



Psychoeducation on Self-Awareness Regarding the Impact of Bullying on Mental Health Among Elementary School Students

Mutia Mawardah¹, Nabilah Khoiriyah²

^{1,2} Psychology Study Program, Faculty of Social Humanities, Bina Darma University
Email: mutia_mawardah@binadarma.ac.id¹, Nblakhya@gmail.com²

Article Info

Article history:

Received Dec 2025

Revised Jan, 2026

Accepted Feb, 2026

Keywords:

Bullying,
Elementary School Students,
Mental Health,
Problem-Based Learning,
Psychoeducation

ABSTRACT

This study was conducted with the objective of enhancing the level of self-awareness among students in elementary school concerning the adverse effects of bullying on psychological well-being, implemented through a systematically designed psychoeducation intervention. The program was executed at SDN 04 Tanjung Lago, located in Telang Sari Village, Tanjung Lago Sub-district, Banyuasin Regency, South Sumatra Province, over a period of five consecutive weeks, with second-grade students serving as the primary participants. The Problem Based Learning (PBL) approach was adopted as the core methodology, which positioned students in authentic situations related to bullying through the screening of educational videos, collaborative group discussions, and analysis of real-world case studies. The program was structured across several phases, encompassing preliminary observation, foundational introduction to bullying concepts, exploration of its consequences on mental health, cultivation of self-awareness and empathetic thinking, application of anti-bullying strategies, and a concluding stage of reflection and evaluation. Findings indicated a noteworthy improvement in students' comprehension of the definition, various manifestations, and psychological consequences of bullying. Participants demonstrated improved capacity to differentiate between bullying acts and ordinary playful interactions, exhibited greater empathy toward peers, and showed more confidence in voicing their perspectives during collaborative discussions. Challenges encountered throughout the program, including variations in students' comprehension abilities and easily disrupted attention spans, were effectively addressed through the application of accessible language, relatable real-life illustrations, and energizing ice-breaking activities. The outcomes of this program affirm that participatory psychoeducation serves as a powerful strategy in nurturing a culture of mutual respect and fostering a school climate that is safe and supportive from the earliest stages of education.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Corresponding Author:

Nabilah Khoiriyah,

Psychology Study Program, Faculty of Social Humanities,

Bina Darma University, Palembang

Email: Nblakhya@gmail.com

1. INTRODUCTION

Higher education institutions bear a vital role in producing graduates who are not only academically competent but also possess strong moral character and the capacity to thrive in a globally competitive landscape. The three pillars of higher education, which encompass teaching, research, and community engagement, form the foundational framework that enables universities to go beyond knowledge production and actively contribute to societal advancement and public welfare. As a concrete embodiment of this framework, the Directorate of Higher Education, Science, and Technology (DIKTISAINTEK) launched the "Diktisaintek Berbangpak" initiative, which places emphasis on the practical application of science and technology within community settings. This initiative serves as a bridge connecting academic institutions, students, faculty members, and local communities in co-creating solutions to pressing social, economic, and environmental challenges at the regional level. The Thematic Real Work Lecture program, commonly known as KKNT, represents a structured avenue for community service through which

.....

students are given the opportunity to translate theoretical knowledge, practical competencies, and professional attitudes developed throughout their academic journey into meaningful real-world contributions. Bina Darma University, recognized as one of the prominent private universities in South Sumatra, is guided by a vision of achieving academic excellence with a global orientation. This vision is operationalized through a range of educational and community service initiatives that are innovative, context-sensitive, and responsive to local needs, including those undertaken in Telang Sari Village, Tanjung Lago Sub-district, Banyuasin Regency, South Sumatra Province. Telang Sari Village possesses considerable agricultural and plantation resources, and its community is characterized by a strong spirit of collective cooperation. Nevertheless, the village continues to face challenges such as restricted access to technological infrastructure and the pressing need to elevate educational literacy and community health awareness. Field observations at SDN 04 Tanjung Lago revealed that a number of second-grade students lacked a clear understanding of what constitutes bullying behavior and were uncertain about how to respond appropriately when encountering such situations. Several students appeared incapable of drawing a distinction between playful teasing and harmful conduct directed at peers, such as verbal ridicule, the use of demeaning nicknames, or the unauthorized taking of others' belongings.

