

## Introduction to Cyberbullying Prevention Strategies at SMK Persatuan 2 Tulangan

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### Abstract

*This research is an effort to prevent cyberbullying at SMK Persatuan 2 Tulangan. Researchers carried out a series of activities, starting from initial observations, basic education about bullying, cyberbullying prevention seminars, student creative project assignments, to evaluation activities. This effort succeeded in increasing students' understanding of the forms, impacts and strategies to prevent cyberbullying. The program provides a foundation for other schools to adopt similar approaches to help prevent incidents of cyberbullying in educational settings, creating a safer and more positive environment. With cooperation between schools, students, families and communities, this research provides guidance for broader cyberbullying prevention.*

**Keywords:** Keywords: cyberbullying, preventing cyberbullying, bully, strategies

### Abstrak

*Penelitian ini merupakan upaya pencegahan cyberbullying di SMK Persatuan 2 Tulangan. Peneliti melaksanakan serangkaian kegiatan, mulai dari observasi awal, pendidikan dasar tentang bullying, seminar pencegahan cyberbullying, tugas proyek kreatif siswa, hingga kegiatan evaluasi. Upaya ini berhasil meningkatkan pemahaman siswa tentang bentuk, dampak dan strategi mencegah cyberbullying. Program ini memberikan landasan bagi sekolah lain untuk mengadopsi pendekatan serupa dalam membantu mencegah insiden cyberbullying di lingkungan pendidikan, menciptakan lingkungan yang lebih aman dan positif. Dengan kerja sama antara sekolah, siswa, keluarga dan komunitas, penelitian ini menyediakan panduan bagi pencegahan cyberbullying yang lebih luas.*

**Kata Kunci:** cyberbullying, mencegah cyberbullying, bully, strategi

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## INTRODUCTION

Bullying can be defined as aggressive actions aimed at demeaning or hurting individuals or groups, often repeated and in situations of power imbalance. Bullying is prohibited by Article 28B, Paragraph 2, of the 1945 Constitution, which confirms every child the right to life, growth, and development as well as the protection from discrimination and violence (Dewi & Indriyany, 2021). This action can occur in any environment even in the learning environment. Abusive bullying behavior in the school environment is still a significant problem in the education sector in Indonesia (Dafiq et al., 2020). In the context of educational sector, it is crucial to address and combat bullying to ensure a safe and inclusive learning environment for all students.

Bullying can be classified as either relational, physical, verbal, or cyber (Masithoh NKS et al., 2023). One type of bullying is called cyberbullying. Cyberbullying can be described as a type of

bullying through the use of the internet and technology. Cyberbullying often occurs through social media, SMS/text or instant messaging, email, or online platforms where students interact (Kurniawan et al., 2022). Actions such as: 1. sending threatening messages; 2. sending harassing images; 3. trolls and flames; 4. doxxing; and 5. Cyberstalking are some examples of cyberbullying actions. It can have severe and lasting negative impacts on its victims. The psychological effects of cyberbullying include increased anxiety, depression, low self-esteem, and post-traumatic stress disorder. Emotionally, individuals targeted by cyberbullying often experience feeling of isolation, loneliness, fear, frustration, and anger. Moreover, cyberbullying can disrupt a person's daily life and well-being, leading to a decline in academic or work performance, social withdrawal, and an overall diminished quality of life.

The characteristics of cyberbullying are repeated acts of online aggressive behavior, usually involving psychological torment driven by specific motives, and mainly occurring in the realm of information technology such as text messaging and social media (Imani et al., 2021). Cyberbullying usually has a specific purpose such as humiliating the victim, revenge, overcoming stress from ongoing conflicts, or even just for entertainment. In the Indonesian context, these characteristics characterize cyberbullying and are increasingly being considered in efforts to prevent and address such criminal acts.

Preventing cyberbullying requires the cooperation and active role of parents, schools and communities. In order for adolescents to comprehend the rules that regulate relationships, it is expected that families, communities, and schools will play a significant role in shaping their morality and character (Listiyani et al., 2020). In order to minimize cyberbullying actions that could negatively affect students' psychology and emotions, it is crucial to communicate this. Social boundaries, especially in the digital age, must be implemented properly. Cyberbullying can be prevented by: 1. education on online etiquette; 2. anti-cyberbullying policy; 3. training for students and teachers; 4. raising awareness; 5. online socialization and monitoring; 6. reporting; 7. cooperation with police and experts; and 8. the use of security software.

