

Anti-Bullying Legal Education at TPQ Banar, Deyangan Village: Creating a Safe, Comfortable, and Child-Friendly Learning Environment

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Abstract

A safe and comfortable learning environment is every child's right in accessing education. To create such a conducive environment, every educational institution needs to foster an atmosphere free from all forms of violence and bullying. This community service activity aimed to provide children with an understanding of bullying, its impacts, and prevention efforts to create a safe and comfortable learning environment. One of the issues frequently encountered in educational settings is bullying. At TPQ Banar, Deyangan Village, Mertoyudan Sub-district, where the socialization program was conducted, observations and interviews revealed the potential occurrence of bullying among children. One of the main problems identified was the lack of understanding of what bullying is, its impacts, and the appropriate actions to take when bullying occurs. The method used in this activity was an educational approach involving the delivery of learning materials to children. Based on these issues, the authors concluded that observation and empowerment activities were necessary to improve children's understanding of bullying at TPQ Banar, Deyangan Village, Mertoyudan Sub-district, through a program entitled *"Building a Safe and Comfortable Environment Together Against Bullying"*.

Keywords

Bullying, Socialization, Safe Environment, Islamic Qur'an Education Center (TPQ), Child Empowerment

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Abstrak

Lingkungan belajar yang aman dan nyaman adalah hak setiap anak dalam menempuh pendidikan. Dalam mewujudkan lingkungan yang kondusif tersebut, setiap lembaga pendidikan perlu menciptakan suasana yang bebas dari segala bentuk kekerasan dan perundungan. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memberikan pemahaman anak-anak tentang bullying, dampaknya, serta upaya pencegahannya guna mewujudkan lingkungan belajar yang aman dan nyaman. Salah satu persoalan yang sering terjadi dalam lingkungan pendidikan adalah tindakan bullying atau perundungan. Di TPQ Dusun Banar, Desa Deyangan, Kecamatan Mertoyudan tempat sosialisasi dilakukan, berdasarkan observasi dan wawancara yang peneliti lakukan ditemukan potensi terjadinya tindakan bullying di kalangan anak-anak. Salah satu permasalahan yang dihadapi adalah ketidaktahuan tentang apa itu bullying, dampak bullying, dan tindakan apa yang mesti dilakukan apabila tindakan bullying itu terjadi. Metode yang kami gunakan dalam hal ini adalah metode edukasi atau memberikan pembelajaran. Dari permasalahan ini peneliti berkesimpulan bahwa perlu dilakukan observasi dan pemberdayaan anak-anak di TPQ Dusun Banar, Desa Deyangan, Kecamatan Mertoyudan tentang “Membangun Lingkungan Aman dan Nyaman Bersama Lawan Bullying”.

Kata Kunci

Bullying, Sosialisasi, Lingkungan Aman, Taman Pendidikan Al-Qur'an (TPQ), Pemberdayaan Anak

Introduction

Bullying in educational settings is not a new issue.¹ In fact, bullying has been a longstanding problem, possibly dating back to the emergence of formal and non-formal educational institutions. However, perceptions of bullying have changed over time. In the past, bullying was often regarded as normal behaviour or even considered part of children's socialization process. As a result, adults and educators tended to overlook its serious consequences.² The prevailing belief was that children needed to learn how to “face life” or “become stronger.” However, behind this perspective, victims often experience prolonged psychological distress.

¹ Fajar Hayyin, Dewi Surani, and Andreas Tri Panudju, “Peningkatan Kesadaran Dan Empati Siswa Terhadap Bahaya Bullying Melalui Penyuluhan Interaktif,” *Welfare : Jurnal Pengabdian Masyarakat* 3, no. 2 (2025): 236–41.

² Dian Rachmawati, “Bullying Dan Dampak Jangka Panjang : Koneksi Dengan Kekerasan Dan Kriminalitas Di Sekolah Dian Rachmawati Penindasan Terhadap Orang Lain . Bullying Sebagai Salah Satu Bentuk Tindakan Agresif Merupakan Permasalahan Yang Sudah Mendunia , Salah Satunya Di In,” *JOIES: Journal of Islamic Education Studies* 9, no. 1999 (2024).

