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"*Sadar dan Perangi*" Bullying program to reduce bullying intentions of elementary school students: A quasi-experimental study

Rizqi Hanabella[1] and Arum Febriani[1]
[1]Faculty of Psychology, Universitas Gadjah Mada, Daerah Istimewa Yogyakarta, Indonesia

ABSTRACT
Background: Bullying case is often experienced by school students in Indonesia. Despite existing efforts, such as government regulations and school-based interventions, bullying remains a pervasive issue, highlighting the need for more effective programs.
Purpose: This study aimed to test the effectiveness of the 'Sadar dan Perangi' bullying program in reducing bullying intentions among elementary school students. The program's effectiveness was evaluated based on its ability to lower bullying intentions among participants.
Method: The participants were 39 elementary school students in grades 4 and 5 with moderate bullying intentions. This study used a quasi-experimental, untreated control group design with dependent pre- and post-test samples. The research instruments used were the *Sadar dan Perangi* Bullying Program module and the bullying intention scale. In addition, the empathy scale and bullying knowledge were used as manipulation checks. The data were analyzed using a mixed-design ANOVA.
Findings: *Sadar dan Perangi* Bullying Program can reduce bullying intentions of elementary school students in the experimental group (MD=-75; p<0.050).
Implication: This study implies that the program has been proven to reduce bullying intention. Therefore, government support is needed to reduce bullying through policy, resource, and budget support for schools.

KEYWORDS
Anti-bullying program; bullying; bullying intentions; elementary school student

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Introduction

Bullying is a global issue with serious consequences for victims and perpetrators (Menesini & Salmivalli, 2017; Younan, 2019). In Indonesia, 41.1% of students reported being bullied, nearly twice the average among member countries of the Organization of Economic Cooperation and Development (OECD), which was 22.7% (OECD, 2019). Elementary school students are particularly vulnerable; national data also show that 5th-graders reported the highest bullying rates, rising from 26.8% in 2021 to 35.5% in 2022 (BPS, 2023). The most common types were physical (55.5%), verbal (29.3%), and psychological (15.2%) (KPAI, 2023).

Bullying is aggressive and negative behavior carried out by one or more people intentionally hurting a weaker person, occurring repeatedly over time, and reflecting an imbalance of power between the bullies and the victim of bullying (Halim et al., 2022; Salmivalli et al., 2021). Traditional bullying can be divided into four aspects: physical, verbal, relational, and damaging property (Zhao et al., 2024; Xie et al., 2023). Bullying involves three components: bullies, victims, and bystanders (Zych et al., 2017). Victims often suffer from mental and physical health problems, low self-esteem, and academic difficulties (Geneva, 2022; Mohan & Bakar, 2021), while bullies display low empathy, poor self-control, and an attitude that supports aggression (Menesini & Salmivalli, 2017; Mohan & Bakar, 2021). Therefore, bullies must be given

CONTACT Rizqi Hanabella ✉r.hanabella@mail.ugm.ac.id Jl. Sosio Humaniora, Bulaksumur, Sleman, Daerah Istimewa Yogyakarta

interventions to correct their characteristics and prevent them from carrying out behaviors that are detrimental to others.

