



Mentoring the Preparation of 4 Anti Programs (No Sexual Violence, No Bullying, No Intolerance, and No Corruption) for Elementary School Students at SDN BENDO 01

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ABSTRACT

Community service activities as a form of implementation of the Tri Dharma of Higher Education which is carried out by involving lecturers, students and partner institutions. In this community service with the title "Mentoring the Preparation of the 4 Anti Programs (No Sexual Violence, No Bullying, Intolerance, and No Corruption) for Elementary School Students at SDN Bendo 01" as a form of community service activities carried out in collaboration with it. This community service activity began with field observations of the situation and condition of student characters at SDN Bendo 01 by observing students' daily behavior at school, both in interacting with teachers and peers. Observations were made starting from learning activities, and student interactions in and outside the classroom. After obtaining information about the development of SDN Bendo 01 students, a schedule was prepared for mentoring class teachers and subject teachers to participate in this activity on a scheduled basis. It is hoped that all teachers can prepare and implement no violence programs in the school environment and the surrounding community. The final result of this community service activity is the preparation of no violence guidelines in schools both in classroom and outside classroom learning activities. So it is hoped that with these guidelines it will make it easier for teachers to develop good character in students and make it easier for students to behave in the school environment and the community.

Kegiatan pengabdian kepada masyarakat sebagai wujud pelaksanaan Tri Dharma Perguruan Tinggi yang dilaksanakan dengan melibatkan dosen, mahasiswa dan lembaga mitra. Pada pengabdian masyarakat ini dengan judul "Pendampingan Penyusunan Program 4 Anti (Anti Kekerasan Seksual, Anti Perundungan, Anti Intoleransi, Dan Anti Korupsi) Untuk Siswa Sekolah Dasar di SDN Bendo 01" sebagai wujud kegiatan pengabdian kepada masyarakat yang dilaksanakan bekerja sama dengan SDN Bendo 01. Kegiatan pengabdian ini diawali dengan observasi lapang terhadap situasi dan kondisi karakter siswa di SDN Bendo 01 dengan mengamati perilaku sehari-hari siswa di sekolah, baik dalam berinteraksi dengan guru maupun teman sebayanya. Observasi dilakukan mulai dari kegiatan pembelajaran, dan interaksi siswa di kelas dan di luar kelas. Setelah mendapatkan



informasi tentang perkembangan siswa SDN Bendo 01, disusunlah jadwal pendampingan guru kelas dan guru mata pelajaran untuk mengikuti kegiatan ini secara terjadwal. Harapannya seluruh guru dapat menyusun dan mengimplemntasikan program anti kekerasan di lingkungan sekolah dan masyarakat sekitarnya. Hasil akhir dari kegiatan pengabdian kepada masyarakat ini adalah tersusunnya pedoman anti kekerasan di sekolah baik dalam kegiatan pembelajaran di kelas maupun di luar kelas. Sehingga harapannya dengan adanya pedoman tersebut akan memudahkan guru dalam mengembangkan karakter baik dalam diri siswa dan memudahkan siswa dalam bertingkah laku di lingkungan sekitar sekolah dan masyarakat.

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1. INTRODUCTION

Violent actions are rampant and very clearly seen. This is believed to be the impact of the development of globalization and modernization. The development phase of people's lives with the help of information technology has moved very quickly, and has even become a source of inspiration in living various dynamics of people's lives. No exception in the world of education, currently there are still many complex and fundamental problems that must be faced and require effective solutions. Educational problems are not only about the curriculum, education system or budget used to support the implementation of education programs. In fact, the main problem lies in the crisis of student character. This can be seen from daily behavior when interacting with teachers, fellow students or with the surrounding community that does not reflect good behavior. Violent actions as a form of individual or group behavior that harms others so that they experience physical, psychological, sexual, property and other damage. Cases of violence in the school environment are being highlighted by various mass media, including bullying, fights, brawls, abuse of fellow students or teachers, to sexual violence. Violent acts often occur when rules are enforced during learning activities. Physical violence, symbolic violence and verbal violence often occur in the learning process at school both inside and outside the classroom. According to Diyah and Imron (1) , violent incidents can occur without looking at the location of the incident, time of the incident and the perpetrator of the violence. According to Harefa (2), physical violence can be in the form of slapping, family or parents.