According to data from the Indonesian Child Protection Commission (*Komisi Perlindungan Anak Indonesia* or KPAI), cases of bullying against children in Indonesia have become a growing concern. In 2020, KPAI reported an increase in complaints concerning violence against children, including bullying in educational settings.³ Bullying does not occur exclusively in formal schools but can also take place in non-formal educational institutions, such as *Taman Pendidikan Al-Qur'an* (TPQ), Qur'an learning centers, tutoring facilities, and children's play environments.⁴ Even in religious educational settings, bullying remains a serious issue that requires careful attention and appropriate intervention.

Today, bullying is no longer considered normal or acceptable behaviour. Instead, it is recognized as a form of violence that can have serious consequences for children's psychological Today, bullying is no longer considered normal or acceptable behaviour. Instead, it is recognized as a form of violence that can have serious consequences for children's psychological.⁵ Therefore, educational institutions, including TPQ, have a responsibility to prevent and address bullying seriously. Bullying can be classified into several forms. Physical bullying includes hitting, pushing, or damaging a peer's belongings. Verbal bullying involves teasing, insulting, or giving peers hurtful nicknames. Psychological or social bullying includes excluding others, spreading rumours, or humiliating someone in front of others.⁶ The final form is cyberbullying, which occurs through social media or electronic messaging platforms. All these forms of bullying can occur in TPQ and other religious educational institutions.

At TPQ in Banar, Deyangan Village, Mertoyudan Sub-district, observations and interviews conducted by the researchers indicated a considerable potential for bullying among children. Children often do not realize that behaviours such as teasing, excluding, pushing, or hitting their peers constitute bullying that can cause physical and psychological harm.⁷ Teachers and parents also have limited

³ Iwan Setiawan, Saputra, and Trias, "TINDAKAN HUKUM BAGI PELAKU BULLYING TERHADAP ANAK DI BAWAH UMUR" 6, no. 1 (2024): 846–62.

⁴ Sigit Nugroho, Seger Handoyo, and Wiwin Hendriani, "Pengaruh Bullying Terhadap Pelajar Pada Tingkat Sekolah Menengah Pertama" 17, no. 2 (2020).

⁵ Eka Widiyastuti et al., "Dinamika Bullying Di Sekolah Menengah Pertama: Analisis Bentuk, Reaksi, Dampak, Dan Pandangan Islam," *Jurnal Penelitian Agama* 26, no. 2 (2025): 309–29, <https://doi.org/10.24090/jpa.v26i2.2025.pp309-329>.

⁶ Fakhriyah Annisa Afroo and Anisa Yudita, "An-Nuha: Jurnal Pendidikan Islam," October 22, 2026, <http://annuha.ppj.unp.ac.id/index.php/annuha/article/download/705/249>.

⁷ Muhammad Nur, Yasriudin, and Nor Azijah, "IDENTIFIKASI PERILAKU BULLYING DI SEKOLAH," *Jurnal Ilmiah Madrasah Ibtidaiyah* 6, no. 3 (2022): 685–91, <https://doi.org/10.35931/am.v6i3.1054>.

knowledge of how to recognize, prevent, and address bullying effectively. One of the main problems identified is the lack of understanding of what bullying is, how it affects victims, and what steps should be taken when bullying occurs.⁸ Many children who experience bullying are reluctant to report it because they fear being perceived as weak or receiving even worse treatment. Meanwhile, children who engage in bullying often fail to recognize that their actions can hurt others due to insufficient education about empathy and the consequences of their behaviour.

Based on these problems, it is necessary to conduct observations and community empowerment activities, particularly involving children at TPQ in Banar, Deyangan Village, Mertoyudan Sub-district, under the theme **“Building a Safe and Comfortable Environment Together to Fight Bullying”**. Through this socialization program, children, teachers, and parents are expected to develop a better understanding of bullying, recognize its signs, understand its impacts, and learn how to prevent and address it. Ultimately, this initiative aims to create a safe, comfortable, and supportive learning environment in which all children can learn and develop without fear of bullying.

Method

The methods used to address the identified problems include problem-solving methods, socialization implementation methods, target participants, implementation schedule, work programs, mentoring outcomes, and evaluation. To achieve these objectives, the community service activity employed several methods, as described below.

Problem-Solving Method

As previously explained, children, TPQ teachers, and parents have limited knowledge of bullying, its impacts, and ways to prevent and address it. Based on these issues, the problem-solving method applied in this community service activity was an educational approach or learning method. Through this approach, the researchers provided educational sessions for children to help them understand the concept of bullying, recognize its various forms, understand its impacts, and learn how to prevent it. This initiative aimed to foster a safe and comfortable learning environment at TPQ.