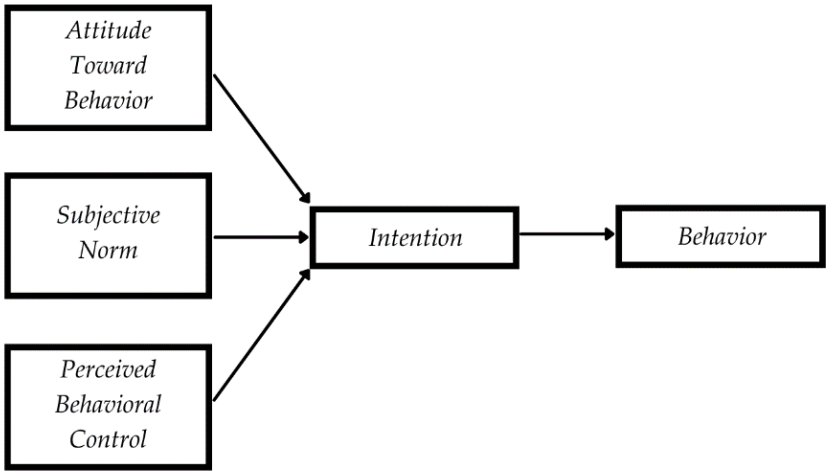

Figure 1. *The Mechanism of Behavior Formation according to the Theory of Planned Behavior.* Taken from "Attitudes Personality and Behavior," by Ajzen, 2005

According to the theory of planned behavior, behavior is formed by the existence of intention (Ajzen, 2005). The greater the individual's intention, the greater the likelihood that the individual will engage in the behavior (Ajzen, 2020). According to Ajzen (2005), factors that influenced intentions were attitudes toward behavior, subjective norms, and perceived behavioral control (see Figure 1). Bullying behavior is preceded by bullying intentions, which are shaped by attitudes, subjective norms, and perceived behavioral control.

The first factor, attitude toward behavior, is an individual's attitude based on beliefs about behavior (Ajzen, 2005; Ajzen, 2020). Fishman et al. (2021) explained that attitudes toward behavior are generally defined as evaluative judgments based on beliefs about positive or negative consequences of performing the behavior. Gaining knowledge about bullying is a consideration for participants in forming attitudes toward it. Individuals could play a role in bullying by considering the losses and benefits of being involved in bullying (Anggraeni, 2017). The second factor, subjective norm, describes how individuals perceive the environment and expect themselves to behave (Ajzen, 2005; Ajzen, 2020). Subjective norms are related to individual beliefs about the social environment's demands for certain behaviors. What students see in the social environment determines their norms and beliefs about bullying (Santre, 2021). Individuals who perceived that their surrounding environment does not support bullying have lower bullying intentions (Kim, 2016). The third factor is perceived behavioral control, which refers to how individuals perceive themselves as having control over their behavior (Ajzen, 2005; Ajzen, 2020). If students feel that they have control over their actions and believe that they can avoid being involved in bullying, they tend to have lower intentions to bully (Al-Raqqad et al., 2017). Previous research by Al-Raqqad et al. (2017) revealed that social and emotional skills, including empathy, could influence perceived behavioral control in the context of bullying.

To reduce the intention of bullying, anti-bullying psychoeducation is needed to influence attitudes, subjective norms, and perceived behavioral control. Psychoeducation has proven effective in influencing these factors among elementary school students (Fang et al., 2021). Psychoeducation is an educational method that focuses on providing knowledge systematically and in a structured manner that aims for emotional and motivational aspects (Ekhtiari et al., 2017;

Henderson & Thompson, 2016). Existing anti-bullying programs in Indonesia, such as Peer Facilitator, *Saling Menyayangi,* Service Learning, and *Kepedulian Sahabat,* have shown promise but exhibit key limitations. Most target secondary outcomes (e.g., empathy, bystander behavior, or teacher competence) rather than directly reducing bullying intentions (Firdiyanti, 2017; Ismayasari, 2013; Nugrahani & Andriani, 2018; Fadhlia, 2010). Few have been systematically adapted for elementary school contexts, despite evidence that bullying peaks in late elementary years (Dewi, 2019). This gap highlights the need for psychoeducation specifically designed to reduce bullying intentions among elementary school students.