In 2023, the statistics regarding cyberbullying are concerning, so socialisation is a crucial step in the fight against cyberbullying. According to data from the Broadbandsearch website, 87 percent of young people have witnessed cyberbullying in action, and 60 percent of teenagers have personally experienced various forms of it (Seitz, 2023). In addition, on the website, statistics explain that the social media where cyberbullying often occurs is Instagram. Other statistics show that most students experience cyberbullying because of their appearance, academic achievement, race, sexuality, financial status, and so on. Based on these arguments and reasons, researchers are interested in writing community service research entitled "Introduction to Cyberbullying Prevention Strategies at SMK Persatuan 2: The Role of Online Ethics".

## **METHOD**

This research is categorized as community service research. Community service is an activity that aims to accelerate the improvement of human resource capabilities, community development, fostering community institutions and professions, and developing a curriculum that is relevant to needs (Emilia, 2022). This activity aims to prevent cyberbullying in the environment of SMK Persatuan 2 Tulangan by designing a program that can increase students' awareness of the negative effects of cyberbullying and teach them how to prevent this behavior in the school environment and online. The participants of this activity were 11th grade students of SMK Persatuan 2 Tulangan, totaling approximately 120 students. This activity started on October 26, 2023 and was held at the school. The methodology used in the cyberbullying prevention program at SMK Persatuan 2 Tulangan is based on a series of systematic steps to achieve the program objectives. The following are the steps of the methodology used:

1. Initial observation to understand the needs and challenges faced by students (October 23, 2023).
2. Preparation of materials and determining the methods that will be used in community service activities.
3. Basic education about bullying (October 26, 2023).
4. Seminar on "Prevention of Bullying and Cyberbullying" (October 27, 2023).
5. Exposure on the negative impact of cyberbullying.
6. Understanding of cyberbullying prevention strategies in the school environment.
7. Case study (analysis and discussion).
8. Project assignment.
9. Evaluation.

## **FINDINGS AND DISCUSSIONS**

### ***Observation***

This community service activity begins with observation activities carried out on October 23, 2023. The activity aims to analyze the needs and challenges faced by students of SMK Persatuan 2 Tulangan, so that researchers understand the existing problems. The information obtained in the observation process can be used as a guideline for designing community service programs that are more effective and in line with student learning needs. In addition, this program is also designed as project-based learning. This allows the program to be more holistic and focuses on the comprehensive development of students.



Figure 1. Speakers and School Officials Prepared and Planned the Seminar Activities.

### **Discussion**

On October 26, 2023, prior to the seminar, 11th grade students of SMK Persatuan 2 Tulangan were taught about the basics of bullying in the school environment by their respective teachers. This aims to provide students with an understanding of the basic concepts of bullying. This education aims to raise students' awareness of the issue and help create a safer and more positive learning environment.

On October 27, 2023, a seminar entitled "preventing bullying and cyberbullying in the school environment" was held. This activity began with some formal events and remarks from the officials of SMK Persatuan 2. After that, the first speaker presented material about bullying in general using the group discussion method. The event was closed with a question-and-answer session. In addition, students were also provided with resources and contact information that they can access if they or their friends experience situations involving bullying in the future.

The activity continued with a presentation by the second speaker with the theme "preventing cyberbullying in the school environment". The speaker explained about the serious problems of cyberbullying, especially those that occur in the school environment. He also showed the latest statistics on cyberbullying incidents. The statistics included information on the reasons why students become victims of cyberbullying and the social media where cyberbullying often happens. Students were then given an overview of examples of cyberbullying such as 1. sending abusive text messages, 2. distributing harassing images, 3. defamation, 4. trolling, 5. cyberstalking, 6. doxxing, and so on. In addition, the speaker showed several cases of cyberbullying that had occurred and its impact. This is to provide an overview of the dangers of cyberbullying. In addition, the speaker listed several public figures who have been victims of cyberbullying as an example that cyberbully victims can come from various circles.

