



Building Safe and Inclusive Schools: Enhancing Anti-Bullying Awareness Based On The Sustainable Development Goals (SDGs) Agenda At MAN 2 Cianjur

Iyan Septiyana^{1*}, Iwan Gunawan², Mellani³, Talitha Azmi Sani⁴

International Relations Study Program, Universitas Pasundan, Indonesia^{1,2,3,4}

Corresponding Email* : Iyan.septiyana@unpas.ac.id

Article Info:

Submitted: 01 December 2025

Revised: 11 December 2025

Accepted: 14 December 2025

Publisher: 15 December 2025

Keywords: Bullying, SDGs, Anti-bullying awareness, Building safe, Inclusive School.

Abstract

Bullying in schools is a social phenomenon that occurs throughout Indonesia, including in Cianjur Regency, West Java Province. Quality Education is part of the UN Sustainable Goals agenda that required to be implemented by member states, including Indonesia. The priority issue underlying this activity is the continued prevalence of bullying due to a lack of understanding and knowledge about the SDGs. As a solution, the community service team held a public lecture and workshop with the theme "Safe and Inclusive Schools: Building Anti-Bullying Awareness." The implementation method included interactive education through material presentations, student group discussions, reflections, and the preparation of written commitments by students. The results of the implementation showed high enthusiasm and active participation from the 100 students who participated. They demonstrated the ability to think reflectively and empathetically and were able to formulate a collective commitment to creating a bullying-free school, highlighting their shared responsibility and determination.

1. Introduction

Bullying is an aggressive behavior that is acted out intentionally by an individual or a group towards people who are considered weaker. This action can take the form of physical violence, insulting words, or words that can trigger negative emotions, which usually happen in society. Bullying cases happen everywhere around the world, including in Indonesia. A study shows that about 41,1% students in Indonesia are experiencing bullying. It positioned

Indonesia as the fifth highest among 78 countries in the case of bullying in the school environment.¹

The bullying actions impact significantly on victim's mental health conditions that can lead to social anxiety disorder, depression, and lack of self-confidence, and for victim students they have difficulty focusing on studying.² In some cases, a subject shows aggressive behavior. At the same time, a witness stays silent for fear of becoming the next victim.³ Hence, bullying can be a serious problem that required preventive, curative, and collaborative resilience.

Schools should be free from bullying, because Education is one of the United Nations (UN) Sustainable Development Goals (SDGs) agenda. There are seventeen SDGs in total, those are: 1) no poverty; 2) zero hunger; 3) good health and well-being; 4) quality Education; 5) gender equality; 6) clean water and sanitation; 7) affordable and clean energy; 8) decent work and economic growth; 9) industry, innovation and infrastructure; 10) reduce inequality; 11) sustainable cities and communities; 12) responsible consumption and production; 13) climate action; 14) life below water; 15) life on land; 16) Peace, justice and strong institutions; 17) partnerships for the goals.⁴ Based on the seventeen goals, bullying can hamper the achievement of a safe and inclusive learning environment,⁵ which is part of the fourth agenda "quality education" as schools play a key role in achieving this goal.

West Java is a province in Indonesia that closely tied to bullying cases where physical, verbal and psychological bullying that experience by school students in every city and district with 1:26 ratio both in neighborhood or school.⁶ In 2023, Indonesian Teachers Union Federation (*Federasi Serikat Guru Indonesia/FSGI*) records there was 30 school bullying cases in Indonesia, with 80% of the cases occurred in school under the Ministry of

¹ (Haq et al., 2025)

² (Safia & Solong, 2024)

³ (Pramudita et al., 2024)

⁴ (bappenas, 2025)

⁵ (Keysinaya & Nuraeni, 2022)

⁶ (Herdiana, 2024)

Education.⁷ Then, in 2024, a data record there were 56 violence cases in education insitution in West Java that position it as the highest second after East Timur.⁸

Cianjur is a district in West Java Province that shows several cases of bullying. In 2021, there was 14 junior high school student that experience physical violence due to coming late to school; they were made stand under the sun and kicked by their senior who were senior high school.⁹ Data from Cianjur government district stated that in 2023 there were 89 violence cases and 45 physical violence to school peers.¹⁰ Thus, refer to the data, bullying in Cianjur is an urgent problem that required curative and preventive solution.