The present study addresses this gap by adapting Anggraeni's (2017) STOP Bullying program into the *Sadar dan Perangi Bullying Program*, tailored for elementary school students. The STOP Bullying Program was selected because it directly targets perpetrators, reduces bullying intentions, increases anti-bullying knowledge, and provides structured guidelines. Grounded in the Theory of Planned Behavior (Ajzen, 2005; Ajzen, 2020), the adapted program targeted three key factors that influenced bullying intentions: shaping negative attitudes toward bullying through knowledge of its consequences, fostering subjective norm discouraging bullying through peer and environmental disapproval, and strengthening perceived behavioral control by developing empathy, which empowered individuals to resist bullying. Adapted from Anggraeni's (2017) *STOP Bullying* module, which was effective for adolescents, the program was modified for elementary students. Based on recommendations from prior research, programs should be applied using different participant characteristics. Adjustments included simplifying content, incorporating interactive methods (ice-breakers, visual aids, storytelling), spreading sessions over four days, and adding empathy training based on Davis's (1990) framework. A pilot test with elementary students demonstrated feasibility and engagement, and feedback guided final revisions. The finalized module is designed to be interactive and age-appropriate, aiming to raise awareness of bullying, foster empathy, and ultimately reduce bullying intentions.

This study evaluated the effectiveness of the program in reducing bullying intentions among fourth- and fifth-grade students (ages 9-11 years), a group at high risk for bullying (Babarro, et al., 2020; Dewi, 2019). At this developmental stage, children begin to form complex social relationships, seek popularity, and peer acceptance (Lansu, 2023). Research suggested that competition for social status often fosters bullying, with popular children favored and marginalized or rejected children facing a higher risk of being bullied (Dewi, 2019). This dynamic underscores the importance of addressing bullying intentions during this developmental stage. Preliminary interviews with principals and teachers confirmed frequent bullying in these grades, including verbal harassment, physical aggression, and other forms of intimidation. Victims typically responded with silence, retaliation, or crying, while schools relied on verbal reminders and reassurance, underscoring the need for structured interventions. Screening and pretests using a bullying intention scale identified students with moderate to high bullying intentions, ensuring the program targeted those most in need.

This study aimed to test the effectiveness of the *'Sadar dan Perangi'* bullying program in reducing bullying intentions among elementary school students. This study contributes to the literature by adapting an evidence-based program into an age-appropriate, theory-driven intervention specifically targeting bullying. Unlike previous programs that primarily addressed empathy, bystander, or teacher involvement, this program directly addresses perpetrators and their intentions, offering a structured approach to reduce bullying at its root. It contributes novel evidence to anti-bullying efforts in Indonesian primary schools. Effectiveness was evaluated based on its ability to lower bullying intentions among the participants. The research hypothesis is: "The *Sadar dan Perangi* Bullying Program reduces bullying intentions in elementary school

students". Data were collected quantitatively through a quasi-experiment with participants in grades four and five of elementary school. A quasi-experiment was chosen because participants were divided based on classes that indicated bullying.

Method

Participant

This study involved 39 participants in the fourth and fifth grades at Elementary School X, aged 9-11 years (*M* = 10.7 years, *SD* = 0.7). The participants were assigned to two groups based on their class, following a quasi-experimental, non-randomized design. The experimental group consisted of 20 students (13 males and 7 females) in grade 5, while the control group consisted of 19 students (11 males and 8 females) in grade 4. Inclusion criteria were students who scored in the moderate to high range on the bullying intention scale and who voluntarily participated with written informed consent from both students and their parents. Exclusion criteria included students with low bullying intention scores or those unwilling to participate.

Research Design

This study employed an experimental research design to examine the causal effect of the intervention on bullying intention. However, because the study was conducted in a natural school setting where random assignment was not feasible, a quasi-experimental design was used. The researcher used an untreated control group design with dependent pre- and post-test samples for the study. The control group did not receive treatment, and the pre-treatment and post-treatment samples were the same as those of the experimental group (Hastjarjo, 2019). The experimental design is shown in Figure 2.