Psychoeducation has emerged as a highly relevant educational tool in addressing this issue. Within the field of psychology, psychoeducation refers to an approach designed to deepen an individual's understanding of themselves, their emotional states, personal capabilities, and the constructive steps they can undertake for personal growth [1]. This form of educational media can be delivered through illustrated narratives, brief video content, interactive educational games, or role-playing simulations, all of which serve to help students identify bullying behaviors, grasp their consequences, and learn appropriate responses when they witness or personally experience such incidents. The activity entitled "Psychoeducation on Self-Awareness Regarding the Impact of Bullying on Mental Health for Elementary School Students" was designed to guide second-grade students of SDN 04 Tanjung Lago through psychoeducational media aimed at strengthening their comprehension of bullying dynamics and promoting their socio-emotional growth. This program delivers multiple layers of benefit: for students, it expands their awareness of bullying behavior, helps them recognize the boundaries of acceptable social conduct, nurtures a sense of mutual respect, and supports the development of empathy. For classroom teachers, it introduces enriched pedagogical strategies related to social behavior management and bullying prevention efforts. For the student practitioners involved, it presents a valuable opportunity to put into practice the knowledge acquired in the academic setting within an authentic community and school-based context.

2. RESEARCH METHOD

2.1 Research Location and Time

The study was conducted in Telang Sari Village, situated within Tanjung Lago Sub-district, Banyuasin Regency, South Sumatra Province. This community is predominantly agrarian in nature, deeply rooted in values of collective solidarity and mutual assistance, yet confronted with significant limitations in access to information and communication technology, which in turn restricts developmental opportunities for children in the area. The specific implementation site was SDN 04 Tanjung Lago, a school formally established on May 15, 2019, and currently holding a B-level accreditation status. The psychoeducation program was delivered across five weeks using an interactive and student-centered educational approach, with the overarching aim of fostering greater self-understanding and enhancing students' capacity for emotional regulation. The program was anchored in efforts to prevent bullying within the elementary school setting [2], with anticipated outcomes that include the establishment of a secure and supportive learning environment, the promotion of constructive peer interactions, and the cultivation of a school atmosphere that is conducive to holistic student development.

2.2 Research Subjects

The intended participants of this program were second-grade students enrolled at SDN 04 Tanjung Lago. This particular age group was selected on the grounds that they are navigating a critical phase of socio-emotional development during which vulnerability to bullying behavior is heightened, whether in the role of perpetrator, victim, or bystander. Delivering psychoeducation at the primary school level is considered essential for establishing early foundational understanding of prosocial behavior, cultivating empathetic attitudes, and equipping children with knowledge of how to avoid and respond to bullying incidents [3]. Program activities were implemented through the screening of bullying-themed educational videos, supplemented by facilitated question-and-answer sessions utilizing accessible and age-appropriate discussion prompts. This process was intentionally structured to assist students in recognizing diverse manifestations of bullying behavior, comprehending the consequences that arise from it, and progressively developing critical thinking competencies in evaluating social problems that occur within the school context.