Acknowledging the urgency of this matter, the community service team targeted a school in Cianjur district, MAN 2 Cianjur, to prevent bullying cases in the school environment by organizing a public lecture and workshop with a theme "Safe and inclusive school: building a consciousness anti-bullying in MAN 2 Cianjur". This action was taken based on field observation that conducted by the team in the target school, those are: the possibility of unidentified bullying cases; Low level student knowledge of bullying and its impact which makes the case is disregarded by culture of *silence respons*; , the absence of SDGs understanding as global agenda and how student roles as key actor to realize the 4th goal in quality education.

2. Methods of Implementation

To make the program more informative and transformative, and also generate collaborative preventive action, the program was designed by adopting the Health Literacy method from Nutbeam (2000) that depicted in **Figure 1**:

⁷ Annur, "Ada 30 Kasus Bullying Sepanjang 2023, Mayoritas Terjadi Di SMP," February 20, 2024, <https://databoks.katadata.co.id/demografi/statistik/c1f93aec967f9ff/ada-30-kasus-bullying-sepanjang-2023-mayoritas-terjadi-di-smp>

⁸ Umi Zuhriyah, "Data Kasus Bullying Terbaru 2024, Apakah Meningkat?," December 30, 2024, <https://tirto.id/data-kasus-bullying-terbaru-2024-apakah-meningkat-g621>

⁹ (Jo, 2023)

¹⁰ (OpendataCianjur, 2025)

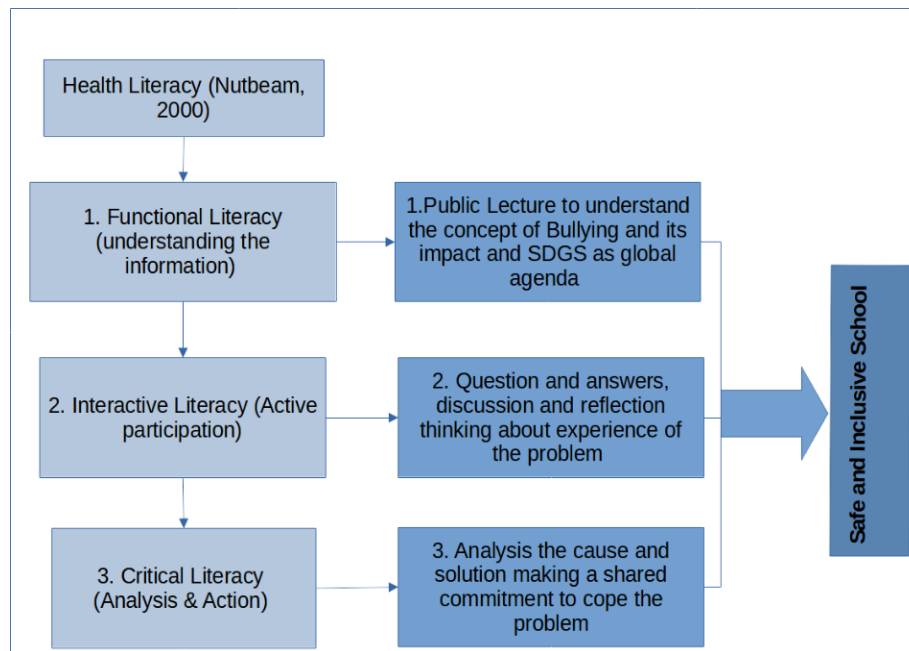


Figure 1. Nutbeam's Health Literacy Process that adopted and adjusted by community service team

Nutbeam's Health Literacy Process consists of:

- 1) functional literacy, is a method to give basic understanding about the issue;
- 2) interactive literacy, is a discussion activity and case study;
- 3) critical literacy, is a case study analysis and developing collective action plan.¹¹

While the implementation steps, technically using public lecture, it is a similar method with class lecture in higher education where there were giving information and knowledge process to the audience,¹² but its audience is high school student. One hundred students were selected by the schoolteacher as representatives of school extracurricular activities to become agents of change in school, spreading awareness about the danger of bullying. The public lecture method did not use a banking approach that tends to lead to a passive audience. One hundred students were selected by the schoolteacher as representatives of school extracurricular activities to become agents of change in school, spreading awareness about the danger of bullying. The public lecture method did not use a banking approach that tends to lead to a passive audience. However, with a participative and dialogue approach that

¹¹ (Nutbeam, 2000)

¹² (Royal Society, 1985)

continued with reflective action,¹³ the aim of this is to help students establish their own meaning about SDGs and bullying. In the ending part, the audience was facilitated to formulate a shared commitment to cope with the problem.

