a child-friendly school environment through anti-bullying education at SMP Barunawati 3. The implementation of various participatory learning methods

has a significant impact on increasing students' awareness and understanding of bullying, both in terms of types, impacts, and prevention.

1. Effectiveness of Film Screening

One approach used is the screening of an educational film that depicts a bullying situation and its impact on the victim. The film shows the story of a student who experiences psychological pressure due to bullying at school with the aim of raising student empathy. Observations during the activity showed that the film was able to influence students' emotional understanding. 80% of students appeared emotionally moved and began to discuss the attitudes that should be taken towards victims of bullying. Some students even stated that they were now more sensitive to the conditions of their friends around them.

However, the effectiveness of the film was not entirely uniform. The 20% of students who preferred physical or interactive activities seemed less focused on the film's moral message, more interested in its entertainment aspects. However, overall, this visual approach has been shown to increase awareness of the importance of avoiding bullying behavior. Research conducted by Pratiwi (2023), showed similar results, namely that film media is effective in building empathy and instilling social values, although it needs to be combined with interactive activities to accommodate diverse learning styles.

Figure 2.
Student observation moments during film screening

2. Student Involvement in Role Playing

Students are asked to play the role of a victim, perpetrator, or witness of bullying in a simulated scenario. This hands-on experience allows students to better understand the feelings of the victim, the remorse of the perpetrator, and the responsibility of the witness in preventing and reporting bullying.

Observation results showed positive changes in attitudes. Students who played the role of victims were more able to express their feelings and increase empathy for friends who were victims. Students who were perpetrators realized the negative impact of their actions and expressed guilt. The role of witnesses helped students understand being proactive bystanders who not only witnessed but also dared to act by reporting the incident to the authorities or supporting the victim morally.

These results are supported by Natalia (2024) which states that the role playing method provides real experiences that help students understand the emotional dynamics in bullying situations, improve social skills, and develop appropriate response strategies.

Figure 3.
Role playing involving students in a bullying simulation

3. Anti-Bullying Declaration

As a culmination of the activity, students participated in an anti-bullying declaration that affirmed the students' commitment to a safe and inclusive environment. This activity involved the symbolic placement of handprints on a banner as a sign of collective support for creating a school culture free from bullying. The use of physical symbols and direct involvement reinforced a sense of ownership and shared responsibility.

This declaration is the first step in instilling an anti-bullying culture at SMP Barunawati 3. According to research Beta Nur Bety Tsany, Rini Sugiarti (2024), a symbolic declaration involving the school community actively increases collective commitment and reinforces positive social norms. The success of this declaration is seen in the increasing awareness and commitment of students to act proactively in preventing bullying.

Thus, the combination of film screening, role playing, and declaration methods creates students' understanding, empathy, and commitment. Kampus Mengajar 8 student act as facilitators who connect theory with practice and encourage behavioral change through direct experience. This multidimensional approach is effective in creating positive change and fostering a more child-friendly school culture.

Figure 4.
Anti-Bullying Declaration followed by students

CONCLUSION

This study concludes that the role of Kampus Mengajar 8 Students as agents of change in anti-bullying education at SMP Barunawati 3 has a positive impact on increasing students understanding of bullying. The use of the film screening method is effective in building students empathy for victims of bullying. The role-playing method has proven effective in providing students with direct experience of the roles of victims, perpetrators, and witnesses of bullying, which increases students' awareness of acting appropriately in bullying situations. In addition, the anti-bullying declaration strengthens the commitment of students and all elements of the school to create a friendly and safe environment for all parties.

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