
STOP BULLYING EDUCATION FOR JUNIOR HIGH SCHOOL STUDENTS IN SEMARANG CITY

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Bullying is a serious problem that continues to occur among adolescents, particularly at the junior high school level. Bullying behavior can take various forms, including physical, verbal, social, and cyberbullying, all of which have significant negative impacts on students' mental health, social interactions, emotional well-being, and academic performance. Victims of bullying are more likely to experience anxiety, depression, low self-esteem, and decreased school engagement. In Semarang City, the incidence of bullying among adolescents remains relatively high, highlighting the need for comprehensive preventive strategies through promotive and preventive health approaches in school settings. The Piterpan Program implemented by the Maternal and Child Health Division in 2025 was designed as an educational intervention aimed at increasing students' knowledge and awareness of bullying, its forms, causes, and consequences. This study aimed to analyze the improvement in junior high school students' knowledge regarding bullying by comparing pre-test and post-test results following the implementation of the Piterpan program. The study employed a quantitative descriptive research design, involving students from several junior high schools in Semarang City. Data were collected using structured questionnaires administered before and after the educational sessions.

The findings revealed a substantial increase in students' knowledge after the intervention. Post-test results showed that most participating schools achieved knowledge scores exceeding 95%, particularly in students' ability to identify different forms of bullying and understand their negative impacts. These results demonstrate that the Piterpan Program is effective in improving adolescents' knowledge and can be utilized as a strategic preventive effort to reduce bullying behavior and promote a safer and more supportive junior high school environment.

Keywords: Bullying, education, junior high school, Semarang City, Piterpan

INTRODUCTION

Adolescence is a transitional phase from childhood to adulthood, which is characterized by various biological, cognitive, and emotional changes. Each stage of change brings its own challenges, so it doesn't always go smoothly without problems (Riki Febriansyah, Diah Natasya, Muhammad Rofi'uddin, Aysa Sabrina, 2024). According to the World Health Organization (WHO), the vulnerable age of adolescents is 10-19 years old, the adolescent population can be said to have an important role in Indonesia's development (World Health Organization (WHO), 2024). In this phase, adolescents experience physical, psychological, and social development and changes over time. The process includes improving critical thinking skills, forming identity, and honing social skills needed in interacting with others (Heraini et al., 2022).

The development of adolescents can be seen from how they behave and behave in dealing with their environment. The physical and psychological changes that occur make teenagers have to adjust to new conditions and life challenges that arise. At this time, adolescents are very vulnerable to disorders related to thoughts, feelings, and behaviors, due to developmental demands, increased intellectual abilities, pressure, and emerging expectations. If unable to cope, teens who feel stress, depression, anxiety, loneliness, or doubt can be at risk of falling into negative behaviors (Maryam & Fatmawati, 2018). Therefore, it is important for a teenager to manage his stress or anxiety which has an impact on behavior change. As a result, adolescents begin to show symptoms such as delinquent behavior that will be more dangerous (Nuraini et al., 2024).

Bullying is a form of aggressive behavior that is carried out deliberately and repeatedly with the aim of hurting or harming others, both physically, verbally and psychologically, which generally occurs in unbalanced relationships and is often found in the educational environment and is now a global problem, including in Indonesia (Amikratunnisyah & Nasution, 2021). This action is very vulnerable to be experienced by adolescents, both boys and girls. Based on the context, bullying can appear in various environments, such as schools, workplaces, homes, neighborhoods, and play areas. Currently, bullying cases are most often found in educational settings. The success of education in changing behavior is greatly influenced by the methods applied (Fina Khilyatu Zahwa, 2024). The use of media or aids that involve as many five senses as possible can increase students' understanding of the material presented (Riska Ayu Mardaniah, Andi Asrafiani Arafah, Sukriadi, Muhammad Ramli Buhari & Septika, 2025). For victims, bullying can cause serious psychological disorders such as depression, anxiety, social isolation, and low self-esteem which can even lead to suicidal thoughts (Prastiti & Anshori, 2023). In addition, victims often harbor deep emotional wounds, including social trauma that is carried over into adulthood. They are also prone to experiencing emotional instability because they feel insecure in social interactions.

Early adolescence is a developmental phase experienced by junior high school students which is characterized by physical, psychological, and social changes (Tasya Alifia Izzani et al., 2024). In this phase, the need for peer group acceptance is very high so that it has the potential to give rise to domination and bullying behavior. Lack of understanding of the meaning and forms of bullying causes students to not realize that the behavior carried out can have a negative impact on others (Sitanggang et al., 2024).