3. Results and Discussion

Community service activities were conducted in MAN 2 Cianjur through a reflective and participative public lecture with 100 students from the internal extracurricular organization. The activities are divided into four sessions:

1. Session I: public lecture about Sustainable Development Goals (SDGs) and bullying. The speaker in this session explains the 17 goals of SDGs and explains the relationship between SDGs and quality education and bullying issues. Then, it continued with bullying and its impact on the victim, and how to cope with it.
2. Session II: Quiz and small group discussion. In this session, participants asked some questions to evaluate their understanding related to SDGs and bullying, followed by a reflection on their experiences as victims of bullying. They wrote their experience anonymously in the paper.
3. Session III: Discussion across the organization. In this session, all the participants were divided into groups numbered 1 to 10, then grouped by the same number to create new groups with different organizational backgrounds to make a more vivid discussion and draft a commitment that came from the bottom.
4. Session IV: Each group drafts a commitment, and the community service team compiles it into a shared commitment of students to tackle bullying and create a safe and inclusive school.

The first session began with a public lecture with the content "Sekolah Aman Sebagai Bagian Dari Agenda Sustainable Development Goals/ (Safe School as Part of SDGs)". The content explains what SDGs are as a collective vision of UN member states and how SDGs can become a framework to make a school a safe educational

¹³ (Freire, 2000)

institution from bullying. The goal of this session is to introduce the SDGs and their 17 goals. This step was taken considering that most students are unaware of SDGs. Thus, it becomes the first step to establish applicable global literacy for students. The general lecture focused on the relevance of the SDGs interactively, emphasizing points 4 (Quality Education) and 16 (Peace, Justice, and Resilient Institutions). The presenter explained that schools, as educational institutions, play a crucial role in creating a safe, just, and inclusive environment—aligned with the values of the SDGs. In this regard, the issue of bullying is a concern because it directly contradicts the principles of sustainable development, which emphasize respect for human rights and the protection of vulnerable groups. To help students understand the connection between the issues they face in school (such as bullying) and the global agenda.

Then, the second topic was "*Cegah perundungan di sekolah/ Preventing Bullying in Schools.*" The topic explained deliberate and repeated acts of bullying, whether physical, verbal, social, or online. It also discussed the actors involved in bullying (perpetrators, victims, and bystanders), as well as its impact on students' psychological, physical, social, and academic achievement. Furthermore, prevention measures, handling bullying cases, and ways to support victims were discussed. The session concluded with a collective call to action to create a safe and bullying-free school environment.



Figure 2. Presentation of SDGs and Bullying in session I

Overall, this public lecture session serves as a conceptual foundation for students in the following series of activities. By understanding that bullying is not merely a local issue, but rather a global challenge, students are expected to develop a new awareness that they are important actors in the collective movement to create safe and empowering schools. This session also opens up an initial discussion space that encourages student participation in understanding their role as part of the global community.