2.3 Design and Procedure of Activities



The nature of activities within this program centered on psychoeducation concerning bullying, directed specifically at second-grade students of SDN 04 Tanjung Lago, with the purpose of advancing students' comprehension of the various forms that bullying can take, the range of consequences it produces, and the appropriate behavioral responses when confronted with situations carrying the potential for bullying within the school setting [4]. Program delivery involved the presentation of educational videos that were intentionally designed to be straightforward and developmentally appropriate for young learners, followed by guided discussions using thought-provoking prompts intended to assess comprehension levels and encourage students to articulate their personal viewpoints. The Problem Based Learning (PBL) methodology served as the primary instructional framework, positioning students in direct engagement with real-life problems as the primary catalyst for the learning experience [5]. Educational video stimuli depicting bullying scenarios were presented, after which carefully crafted questions were used to prompt students to analyze the problems depicted and collaboratively arrive at constructive solutions [6]. The program unfolded across five structured weeks, progressing through stages that included preliminary observation, conceptual introduction to bullying, in-depth discussion of its effects on mental health [7], reinforcement of self-awareness and empathetic capacity, practical application of anti-bullying principles, and a final stage of reflective closure that assessed shifts in students' understanding and behavioral orientations toward bullying.

2.4 Handling Constraints

Throughout the delivery of psychoeducational activities on the topic of bullying, a number of challenges were encountered, including variability in students' comprehension levels, as some participants were unable to absorb the conveyed messages immediately [8], frequent lapses in sustained attention, difficulty among certain students in recognizing bullying behavior accurately, and constraints related to the available time for program implementation. In response to these challenges, the facilitators employed simplified language paired with concrete, contextually familiar examples drawn from students' everyday experiences. Discussion prompts were presented incrementally to sustain focus and progressively deepen student engagement. Close collaboration with the class teacher was maximized to ensure effective classroom management and to provide individualized guidance where needed. Rapport-building and energizing ice-breaking activities were incorporated at the outset of each session to establish a psychologically safe and comfortable learning atmosphere, while technical measures such as adjusting audio levels and reviewing video segments were adopted to ensure that all students retained adequate comprehension of the material.

3. RESULTS AND DISCUSSIONS

3.1 Results

3.1.1. Method of Execution

Psychoeducational interventions aimed at cultivating self-awareness regarding the psychological consequences of bullying among elementary school students were conducted through an engaging and participatory educational approach. Psychoeducation itself constitutes a psychologically grounded learning process that seeks to enhance individuals' self-awareness, strengthen their capacity to regulate emotions, and build their competence in navigating the complexities of everyday life, factors that are increasingly significant in supporting intrinsic motivation and personal confidence particularly within the context of the digital age [9]. The Problem Based Learning (PBL) methodology was employed as the principal instructional strategy, immersing students in authentic real-world problems as the driving stimulus for learning. Research indicates that the PBL approach yields greater effectiveness and generates higher levels of learning motivation compared to traditional instructional methods, a finding consistent with Dewey's constructivist educational philosophy, which underscored the principle of learning through active, hands-on experience [10].

3.1.2. Stages of Program Implementation

The program activities were organized into three sequential phases: an opening phase, a core delivery phase, and a closing phase. During the opening phase, the primary objective was to cultivate a relaxed and welcoming atmosphere while building rapport with participants, achieved through warm opening greetings, a communal prayer, introductory exchanges, a clear explanation of the activity's goals, and attendance documentation. The core phase was oriented toward deepening students' understanding of bullying through a combination of PowerPoint-based material presentation, educational video screenings, and an ice-breaking activity known as "odd pats." Students were then organized into five small groups to engage in Project Based Learning through the analysis of distinct case study scenarios, including themes such as "Friend Pressure," "Bullying on Social Media," and "Being Mocked Because of Background," culminating in group presentations and individual assessments. The closing phase focused on consolidating students' appreciation for the significance of mental health maintenance, carried out through a comprehensive summary of all program activities, a closing prayer, and formal farewell remarks [11].

3.1.3. Program Flow and Implementation

The program commenced in the first week with preliminary observation and introductory activities. During this phase, the facilitator systematically observed student behavior, assessed the dynamics within the classroom, and gauged participants' baseline understanding of bullying. This observational process continued through the third week, enabling the facilitator to develop a thorough and nuanced understanding of student needs and the contextual factors underlying the social problems present in the school environment.