In Semarang City, various reports and surveys show that bullying is still a concerning. More than a third of junior high school students were reported to have been involved in bullying incidents, both as victims, perpetrators, and witnesses (D. A. Dewi et al., 2025). The impact of bullying that is not handled properly can cause emotional disturbances, decreased confidence, stress, and decreased learning achievement (Abdillah, 2024). A descriptive study in Semarang involving 329 adolescent girls who were victims of bullying at the secondary school level showed that most respondents had experienced various forms of bullying with varying levels of resilience (Burhanudin Bin Hasyim, Anggorowati, 2021). Another study of 305 students who were victims of bullying in Semarang also found that bullying incidents are related to various social and psychological factors that affect adolescent well-being (N. S. Dewi et al., 2023).

Efforts to prevent bullying need to be carried out from an early age through structured and continuous education. Through the Piterpan program in 2025, it is one of the promotive and preventive efforts carried out in schools, including junior high schools in Semarang City. This program aims to increase students' knowledge about adolescent health, including the issue of bullying as an important part of forming healthy behaviors.

METHODS

This study uses a quantitative descriptive method by utilizing secondary data from Piterpan 2025 activities. The subjects of the study were junior high school students in Semarang City who participated in bullying education activities.

Knowledge measurement was carried out using pre-test and post-test instruments. The pre-test is given before education to find out the initial level of knowledge of students about bullying and forms of bullying. Furthermore, students are given education through the delivery of materials and interactive discussions. Post-tests are given after education to measure knowledge improvement. The measurement results are presented in the form of a percentage of correct answers and analyzed descriptively by comparing pre-test and post-test scores.

RESULTS AND DISCUSSION

Table 1. Recapitulation of Bullying Knowledge Enhancement Junior High School Students in Semarang City Piterpen Activities in 2025

No	School Name	Number of students Education	Pre-test Bullying (%)	Post-test Bullying (%)	Remarks
1	SMP Negeri 31	31	96,77	100	Increase
2	Tunas Harum Bangsa Junior High School	24	100	100	Stable
3	Junior High School 1	39	100	100	Stable
4	SMP Negeri 23	32	100	100	Stable
5	SMP Negeri 12	33	96,97	100	Increase
6	SMP Negeri 18	62	100	100	Stable
7	SMP Negeri 8	31	100	100	Stable
8	SMP Negeri 26	116	97,41	97,41	Stable
9	SMP Negeri 17	54	94,44	100	Increase
10	SMP Negeri 20	23	95,65	95,65	Stable

Table 2. Recapitulation of Increasing Knowledge of Bullying Junior High School Students in Semarang City Piterpen Activities in 2025

No	School Name	Number of students Education	Pre-test form of Bullying (%)	Post-test form of Bullying (%)	Remarks
1	SMP Negeri 31	31	83,87	100	Increase
2	Tunas Harum Bangsa Junior High School	24	66,67	83,33	Increase
3	Junior High School 1	39	51,28	84,62	Increase
4	SMP Negeri 23	32	81,25	100	Increase
5	SMP Negeri 12	33	72,73	100	Increase
6	SMP Negeri 18	62	77,42	98,39	Increase
7	SMP Negeri 8	31	83,87	100	Increase
8	SMP Negeri 26	116	60,34	94,83	Increase
9	SMP Negeri 17	54	50,00	92,59	Increase
10	SMP Negeri 20	23	47,83	95,65	Increase

Source: Data Piterpen KIA, 2025

Based on Table 1, it can be seen that the initial level of knowledge of junior high school students about bullying in general is in the good category, but the understanding of forms of bullying is still in the category of sufficient to lack in some schools. This shows that some students do not fully understand that bullying is not only in the form of physical violence, but can also be verbal and social.

After being provided with education through the 2025 Piterpan Program, there has been a significant increase in knowledge in all target schools. Post-test scores on bullying indicators and forms of bullying increased to $\geq 95\%$, even most schools reached the good category (100%). This improvement shows that the education provided is able to improve students' overall understanding.

This increase in knowledge is an important first step in efforts to prevent bullying in the school environment. Students who have a good understanding are expected to be able to be more empathetic, avoid bullying behavior, and dare to report bullying.

CONCLUSION

Bullying education activities through the 2025 Piterpen Program have been proven to increase the knowledge of junior high school students in Semarang City regarding the meaning and forms of bullying as shown by increasing pre-test and post-test results in all target schools. This shows that educational materials can be well received and understood by students as part of adolescent health education. The increase in awareness is expected to increase students' awareness and positive attitudes towards the impact of bullying, so that they are able to recognize, prevent, and avoid bullying behavior.

Thus, bullying education through the Piterpan Program is an important promotive and preventive strategy in the formation of healthy behavior and the creation of a safe and cousing school environment.

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