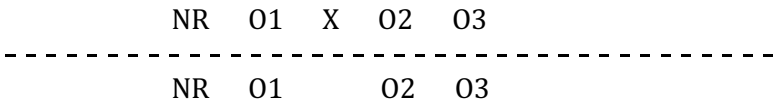

Figure 2. Quasi-Experimental Research Design

Information:

O1 : Pre-measurement (Pretest)
O2 : Post measurement (Posttest)
X : Treatment " *Sadar dan Perangi* Bullying Program"
O3 : Follow up

Procedure

The researcher conducted preliminary interviews with the school principal and teachers to identify classes with reported incidents of bullying. The study's objectives, schedule, and consent procedures were explained to the school. Data collection was conducted in three measurements: pretest, posttest, and follow-up, for both the experimental and control groups. Four days before the treatment, prospective participants were screened using the bullying intention scale, which also served as the pretest. Students who scored in the moderate to high range and provided written informed consent from both students and parents were selected as participants. At baseline, participants completed the Bullying Intention Scale, the Bullying Knowledge Test, and the Empathy Scale to establish pretest scores and conduct manipulation checks. The experimental group subsequently participated in the *Sadar dan Perangi Bullying Program*, which consisted of four structured sessions across four consecutive days, combining psychoeducation, group discussion, and empathy training activities, while the control group

received no treatment. Four days after the intervention, both groups completed the same instruments for the posttest, followed by a two-week follow-up assessment to evaluate the program's sustainability. All sessions were facilitated by trained researchers, and data collection was conducted under standardized conditions to ensure consistency across groups.

Instrument

Four measuring instruments were used to collect the research data. First, a module as a guide for treatment in this research, namely the *Sadar dan Perangi* Bullying Program Module, that designed based on a modification of the Bully Buster Program through the STOP Bullying Module, which was designed by Anggraeni (2017), and empathy training based on the empathy aspect of Davis (1990). The module was structured using several learning methods in each session. The first season was the Bullying Awareness Session, which consisted of three meetings in three days, with a duration of two hours and fifteen minutes per session. The Bullying Awareness Session aimed to provide knowledge about the definition of bullying, the process of bullying between bullies, victims, and bystanders, characteristics of bullies, forms of bullying, characteristics of victims, negative impacts of bullying, and how to intervene in bullying. In addition, participants were given empathy training, such as what to do to care and understand others, watching films about kindness and empathy, listening and responding well to friends' behavior, being aware of the existence of others, and watching good films related to tolerance, friendship, and bullying cartoon animations. Another session was the Fight Against Bullying Session, which was held at the fourth meeting on the last day for two hours and fifteen minutes. In this session, the participants were asked to discuss and practice the knowledge gained in the previous session. The purpose of this session was for participants to be able to identify cases of bullying in schools and express more concern for friends in the media or posters.

The primary instrument used in this study was the Bullying Intention Scale, designed to measure participants' bullying intentions before and after the intervention. The scale was developed by Anggraeni (2017) based on Ajzen's (2005) theory of planned behavior, which includes three key components: attitude toward behavior, subjective norms, and perceived behavioral control. These were further operationalized into specific forms of bullying, including physical, verbal, relational, and property damage behaviors. The validity of the Bullying Intention Scale was assessed using content validity, which evaluates the extent to which the items are relevant to the construct being measured (Azwar, 2021). In this study, content validity was established through the professional judgment of psychologists and master's students in psychology. The assessment results, measured using Aiken's V, ranged from 0.675 to 0.85, indicating good content validity. To ensure that the scale was appropriate for elementary school students, the researcher conducted a trial test. The results of the item discrimination test showed that all 52 items, measured on a 5-point Likert scale, had a total item correlation coefficient above 0.30 (ranging from 0.30–0.80). An example item is: *"Memberi nama julukan kepada teman (seperti gendut, pendek, cebol, cungkring, dll) merupakan hal yang biasa saja"* (Giving nicknames to friends, such as 'fat,' 'short,' 'dwarf,' 'skinny,' etc., is considered normal). The scale also demonstrated high reliability, with a Cronbach's alpha of 0.90, which is considered satisfactory (Azwar, 2021).