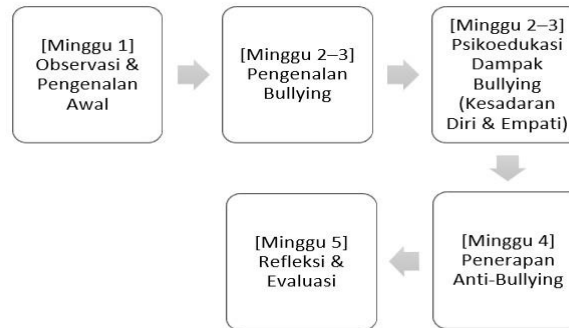


Figure 1. Execution Flow

Beginning in the second week, sessions transitioned to focus on building students' conceptual understanding of bullying, introducing them to its definition, the behavioral forms it takes, and real-life examples of situations in which bullying may arise. This foundational work continued into the third week to ensure that students developed a solid and durable grasp of what does and does not constitute bullying behavior.



Figure 2. Student Activities

Also spanning the second and third weeks, the facilitator incorporated psychoeducation specifically addressing the impact of bullying on mental health, inviting students to explore the ways in which bullying can affect an individual's emotional state, sense of self-worth, and overall sense of security within the school environment. This content was integrated with exercises aimed at strengthening self-awareness and empathetic understanding. Students were guided through activities that helped them identify their own emotional responses, develop healthy emotional management strategies, and practice perspective-taking in ways that naturally encourage a culture of mutual respect.



Figure 3. Student Activities

As the program entered its fourth week, activities shifted to the practical application of anti-bullying strategies. Students were equipped with a range of constructive approaches for responding to bullying, including



knowing when and how to report incidents to teachers, how to seek support, and how to actively prevent bullying through prosocial conduct. This phase prioritized active participation to ensure students could rehearse and internalize the skills introduced throughout the program.



Figure 4. Student Activities

The program concluded in the fifth week with structured reflection and evaluation activities. Students were guided through a review of their evolving understanding and the attitudinal changes they had undergone throughout the program. The facilitator conducted an assessment of growth in students' knowledge, awareness, and preparedness for addressing bullying with greater maturity and wisdom. This final phase also served as a critical checkpoint to confirm that the overarching objectives of the psychoeducation program had been fully and meaningfully realized.

Table 1. Implementation of Individual Program Activities

Yes	Day/Date	Activity Name	Activity Description	Hours
1	Monday/October 20, 2025	KKNT Release	Participating in the release activities organized by MBKM and supervisors related to the implementation of KKN-T, ethics in the field, technical reporting, and explanation of individual work programs.	08.00-12.00 (4 hours)
2	Monday/27 October 2025	Initial Observation and Introduction	Conducting initial observations at the target school to get to know the students' conditions, class dynamics, and understand student behavior related to <i>bullying</i> through direct observation and discussions with teachers.	09.00-11.00 (2 hours)
3	Monday/03 November 2025	Introduction to <i>the Concept of Bullying</i>	Carrying out activities to introduce the concept of <i>bullying</i> to students, including the definition, forms of <i>bullying</i> , and examples of <i>bullying behavior</i> that often occur in the school environment.	09.00-11.00 (2 hours)
4	Tuesday/04 November 2025	Psychoeducation on the Impact of <i>Bullying</i>	Provide psychoeducation to students about the impact of <i>bullying</i> on mental health, feelings, and self-esteem, accompanied by interactive discussions to improve student understanding.	09.00-11.00 (2 hours)
5	Wednesday/05 November 2025	Strengthening Self-Awareness and Empathy	Carry out activities that aim to train students to recognize and manage emotions and foster empathy through educational games and simple exercises.	09.00-11.00 (2 hours)
6	Tuesday/11 November 2025	Application of Anti-Bullying Psychoeducation	Teaching positive strategies in dealing with <i>bullying</i> , how to report to teachers, and efforts to prevent <i>bullying</i> through prosocial behavior in the school environment.	09.00-11.00 (2 hours)
7	Wednesday/12 November 2025	Reflection and Closure	Conduct reflection with students to evaluate understanding and attitude changes after participating in the entire series of anti-bullying psychoeducational activities and the closure of the program.	09.00-10.30 (1.5 hours)
Total Number of Hours				15.5 Hours