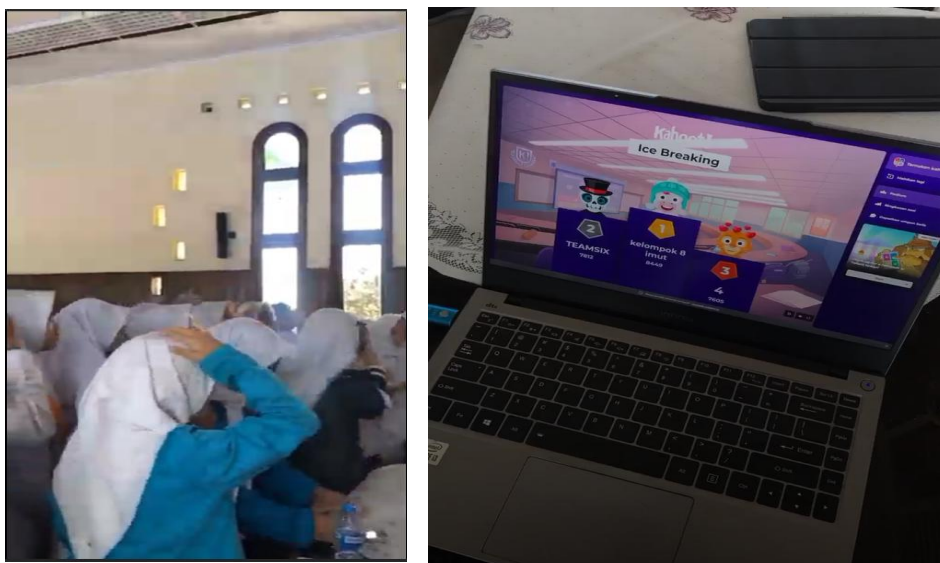


Figure 3. Participation Knowledge evaluation through quizzes

The second session began with an interactive quiz based on the previous general lecture material. The quiz was conducted in groups of 10, each with 10 members. Each group registered a device, and the quiz questions were drawn from the general lecture material. The questions were designed to gauge students' understanding of the basic concepts of the SDGs and the bullying issues presented. The questions covered general understanding, contextual cases, and the relationship between bullying and violations of sustainable development values. The quiz was designed to be fun and competitive in a healthy way, allowing students to learn and feel motivated.

Following the quiz, the activity continued with a group reflection session aimed at exploring students' personal experiences and perspectives regarding bullying practices in the school environment. Students were invited to write about their

experiences related to bullying anonymously on origami paper, expressing the pain of these experiences and how they need to be eliminated from the school environment. The team then collected these writings as reference material for group discussions and the creation of output documents from the activity.



Figure 4. Writing reflection on bullying experiences

The third session, a pivotal step in formulating the draft Bullying-Free School Declaration, focused on cross-organizational discussions. Unlike previous discussions, which were conducted in small groups, in this session, participants were randomly assigned based on seat numbers 1-10, rather than based on organizational or class membership. This method aimed to create a diversity of perspectives and encourage interaction between students from various organizational backgrounds, fostering more inclusive and holistic thinking. This approach, we believe, will lead to a more positive and hopeful school environment.

Each cross-organizational group was tasked with discussing and synthesizing the results of the public lecture and the reflections conducted in the previous session. Discussion points included: 1) What they realized after the public lecture; 2) Attitude changes they want to initiate within ourselves; 3) Their group's commitment to making schools safer and more inclusive; 4) Actions to take if their friend experiences bullying and the image of a positive school they envision.



Figure 5. Inter-organizational Focus Groups Discussion

The fourth session culminated in the ratification and reading of the Anti-Bullying Declaration by all participants. After a process of education, reflection, and cross-organizational discussions, students agreed on a final draft of the declaration, which outlined a shared commitment to creating a safe, inclusive, and bullying-free school. This ratification symbolized the students' concrete steps in taking an active role in preventing all forms of bullying at MAN 2 Cianjur.

The activity began with the President of OSIS 2 reading the declaration before all participants, teachers, and the community service team. This reading was done loudly and firmly, demonstrating the seriousness and shared awareness of the commitment, and was echoed by all participants. Following the reading, all students were asked to sign a backdrop committing to making the school an inclusive and bullying-free environment.



Figure 6. Reading of the Anti-Bullying Declaration

The session concluded with a joint documentation session and motivational messages from the school and the community service team. This declaration will not only serve as a formal document but also serve as a guideline for students' daily lives at school. Through this ratification, MAN 2 Cianjur is expected to become an example of a caring, responsive, and active school in creating a learning environment free from all forms of bullying.



Figure 7. Community Service team with public lecture participants in MAN 2 Cianjur

4. Conclusion

A community service activity focused on raising awareness of the impact of bullying on mental health at MAN 2 Cianjur was successfully implemented using a participatory, reflective, and empathy-based approach. Through small-group reflection sessions, cross-organizational discussions, and the development of collective commitments, students not only gained new insights into the issue of bullying but also developed a critical awareness that changes in the school environment must begin with their own initiatives.