⁸ Hariyanto, “Alienasi Digital Di Indonesia: Analisis Pemikiran Karl Marx Dan Dampak Sosial Media Terhadap Alienasi Manusia,” 2024, <https://doi.org/10.5281/ZENODO.10644066>.

Socialization Implementation Method

To address the identified problems through education and learning activities, the socialization program employed a tutorial or lecture method combined with question-and-answer sessions. The facilitators initially presented the material on bullying, after which participants were given the opportunity to ask questions. The questions were then answered by the facilitators or, where appropriate, by other participants. In addition, interactive discussions were conducted to explore children's experiences and understanding of bullying that they had experienced or witnessed in the TPQ environment. These activities were intended to encourage active participation and improve children's awareness of bullying and its consequences.

Target Participants

The primary target participants of this socialization program were children attending learning activities at TPQ in Banar, Deyangan Village, Mertoyudan Sub-district, Magelang Regency, Central Java, Indonesia. Specifically, the program involved approximately 35 children in Grades 1–6, ranging in age from 7 to 12 years. The selection of this target group was based on the importance of introducing awareness of bullying and positive social behaviour from an early age.

Implementation Schedule and Work Program

The socialization activity was conducted at TPQ in Banar, Deyangan Village, Mertoyudan Sub-district, from 4:00 p.m. to 5:45 p.m. The activity began with an opening session and introductions lasting 15 minutes. This was followed by a 50-minute presentation covering the definition, types, impacts, and prevention of bullying. Subsequently, the children participated in a 15-minute discussion in which they examined examples of bullying and shared their experiences. A 15-minute question-and-answer session was then conducted to provide further clarification and deepen the participants' understanding. Finally, the activity concluded with a closing session and evaluation lasting 10 minutes.

Mentoring Outcomes

Based on the mentoring activities and observations conducted among the children at TPQ in Banar, Deyangan Village, it was found that bullying by peers remained a concern within the children's social environment. The forms of bullying identified included teasing children by using their parents' names, pinching, punching, slapping, tripping, and other forms of physical aggression. Following the socialization activity, the children began to recognize that these behaviours constituted bullying and could cause harm to their peers, both physically and

emotionally. The activity also encouraged the children to reflect on their behaviour and make efforts to improve their interactions with others. Furthermore, they were encouraged to resolve conflicts with their peers peacefully and constructively, without resorting to violence.

Evaluation

Socialization about bullying is an important initiative in educational environments, including TPQ. This activity is expected to raise children's awareness of the importance of treating their peers with kindness, respect, and empathy. It also aims to encourage children to report bullying when they experience or witness such incidents. Through these efforts, children are expected to become more aware of the consequences of bullying and more willing to contribute to a safe, comfortable, and supportive learning environment. Ultimately, the program is intended to help prevent recurring incidents of bullying and promote positive relationships among children at TPQ.

Results and Discussion

Anti-Bullying Socialization Activities

The anti-bullying socialization activity was conducted at TPQ in Banar, Deyangan Village, Mertoyudan Sub-district, Magelang Regency, from 4:00 p.m. to 5:45 p.m. The activity involved 35 children in Grades 1–6, aged 7–12 years, and was accompanied by TPQ teachers. The socialization employed lectures, question-and-answer sessions, and interactive discussions to improve participants' understanding and encourage active involvement. As shown in Figure 1, the activity involved direct material presentations and interactions with participants to improve the children's understanding of the definition of bullying, its various forms and impacts, and ways to prevent and respond to bullying in everyday life.



Figure 1. Socialization Activities at the Islamic Qur'an Education Center (TPQ)

Based on preliminary observations in the TPQ environment, it was found that many children experienced bullying from their peers. The forms of bullying included mocking friends by mentioning their parents' names, pinching, punching, slapping, tripping, and other forms of physical aggression. These findings indicate that the children had limited understanding of bullying and its impact on victims. Therefore, this socialization activity was important to improve the children's understanding of bullying and raise their awareness of how to prevent it.

Socialization Materials

1. Definition of Bullying

Children were taught that bullying is the intentional and repeated act of harming others, whether physically, verbally, or psychologically. They were also taught to distinguish between joking and bullying. Joking makes everyone involved feel happy, whereas bullying causes someone to feel sad, afraid, embarrassed, or uncomfortable.