Furthermore, the speaker explained that cyberbullying can have psychological and emotional impacts. In relation to psychology (thoughts), cyberbullying can cause anxiety, depression, trauma and lack of confidence. Meanwhile, the emotional impact (feelings) will cause symptoms of loneliness, isolation, anger, frustration, fear, and so on. By knowing the negative impacts of cyberbullying, students are expected to be more aware of cyberbullying behavior. Then, students are also given education about the importance of preventing cyberbullying and the positive impact of preventing this act of violence. Students are introduced to some symptoms of cyberbullying such as: drastic changes in behaviour, social isolation, avoidance of technology, and so on. By understanding the signs of cyberbullying, students are expected to be more capable of overcoming and preventing cyberbullying that can occur anywhere and anytime.



Figure 2. The First Speaker Delivered the Material

After explaining the introductory material, the speaker explained the main material of this seminar which was about strategies to prevent cyberbullying in the school environment. The strategies are as follows: 1. Implementing online ethics education, 2. Creating clear policies related to cyberbullying in schools, 3. Conducting training for staff and educators, 4. Collaborating with parents, 5. Using online safety devices, 6. Conducting active socialization and supervision. The speaker also explained the role of active students and teachers in the process of preventing cyberbullying. In addition, students were educated about the perspective of cyberbullying from a religious perspective, students were told that cyberbullying is a violation of religious values. Finally, the speaker described technology and online ethics.

After the discussion session, the speaker led the seminar participants to conduct a case study. Participants were given a problem and they discussed and problem-solved the issue. Through this

process, students are empowered to think critically, apply knowledge, and collaborate to find effective solutions. The case study was designed to deepen their understanding of cyberbullying and give them the opportunity to apply the concepts they have learned in real-life situations.



Figure 3. Students Are Discussing a Case Study

### ***Evaluation***

After the seminar, the learning process continues by giving students project assignments. These project assignments include various forms such as poster making, mind mapping, self-reflection, and wall magazines. Students are given the freedom to express their understanding of cyberbullying prevention through the media they use. This gives them the opportunity to develop their creative and communication skills while deepening their knowledge on this topic. In addition to assigning project tasks, the activities continue with periodic evaluations. This evaluation aims to monitor students' progress in understanding and applying the cyberbullying prevention concepts that have been taught during the seminar. Thus, teachers can provide constructive feedback to students and assist them in the development of their projects. In addition, the evaluation is also a means to measure the impact of this cyberbullying prevention program in raising students' awareness and understanding of the issue. Thus, the learning process can be continuously improved and adapted to students' needs.

This series of activities resulted in a deeper understanding of the negative impact of cyberbullying on victims and the importance of preventive measures. The results of the initial observations helped formulate a community service program that focused on student needs. The project-based approach provided a comprehensive framework for student development. Through seminars and discussions, students gained better insight into the nature of cyberbullying and prevention strategies that they can apply in their daily lives. Evaluation results showed an increase in student understanding, which contributed to the creation of a safer and more positive learning environment. Overall, this

activity is a proactive step in fighting cyberbullying and promoting a healthy and comfortable school environment.



Figure 4. Anti-bullying Campaign Poster Made by Students Using Canva

## CONCLUSION

From this community service activity, it can be concluded that efforts to prevent cyberbullying in the environment of SMK Persatuan 2 Tulangan are the right and important steps. Cyberbullying has a very serious impact on the development and condition of students. This community service program succeeded in increasing students' understanding of cyberbullying and providing prevention strategies that they can apply to overcome this problem.

### *Suggestion*

To improve the continuity of this cyberbullying prevention program, more parties should be involved, including parents and the local community. In addition, the program can be expanded to include more schools and students, so that the impact can be felt more widely. It is also important to update the educational materials according to technological developments and the latest trends in cyberbullying.

### *Weaknesses of the study*

Although the program provides significant benefits, there are some weaknesses in this study. One of them is that the sample size was limited to one school only. In addition, the program was also constrained by time limitations. This study could have provided greater benefits if it had been followed by monitoring and valuation over a longer period of time.

### *Research Implications*

The results of this service activity have important implications in efforts to prevent cyberbullying in schools. This program can be used as an example for other schools to implement the same strategy. In addition, the improved understanding of students through this strategy can influence students' online behavior outside the school environment, creating a safer digital environment. By continuing to increase awareness and prevention efforts, it is hoped to reduce the incidence of cyberbullying among students.

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