3.1.4. Evaluation of Activities

The execution of learning activities through various media across the designated sessions yielded observable and encouraging progress across multiple dimensions of student competency. Student engagement levels showed a marked increase, as evidenced by their active involvement in responding to questions, participating in group discussions, and working through the illustrative problem scenarios presented during sessions. Participants demonstrated notably high levels of enthusiasm, responding positively to material presentations, collaborative group activities, and the screening of educational videos. The integration of visual media and methodologically diverse instructional approaches proved highly effective in supporting students' concrete comprehension of bullying-related concepts. Among all the activities conducted, Project Based Learning sessions most visibly stimulated the growth of students' communication skills, empathetic sensibility, and collaborative spirit. A significant and measurable improvement was observed in students' understanding of the definition of bullying, its various manifestations, and its psychological ramifications on mental health. The primary objectives established for the program were largely and satisfactorily achieved, though the findings suggest that ongoing mentoring and follow-up support would be beneficial to sustain and deepen the gains made [12].

3.1.5. Additional Work Programs

Within the broader framework of the Thematic Real Work Lecture Program (KKN-T), several primary programmatic components were implemented, encompassing the installation of road marking signs, empowerment initiatives targeting Micro, Small, and Medium Enterprises (MSMEs), devotional community work, a scientific teaching work program, and a project focused on developing superior products derived from the rice cultivation potential of Telang Sari Village. Alongside these primary programs, a range of supplementary activities was also carried out, including teaching assistance services across multiple local schools, collaborative participation in village office community work sessions, dedicated education sessions on bullying prevention and emotional self-regulation, the DMD (Village Entrance Doctor) community health program, further MSME capacity-building efforts, and the production and installation of road markers throughout the village area.

Table 2. Additional Work Programs

Yes	Work Program	Activity Location	Date	Hours
1	Teaching Assistant	SDN 04 Tanjung Lagu	October 22, 2025	08.00-10.00 (2 hours)
		Al-Ihsan Tanjung Lago High School	October 22, 2025	01.00-03.00 (2 Hours)
		SMPN 1 Tanjung Lago	October 23, 2025	08.00-10.00 (2 hours)
		Mas Bahrul Ulum Mulia Sari	October 23, 2025	01.00-03.00 (2 Hours)
2	Gotong Royong Village Office	Telang Sari village office	October 27, 2025	08.00-12.00 (4 hours)
3	Bullying Education and Emotional Regulation	SDN 04 Tanjung Lago	November 4, 2025	08.00-12.00 (4 hours)
			November 5, 2025	08.00-12.00 (4 hours)
4	DMD Village Program - Village Entrance Doctor	Telang Sari Health Post	November 18, 2025	08.00-12.00 (4 hours)
5	MSME Empowerment	Telang Sari Village	November 5, 2025	08.00-15.00 (7 hours)
6	Making Road Markers	Hamlet 1, Hamlet 2, Hamlet 3, Telang Sari Village	10-22 November 2025	09.00-04.00 (7 Hours/day) 7 x 13 days = 91 hours
Total hours of activity				122 hours

3.2 Discussions

Based on the overall outcomes of the program implementation, students demonstrated a substantively deepened understanding of the nature of bullying, its diverse behavioral expressions, and its far-reaching consequences for mental health. The delivery of content through video-based learning, clear and simplified verbal explanations, and facilitated discussions enabled students to more accurately identify bullying behaviors and draw meaningful



.....

distinctions between genuine bullying and harmless forms of playful interaction [10]. The Problem Based Learning methodology proved successful in stimulating students' active engagement in collaborative case study resolution, and in advancing their capacities for empathetic thinking, effective communication, and analytical reasoning [2]. When compared with conventional lecture-based instruction, interactive psychoeducation demonstrated superior effectiveness in sustaining students' attention and encouraging meaningful participation [5]. Despite challenges including disparities in students' comprehension levels and vulnerability to attentional disruptions, these difficulties were successfully mitigated through the collaborative involvement of classroom teachers and the strategic incorporation of ice-breaking activities, further reinforcing the case for making bullying education a structured and prioritized component of early schooling from the elementary level onward [13].