The teacher factor that influences violence against students is the lack of understanding of teachers that violence is not effective in changing student behavior. Violence that occurs in schools is often caused by the behavior or attitude of the students themselves. Students try to seek attention by behaving in a way that provokes anger such as disturbing friends when the teacher is teaching, playing truant during class hours and making a fuss when the teacher is absent/late to class. This is done deliberately by students to get attention from the teacher. Parents are one of the factors that cause violence in schools, including because of parenting patterns. Children who are educated in a pampered parenting pattern tend to grow up with an arrogant attitude and cannot control their emotions until the child forces others to meet their needs in any way. According to Jamaludin, the phenomenon of violence in schools



indicates the inability to kick, hit/punch, strangle, push, bite, hit, and threaten with sharp objects. Psychic violence according to Nurani is emotional violence that is carried out by insulting, criticizing or throwing words that hurt feelings, hurt self-esteem, lower self-confidence and make someone feel humiliated. According to Menesini & Salmivalli, psychological violence that often occurs in schools such as bullying is often defined as systematic abuse of power by peers. This is globally recognized as a complex and serious problem.

According to UNESCO, conflict may be unavoidable, but violence can be. With education, it is hoped that the values of peace or anti-violence will be embedded in students from elementary to college levels, so that in turn they can put forward these values in various aspects of life in society without considering cultural, religious, racial, group, or other barriers. Anti-violence education is expected that the next generation can understand, analyze, answer, problems faced by society related to violence and can build a sustainable, consistent anti-violent life based on the moral values of Pancasila so that the nation's ideals can be realized, eternal peace against violence. The best way to overcome violence in education is to resolve the main root of the problem, namely fostering a sense of respect for each other in the educational environment.

2. METHODS

The partner of this community service is SDN Bendo 01. The target of this community service is the Principal, Teachers, Education Personnel and students. Based on the results of observations and interviews with teacher representatives, it shows that there are still frequent acts of violence against students in schools both during the learning process in class and outside the classroom. This will have an impact on the non-conducive learning atmosphere in the classroom, decreased sense of caring between students, decreased moral character of students, decreased quality of school services to students so that it will have an impact on reduced parental trust in the school.

This community service was carried out using the Semiloka (Seminar Workshop) method and mentoring for teachers and students of SDN Bendo 01 starting from the preparation of the 4 Anti program and implementation in learning activities and habituation at school. Before the seminar, the community service team conducted observations at SDN Bendo 01 with a focus on observing student character and habituation programs at school. The purpose of this initial observation was to map the condition of student character so that it would be easier for the community service team to form groups. During the seminar, it was divided into groups of teachers and education personnel, high-grade students and low-grade students. After the seminar, all participants will fill out a questionnaire to measure their understanding of the material presented and direct mentoring for the preparation of school programs by implementing 4 anti.

3. RESULTS AND DISCUSSION

This community service was carried out on Friday, November 1, 2024 according to the schedule with the main activities in the coaching session as follows:

1. Initial Test

The initial test was carried out by providing a questionnaire regarding five focus questions, namely knowledge, abilities and skills about (1) acts of violence that often occur in schools, (2) the involvement of schools and parents in resolving problems of violence, (3) post-violent recovery efforts, (4) anti-violence prevention programs implemented in schools, and

(5) implementation of prevention programs. This initial test was carried out within 15 minutes.

2. Motivation Session

Participants are invited to do small activities that move the body and mind together with the aim of increasing enthusiasm and cooperation. So that it can give birth to a new spirit for positive activities including the desire to learn independently, the enthusiasm to follow material activities and the awareness to apply the material received in everyday life.

3. Presentation of Material

Speaker 1: Ida Putri Rarasati, S.Si, M.Pd

Material: Anti-Violence Movement Healthy Schools, Great Children for Teachers and Education Personnel

Speaker 2: Desy Anindiya Rosyida, M.Pd

Material: Various Acts of Violence



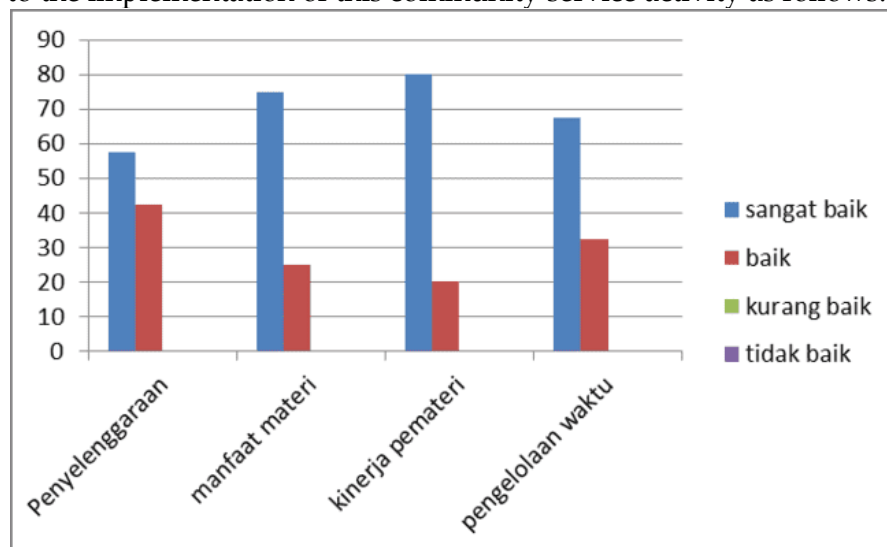
Pic. 1 Presentation of Material on Types of Violent Acts in Schools