Third, the Bullying Knowledge Test was used as a manipulation check to assess participants' understanding of bullying before and after the treatment. This test was based on the knowledge aspect of the Bully Buster program developed by Olweus (in Newman-Carlson & Horne, 2004) and adapted by Anggraeni (2017), the bullying material in this program refers to that. It consists of 18 true-or-false items covering the definition and impact of bullying, characteristics of bullies and victims, how to prevent bullying, and concern for bullying victims.

An example item is: *"Memberi julukan seperti cungkring, gendut, hitam bukan merupakan perilaku bullying"* (Giving nicknames like "skinny," "fat," or "black" is not bullying behavior). The validity and reliability of the Bullying Knowledge Test were demonstrated through Cronbach's alpha of 0.840, indicating good internal consistency. Corrected item–total correlations ranged from 0.167 to 0.899, confirming that the items adequately measured the intended construct.

Fourth, the Empathy Scale served as a manipulation check. Adapted from Davis's (1990) Interpersonal Reactivity Index (IRI), the scale measured four aspects of empathy: perspective taking, fantasy, empathic concern, and personal distress, which were integrated into the *Sadar dan Perangi Bullying* Program. We employed Dewi's (2019) Indonesian adaptation of the IRI, which was modified for elementary school contexts through translation into Indonesian, cultural adaptation, age-appropriate modifications, and validation. The scale's validity was established through expert review by child psychologists and educators, with content validity indices (Aiken's V) ranging from 0.71-0.95, confirming its appropriateness for elementary school students. An example item is *"Ketika saya melihat teman dikucilkan, hati saya tergerak untuk menolong"* (When I see a friend being excluded, I feel moved to help). The 16-item scale demonstrated strong psychometric properties, with item discrimination indices ranging from 0.29 to 0.93 and excellent reliability (α = 0.95) (Dewi, 2019).

Data analysis

To prove the hypothesis of the experimental research, a mixed-design ANOVA was used. This analysis aimed to observe changes in bullying intentions among each group of research participants by examining changes in the difference between pretest and posttest bullying intention scores of the experimental and control groups. Mixed-design ANOVA is appropriate for a mixture of one between-groups factor and one within-subjects factor (Nuga, 2019). In addition, the researcher conducted a manipulation check by analyzing participants' knowledge about bullying and empathy in the pretest, posttest, and follow-up. The researcher also used a mixed-design ANOVA to analyze the manipulation check results.

Result and Discussion

A quasi-experimental design was implemented to evaluate the intervention's effectiveness in reducing bullying intentions, with participants assigned to experimental (Class 5, n=19) and control (Class 4, n=20) groups based on existing classroom structures. This allocation method maintained ecological validity while preventing treatment contamination, consistent with established educational intervention research practices (Shadish et al., 2002). The experimental group (Class 5) was chosen because teachers identified it as having a higher tendency for bullying, which was further supported by slightly higher results of the average bullying intention score in the pre-test (M = 165.15, SD = 16.75) compared to the control group (Class 4, M = 162.31, SD = 12.81) (see Table 1).

The intervention produced markedly different outcomes between the groups. The experimental group showed a sharp reduction in bullying intentions from pretest (M = 165.15, SD = 16.75) to posttest (M = 90.00, SD = 9.86) and follow-up (M = 87.50, SD = 9.95). In contrast, the control group maintained relatively stable scores across measurements (pretest M = 162.31, SD = 12.81; posttest M = 155.42, SD = 8.80; follow-up M = 154.10, SD = 9.02) (Table 1). The greater variability in the experimental group's post-intervention scores (SD = 9.86 versus the control group's SD = 8.80) reflects meaningful heterogeneity in treatment response, indicating differences in effectiveness across the participants, consistent with real-world implementation conditions where uniform effects across participants are unlikely (Klein et al., 2018; Linden, 2021). These

findings aligned with established school-based intervention research (Shadish et al., 2002). The control group's minimal change from pretest (Δ = 6.89), representing a 4.2% decrease that falls within natural measurement variation, further substantiates that the observed effects in the experimental group stem from the intervention rather than external factors or measurement inconsistency. The pronounced between-group differences in both magnitude of reduction and response patterns provide compelling evidence for the intervention's efficacy while underscoring the importance of individual differences in treatment responsiveness.