4. CONCLUSION

The psychoeducation program addressing the consequences of bullying on mental health, implemented at SDN 04 Tanjung Lago, has demonstrably fulfilled its primary objective of expanding the awareness and understanding of second-grade students concerning bullying phenomena within the school environment. The five-week intervention grounded in the Problem Based Learning framework has shown strong effectiveness in creating an interactive, engaging, and educationally meaningful learning experience for the participating students. Notable and measurable progress was evident in students' growing ability to identify a range of bullying behaviors, to draw clear distinctions between bullying and non-harmful forms of playful peer interaction, to comprehend the psychological harm that bullying inflicts, and to apply constructive and positive strategies when navigating situations in which bullying may occur. The diversity of instructional methods employed, spanning educational video screenings, structured group discussions, and analytical engagement with case studies, collectively contributed to heightened levels of student participation, the development of critical and reflective thinking skills, and the nurturing of empathetic and mutually respectful peer relationships. Operational challenges encountered during implementation, such as uneven student comprehension and variable concentration levels, were effectively addressed through adaptive content delivery strategies, including the use of accessible language, everyday life-based illustrations, and refreshing ice-breaking activities designed to reinvigorate the learning atmosphere. A comprehensive evaluation of program outcomes confirms that students have not merely acquired factual knowledge about bullying at a cognitive level, but have undergone meaningful and positive attitudinal shifts that are visibly reflected in their day-to-day social interactions within the school setting.

REFERENCES

- [1] A. Zulfa and F. Fariska, "An Overview of Mindfulness of UIN Walisongo Psychology Students in Maintaining Mental Health," 2024.
- [2] I. Ariyanti, "The Role of Educational Psychology in Bullying Cases among Adolescents," 2025.
- [3] B. Purba, "Education on the Introduction of the Psychological Impact of Cyber Bullying on Social Media for Students," 2025.
- [4] I. Al Idrus and Damayanti, "Development of Emotional Intelligence of Students in Elementary School through Character Education," *J. Educ.*, 2020.
- [5] R. S. Mayer, "PARENTING PATTERNS OF PARENTS TOWARDS ADOLESCENTS," 2023.
- [6] Sunarto and A. Hartono, "Student Development," *Jakarta PT. Rineka Cipta*, 2006.
- [7] R. D. A. P. P. Mu, "JURNAL NUNSAKADEMIK Journal of Community Development (p)-SA 4.0 licens," 2023.
- [8] R. Nofianti, "Children's school readiness from a psychological perspective," 2024.
- [9] M. H. Syafii, "Problem-Based Learning as a Strategy to Develop Metacognitive Creativity in Students: An Educational Psychology Perspective," 2024.
- [10] Muhammad Ali Najich, "Analysis of Student Well-Being Based on a Positive Psychology Perspective in the School Environment," 2025.
- [11] Vidyastuti, "Psychological Assistance Program to Improve Adolescent Mental Health at the Children's Forum of North Pontianak Village and District," 2024.
- [12] I. S. Borualogo and M. A. Saefudin, "Traditional Bullying , Cyberbullying , and Subjective Well-being Post-COVID-19 in Indonesia," vol. 51, no. 1, pp. 81–102, 2024, doi: 10.22146/jpsi.90980.
- [13] O. Adi Sarjono, "SCHOOL PSYCHOLOGY," 2022.