Pic. 2 Presentation of No Violence Movement Material for Healthy Schools, Great Children

1.1. Community Engagement Activities

This first stage of evaluation was carried out by analyzing the results of participants' reactions to the implementation of this community service activity as follows:



Based on the graph above, it is known that from 15 teachers as participants in this community service activity, it shows that:

- 1) 57.5% of participants stated that the implementation of community service activities with this seminar workshop was very good and worthy of being continued. While there were 42.5% of participants) who stated that the implementation of community service activities with this seminar workshop was good.
- 2) 75% of participants stated that the benefits of the material for this community service activity with this seminar workshop were very good and worthy of being continued.



While there were 25% of participants who stated that the benefits of the material for this community service activity with this seminar workshop were good.

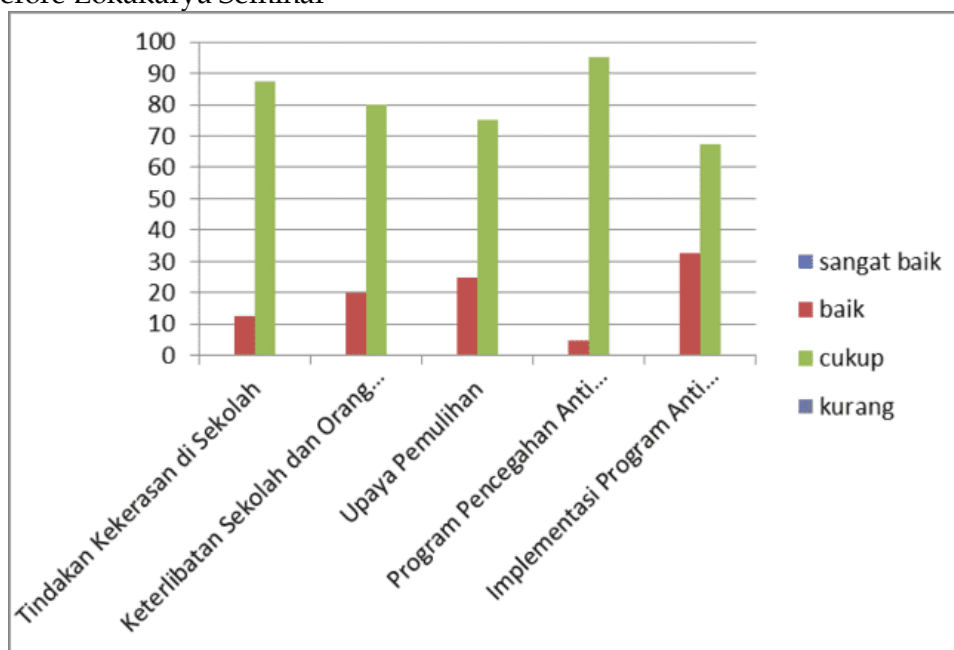
3) 80% of participants stated that the performance of the community service presenters with this seminar workshop was very good and worthy of being continued. While there were 20% of participants who stated that the performance of the community service presenters with this seminar workshop was good.

4) 67.5% of participants stated that the time management for this community service activity with this seminar workshop was very good and worthy of being continued. While there were 32.5% of participants who stated that the time management for this community service activity with this seminar workshop was good.

1.2. Community Engagement Activities

The second stage evaluation was conducted to measure the acquisition of learning regarding knowledge, abilities and skills about (1) acts of violence that often occur in schools, (2) the involvement of schools and parents in resolving problems of violence, (3) recovery efforts after acts of violence, (4) anti-violence prevention programs implemented in schools, and (5) implementation of prevention programs. The following are the results of the level of understanding of the five categories compared between before and after the seminar workshop activities:

Before Lokakarya Seminar

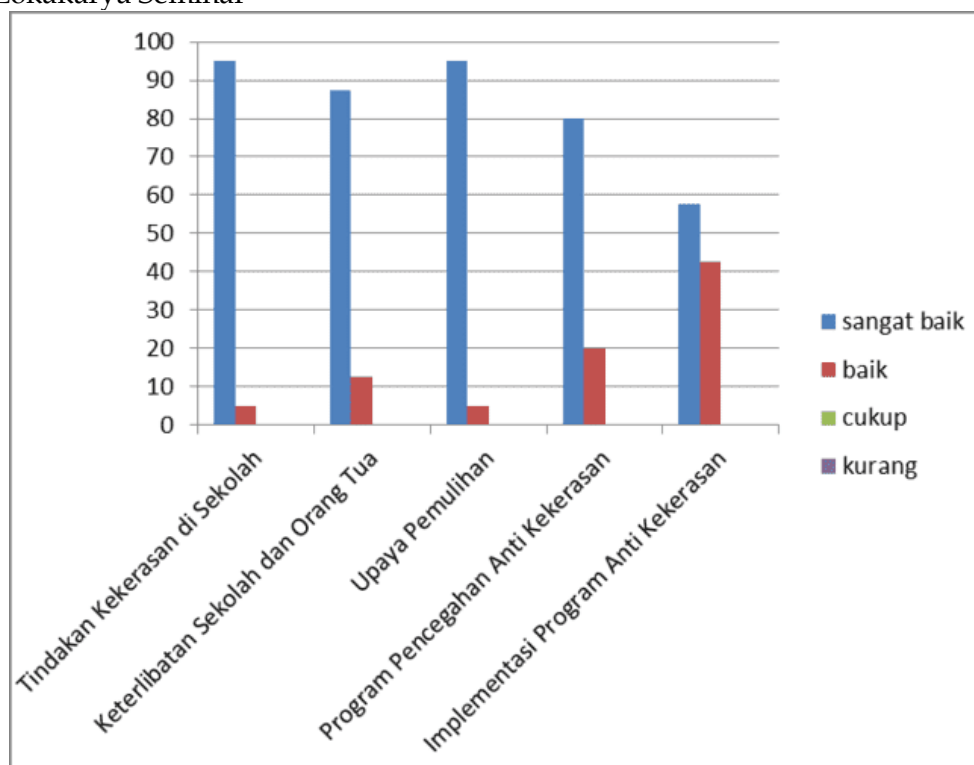


The initial understanding of participants before the training about the importance of anti-violence programs in schools showed that (1) frequent acts of violence in schools were 12.5% in the good category and 87.5% in the sufficient category. This shows that the root of the problem of violence that often occurs in schools has been understood by teachers, but there is still a need for effective solution mapping because there are still problems that have not been solved, (2) the involvement of schools and parents showed results of 20% for the good category and 80% for the sufficient category, this shows that there is still a lack of parental involvement in resolving the problem of violence in schools, so far the problem solving process has only involved teachers and students directly, (3) post-violent recovery efforts are understood to be 25% for the good category and 75% for the sufficient category, this data shows that recovery efforts made by teachers are only limited to the victim's side,



whereas recovery efforts should also be made to the perpetrators and other students who know about the violent incident to reduce deep trauma, (4) anti-violence prevention programs in schools showed results of 5% for the good category and 95% for the sufficient category, this shows that there is still a lack of anti-violence programs carried out in schools, only limited to socialization to teachers and students, (5) implementing anti-corruption programs showed results of 32.5% for the good category and 67.5% for the sufficient category. This requires increased efforts to motivate participants in implementing media to support a more effective learning process.

After Lokakarya Seminar



The level of understanding of the material and skills in implementing the material after training showed that (1) frequent acts of violence in schools were 95% for the very good category and 5% for the good category. (2) involvement of schools and parents was 87.5% for the very good category and 12.5% for the good category, (3) recovery efforts after acts of violence were 95% for the very good category and 5% for the good category, (4) anti-violence prevention programs in schools were 80% for the very good category and 20% for the good category, and (5) implementing anti-corruption programs was 57.5% for the very good category and 42.5% for the good category.

4. CONCLUSION

All participants of the community service workshop seminar themed "Assistance in the Preparation of the 4 Anti Programs (No Sexual Violence, No Bullying, No Intolerance, and No Corruption) for Elementary School Students at SDN Bendo 01" can be applied in the learning process in the classroom or in implementing school culture. If the implementation is carried out regularly and continuously, it will have a positive impact, namely increasing positive culture in schools, students are more sensitive to their social environment and increasing



student discipline in schools because there are programs that are implemented routinely and on schedule and there are clear rules that are obeyed by all school residents.

5. ACKNOWLEDGEMENTS

This Community Service was carried out at SDN Bendo 01. This community service activity was carried out by involving the Principal, teachers and education staff at SDN Bendo 01. All participants attended training, mentoring, monitoring and evaluation sessions. SDN Bendo 01 school provided supporting facilities for training in the form of a hall for the implementation of activities, teacher laptops, and internet networks to support the implementation of activities

6. AUTHOR CONTRIBUTIONS

The most important impact of this community service activity is the formation of routine school programs, namely:

1. Routine anti-violence socialization activities at the beginning of each new school year during the introduction of school culture to all students,
2. Workshop activities for teachers and education personnel at the beginning of each new school year with guest speakers who are competent in their fields,
3. Cooperation in the field of handling cases of violence with the UNISBA Blitar Higher Education Violence Prevention and Handling Task Force.

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