This public lecture and workshop demonstrated that students have the capacity to be agents of change if provided with a safe space and supportive facilitation. The approach, which placed victims' experiences as the starting point for discussions, successfully aroused participants' empathy and encouraged active involvement in developing solutions. The shared commitment generated from this activity provides important social capital in building a more inclusive, supportive, and violence-free school.

Overall, this activity made a concrete contribution to supporting the Sustainable Development Goals (SDGs), particularly in the areas of quality education and mental health. In addition to the academic outputs in the form of scientific articles and video documentation, the long-term impact of this activity was the formation of collective student awareness and the strengthening of solidarity among students, fostering a safer and more equitable school culture.

For the school, it would be better to follow up by establishing a special anti-bullying forum or unit based on student organizations, which would function as a space for advocacy, peer mentoring, and monitoring of potential violence in the school environment. Meanwhile, the community service implementation team is advised to develop this training model into a sustainable program that can be replicated in other schools with a similar approach. Furthermore, documentation of the activity results can be used as teaching material and for further study in the fields of international relations, education, and mental health.

5. References

- Annur. (2024, February 20). *Ada 30 Kasus Bullying Sepanjang 2023, Mayoritas Terjadi di SMP*. <https://databoks.katadata.co.id/demografi/statistik/c1f93aec967f9ff/ada-30-kasus-bullying-sepanjang-2023-mayoritas-terjadi-di-smp>
- bappenas. (2025). *TENTANG – SDGs Indonesia*. <https://sdgs.bappenas.go.id/tentang/>
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed). Continuum.
- Haq, B. I., Rochmawati, D. H., & Susanto, W. (2025). *Hubungan Antara Dampak Bullying dengan Perkembangan Sosial Pada Siswa MTS Negeri*. 7(1). <http://jurnal.globalhealthsciencegroup.com/index.php/JPPP>
- Herdiana, I. (2024, July 13). *Potret Perundungan di Sekolah-sekolah di Jawa Barat | Ban... BandungBergerak.id*. <https://bandungbergerak.id/article/detail/1597643/potret-perundungan-di-sekolah-sekolah-di-jawa-barat>
- Jo, B. (2023, October 3). *Data Kasus Bullying Terbaru 2023 dari Cilacap hingga Balikpapan*. https://tirto.id/kasus-bullying-terbaru-2023-dari-cilacap-hingga-balikpapan-gQCM?utm_source=chatgpt.com
- Keysinaya, E. Y. & Nuraeni. (2022). Peran UNICEF Indonesia Menangani Perundungan di Sekolah Melalui Program Roots. *Sospol*, 8(2), 207–224. <https://doi.org/10.22219/jurnalsospol.v8i2.22258>
- Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3), 259–267. <https://doi.org/10.1093/heapro/15.3.259>

- OpendataCianjur. (2025). *Jumlah Anak Korban Tindak Kekerasan Berdasarkan Jenis Kekerasan di Kabupaten Cianjur | Open Data Kab. Cianjur*. <https://opendata.cianjurkab.go.id/dataset/jumlah-anak-korban-tindak-kekerasan-berdasarkan-jenis-kekerasan-di-kabupaten-cianjur>
- Pramudita, T., Kholifah, R., & Sancaya, S. A. (2024, January 13). *Dampak Bullying Terhadap Kesehatan Mental Siswa*. Seminar dalam Jaringan Konseling Kearifan Nusantara. <https://proceeding.unpkediri.ac.id/index.php/kkn/article/download/4459/3092/16583>
- Royal Society (Ed.). (1985). *The public understanding of science*. The Society.
- Safia, E., & Solong, N. P. (2024). Dampak Bullying Terhadap Kesehatan Mental Dan Perkembangan Sosial Pada Anak. *Multiple Journal of Global Multidisciplinary*, 2(7). <https://journal.institercom-edu.org/index.php/multiple/article/download/491/332/1759>
- Zuhriyah, U. (2024, December 30). *Data Kasus Bullying Terbaru 2024, Apakah Meningkat?* <https://tirto.id/data-kasus-bullying-terbaru-2024-apakah-meningkat-g621>