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Breaking the Silence, Healing the Mind: A School Safety Socialization on Bullying, Intolerance, and Violence for Mental Health Resilience at SMP Negeri 1 Mori Atas

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ABSTRACT

Bullying, intolerance, and violence in schools threaten adolescent mental health, academic performance, and social development. This community service program aimed to enhance students' understanding of these issues and foster mental health resilience through targeted socialization at SMP Negeri 1 Mori Atas. The program employed a structured three-phase methodology: planning, implementation, and evaluation. The implementation was conducted on December 9, 2025, involving 55 seventh-grade students, utilizing interactive PowerPoint presentations, educational videos, and participatory discussions. Evaluation was conducted through direct observation of students' cognitive, affective, and behavioral outcomes. Results demonstrated that 85% of students accurately identified behavioral typologies and impacts of bullying, sexual violence, and intolerance; 76% expressed empathy and rejection of discriminatory behaviors; and 82% verbally committed to reporting incidents and promoting tolerance. Students actively participated in discussions, posed critical questions, and shared personal experiences, indicating the program successfully created a safe environment for disclosure and learning. These findings confirm that participatory, multi-method socialization effectively improves cognitive awareness and fosters positive attitudinal shifts among early adolescents. The program underscores the critical importance of proactive educational interventions in protecting adolescent mental health and transforming schools into safe, inclusive, and character-driven learning environments. To sustain these outcomes, it is recommended that the school institutionalize periodic reinforcement sessions and establish student-led peer support mechanisms for long-term prevention of the three major sins of education.



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INTRODUCTION

Bullying, intolerance, and violence in schools remain serious challenges that endanger students' safety and disrupt their psychological, social, and academic development (Elsi et al., 2025; Saputra, 2024; Zulaiha et al., 2026). Although schools should serve as safe and supportive environments, physical, verbal, and psychological aggression are still frequently found in educational settings (Elsi et al., 2025; Savero et al., 2024). Bullying is often rooted in intolerance toward differences in culture, religion, gender, social background, and personal characteristics, leading to exclusion, humiliation, and other harmful behaviors (Rita Istik Maliyah et al., 2024; Samritin et al., 2025; Sinaga et al., 2024).

The consequences are substantial: victims may experience emotional distress, anxiety, depression, reduced self-confidence, social withdrawal, academic decline, and long-term psychological trauma (Dirgantini et al., 2025; Salau et al., 2023; Sukarman & Sarilah, 2025). Schools therefore need preventive efforts that build awareness, empathy, respect, and courage to report harmful behavior from an early stage (Ahmar et al., 2023a; Mayunita et al., 2023; Savero et al., 2024).

Evidence shows that socialization programs using interactive lectures, discussions, role-play, visual media, and counseling significantly improve students' understanding and willingness to prevent and report such acts (Dirgantini et al., 2025; Elsi et al., 2025; Sukarman & Sarilah, 2025). Involving teachers, parents, counselors, and school leaders further strengthens commitment, reporting systems, and sustainable violence-free school cultures (Ahmar et al., 2023b; Fathullah et al., 2025; Senowarsito et al., 2024; Sukarman & Sarilah, 2025; Suruambo et al., 2025).

At SMP Negeri 1 Mori Atas, students demonstrate a profound lack of understanding regarding boundaries between acceptable peer interaction and aggression, coupled with widespread ignorance of tolerance values. This knowledge deficit threatens adolescent mental health, as students unable to identify bullying become vulnerable to anxiety, depression, social isolation, and diminished self-worth, while perpetrators and bystanders become desensitized to harm. Without proactive intervention, these patterns will become entrenched, eroding classroom cohesion and perpetuating cycles of intolerance and violence. Currently, no structured preventive program exists, meaning dangerous behaviors remain unrecognized and unreported. Therefore, immediate targeted socialization is an ethical and educational imperative to equip students with knowledge and awareness, transforming SMP Negeri 1 Mori Atas into a safe, inclusive, and mentally healthy environment. This program aims to enhance students' understanding of bullying, intolerance, and violence while fostering adolescent mental health awareness through targeted socialization.

METHOD

The program was conducted through three interconnected phases: planning, implementation, and evaluation.

a. Planning Phase

Initial coordination with SMP Negeri 1 Mori Atas involved direct communication with the principal and teachers to obtain institutional support, establish schedules, venues, and program objectives. A needs assessment using informal interviews and classroom observations identified students' knowledge gaps and mapped prevalent issues. The

team then developed structured materials covering: definitions of bullying, intolerance, and violence; behavioral typologies; psychological, social, and academic impacts on adolescent mental health; and actionable prevention strategies. Materials were age-appropriate and culturally sensitive for early adolescents.

b. Implementation Phase

The socialization employed a multi-method approach combining PowerPoint presentations and educational videos to address definitions, typologies, case examples, mental health implications (anxiety, depression, withdrawal, low self-esteem), and preventive measures. Videos provided relatable scenarios to concretize abstract concepts. The session began with an orientation on program objectives, followed by content delivery. Students actively participated through attention, questioning, and discussion. An interactive Q&A session then enabled students to share perspectives, ask questions, and discuss personal experiences. This dialogic approach reinforced cognitive understanding while providing a safe space for emotional expression and collaborative problem-solving, empowering students as active change agents.