2. Types of Bullying

Bullying was explained in three main types: physical bullying, verbal bullying, and psychological bullying. Physical bullying involves directly hurting others through actions such as hitting, slapping, pinching, pushing, tripping, and damaging a friend's belongings. Verbal bullying refers to hurting others through words, such as making fun of a friend's parents' names, giving them insulting nicknames, mocking their ability to read Iqra, and using offensive language. Meanwhile, psychological bullying involves actions that hurt others' feelings and affect their emotional well-being, such as excluding friends, spreading rumours, putting others down, and making friends feel unwelcome in a group.

3. Examples of Bullying in the TPQ Environment

The children were given examples of bullying that commonly occur in the TPQ environment, such as making fun of a friend's parents' names, mocking physical

appearance, excluding friends from games, and hitting or tripping friends under the pretext of joking. This explanation helped the children understand that such actions can hurt other people's feelings and cause physical harm.

4. The Impact of Bullying

Bullying can cause victims to feel sad, afraid, embarrassed, insecure, lonely, and have difficulty concentrating while studying. In the long term, bullying can also affect victims' mental health and social relationships. Bullies may also face difficulties in building healthy relationships with others. Through this material, the children were encouraged to develop empathy, respect others, and recognize the importance of being mindful of their friends' feelings.

5. Steps to Prevent Bullying

The children were given an understanding of how to prevent and respond to bullying, including having the courage to say "stop" when experiencing bullying, reporting incidents to their *ustadz/ustadzah* or parents, avoiding responding with violence, and helping friends who become victims. The children were also encouraged to develop habits of mutual respect, manage their emotions, apologize when they hurt others, and maintain a safe, comfortable, and bullying-free environment at the TPQ.

Results of the Socialization Activities and Discussion

The anti-bullying socialization program produced very positive results. The children showed a high level of enthusiasm throughout the activity. They actively asked questions, shared their experiences, and participated in discussions about bullying. They raised several interesting questions, such as, "Does joking with friends also count as bullying?", "What should we do if the bully is an older student?", and "Does reporting bullying to an *ustadz* mean that we are cowards?" These questions, along with others, indicated that the children were beginning to understand the concept of bullying and wanted to learn more about it.

Some children admitted that they had previously engaged in bullying behaviours without realizing it, such as teasing friends, giving them insulting nicknames, or hitting them under the pretext of joking. After learning about the negative effects of bullying, they expressed regret and promised not to repeat these behaviours. Some children also had the courage to share their experiences of being bullied and expressed happiness that their problems were finally receiving attention.

At the end of the socialization program, the children committed themselves to creating a bullying-free environment at the TPQ. They promised not to bully their friends, to report bullying if they experienced or witnessed it, and to remind one

another not to engage in bullying. Some children even suggested creating anti-bullying posters to be displayed on the walls of the TPQ as a reminder for everyone.

This socialization program was essential because, prior to the activity, the children, teachers, and parents had limited understanding of bullying. Many behaviours that constituted bullying were considered normal or merely part of children's jokes and play. This lack of understanding allowed bullying to continue in the TPQ environment without serious prevention or intervention efforts.

Following the socialization program, a significant improvement in the children's understanding was observed. They began to recognize that teasing, hitting, excluding, or hurting friends constituted bullying behaviours that could have serious consequences. Children who had previously engaged in bullying began to recognize their mistakes, while those who had experienced bullying became more willing to report such incidents. Therefore, the program is expected to contribute to creating a safe and comfortable learning environment at the TPQ for all children.

Conclusion

The anti-bullying socialization program at TPQ Banar, Deyangan Village, Mertoyudan Sub-district, aimed to provide children with an understanding of the definition, types, impacts, and prevention of bullying. The activity encouraged children to recognize the harmful effects of bullying, develop empathy, and understand appropriate ways to address bullying, such as reporting incidents to their *ustadz/ustadzah* or parents, supporting victims, and avoiding violence. In addition, the activity provided an understanding of the important role of teachers in creating a safe, comfortable, and bullying-free learning environment.

As a follow-up measure, TPQ administrators and teachers are encouraged to establish anti-bullying rules, strengthen supervision of interactions among children, and provide appropriate responses to bullying cases. Further socialization activities should also involve parents to ensure that prevention efforts can be carried out continuously, both at the TPQ and at home. Furthermore, anti-bullying education should be conducted regularly to reinforce understanding, foster awareness, and build a shared commitment to creating a safe and comfortable learning environment for all children.

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