c. Evaluation Phase

Evaluation used direct observation of engagement, attentiveness, and participation during discussions and Q&A. Three dimensions were assessed: cognitive (accurate responses on definitions, typologies, impacts, and strategies), affective (empathy, rejection of discrimination, commitment to inclusivity), and behavioral (expressed intentions to apply knowledge through verbal commitments and proposed solutions). Comprehension was also gauged through critical questioning and experiential narratives. Observational data provided formative feedback on immediate impact and refinement areas. Findings will guide a sustainability framework, including periodic reinforcement sessions and student-led peer support mechanisms to ensure long-term institutionalization of anti-bullying, anti-intolerance, and anti-violence values at SMP Negeri 1 Mori Atas.

RESULTS AND DISCUSSION

a. Planning Phase

Institutional coordination resulted in program approval, with the socialization conducted on December 9, 2025, involving 55 seventh-grade students at SMP Negeri 1 Mori Atas.

b. Implementation Phase

The program utilized PowerPoint and video media to deliver content on definitions, typologies, causative factors, impacts, and prevention of bullying, sexual violence, and intolerance. Observational data documented the following:

1. Student engagement was consistently high, with 51 of 55 students (93%) maintaining active attention.
2. Interactive participation: 43 students (78%) contributed to discussions, while 25 students (45%) posed substantive questions.
3. Knowledge demonstration: Students accurately identified behavioral categories in 8 of 10 hypothetical scenarios presented.

Video media proved particularly effective, sustaining 89% attention rates compared to 78% during lecture segments. Student responses indicated improved comprehension, with participants correctly defining key terms and distinguishing between physical, verbal, and psychological forms of aggression.

c. Evaluation Phase

The reflection session assessed cognitive, affective, and behavioral dimensions through guided questioning:

1. Cognitive: 85% (47/55) correctly identified examples and impacts of bullying, intolerance, and violence.
2. Affective: 76% (42/55) demonstrated empathy through verbal support for victims and rejection of harmful behaviors.
3. Behavioral: 82% (45/55) expressed willingness to report incidents and intervene as bystanders.

Student statements included: *"Now I understand that jokes can hurt others"* and *"I will tell my teacher if I see bullying."* A total of 12 students voluntarily shared personal experiences, and 9 proposed concrete preventive measures. These results indicate the program successfully achieved its immediate objectives. However, sustainability requires periodic reinforcement and structured peer support mechanisms to ensure long-term institutionalization of anti-violence values at SMP Negeri 1 Mori Atas.



Picture Material Delivery

Several students of SMP Negeri 1 Mori Atas, representing both female and male participants, actively posed questions and articulated their opinions during the evaluation session. Their participation in the question-and-answer segment reflected a high level of open engagement and intellectual curiosity. The questions raised pertained to specific case examples of bullying, sexual violence, and intolerance within the school environment, as well as actionable preventive measures that students could undertake individually and collectively. This active involvement signified an enhanced

understanding, heightened concern, and increased awareness among students regarding the critical importance of fostering a school environment that is safe, comfortable, and grounded in mutual respect.

This activity can be examined through three primary dimensions: the enhancement of students' cognitive understanding, the strengthening of socio-emotional attitudes, and the implications for adolescent mental health resilience. The outcomes observed at SMP Negeri 1 Mori Atas are consistent with existing literature, which demonstrates that participatory school-based socialization programs can effectively increase students' knowledge regarding bullying, its consequences, and preventive strategies, while simultaneously fostering a safer and more supportive school climate (Dasmi & Darti, 2025; Indah Ilma Maulida et al., 2025; Lisnawati et al., 2025; Savero et al., 2024; Syahfitri et al., 2025).

The enthusiasm and active participation demonstrated by students, particularly during the discussion and evaluation sessions, indicate that the interactive approach to socialization effectively facilitated the absorption and retention of the material. This finding is corroborated by similar programs, which have reported that interactive discussions, question-and-answer sessions, educational videos, and contextual learning strategies significantly enhance student engagement and improve their ability to identify various forms of bullying (Dasmi & Darti, 2025; Indah Ilma Maulida et al., 2025; Lisnawati et al., 2025). Following the socialization program, students demonstrated an improved capacity to identify various forms of bullying. School-based education played a crucial role in enhancing students' understanding of the negative impacts of bullying on both victims and the broader learning environment (Dasmi & Darti, 2025; Indah Ilma Maulida et al., 2025).

CONCLUSIONS AND SUGGESTIONS

Conclusion

The participatory socialization program at SMP Negeri 1 Mori Atas successfully enhanced students' cognitive understanding (85%), affective empathy (76%), and behavioral intentions to report incidents (82%), confirming its effectiveness in promoting mental health resilience against bullying, intolerance, and violence.

Suggestion

To sustain these positive outcomes, SMP Negeri 1 Mori Atas should institutionalize periodic reinforcement sessions and establish student-led peer support groups for long-term prevention.

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