Table 1

Descriptive Statistics of Bullying Intentions Scores

Measurement	**Experimental Group (N=20)**		**Control Group (N=19)**	
	Mean	***SD***	***Mean***	***SD***
Pretest	165.15	16.75	162.31	12.81
Posttest	90.00	9.86	155.42	8.80
Follow-up	87.50	9.95	154.10	9.02

Figure 3 shows the average change in bullying intentions before training (pre-test), after training (post-test), and follow-up for the two research groups.

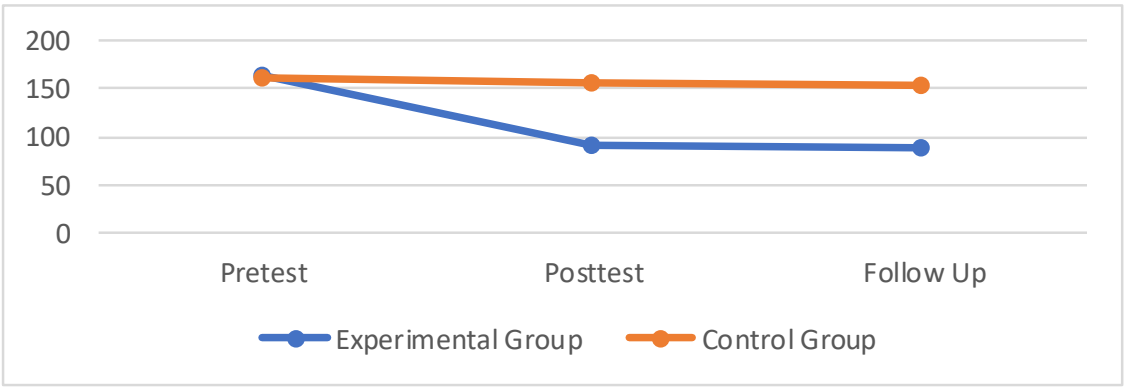

Figure 3. *Changes in bullying intention scale scores of experimental and control groups*

Before hypothesis testing, a homogeneity test was conducted to examine whether variances were equal across groups (Malay, 2022). Levene's test was used because it is robust against deviations from normality, which are common in behavioral research (Field, 2009). The results confirmed homogeneity at all measurement points (pretest: $F(1,37) = 0.005$, $p = 0.94$; posttest: $F(1,37) = 0.56$, $p = 0.45$; follow-up: $F(1,37) = 0.21$, $p = 0.64$). Adopting the conventional threshold of $p > .05$ (Howell, 2010), these findings indicate that variance in bullying intention scores was equivalent between the experimental and control groups throughout the study. Establishing homogeneity ensures that subsequent ANOVA results reflect true intervention effects rather than pre-existing variability, thereby reinforcing the methodological rigor of the analysis.

Table 2
Summary of Mixed Design ANOVA Results for Bullying Intention Hypothesis Test

Source	***dF***	***F***	***p***	***ηp 2***
Time	1.08	481.82	< .001	.92
Time x Group	1.08	323.67	< .001	.89
Group	1	176.50	< .001	.82
Error (time)	40.05			

Note. Greenhouse-Geisser correction was applied due to violation of sphericity (ε = .542). ηp^2 = partial eta squared.

These results confirmed that while bullying intentions varied significantly across the measurement phases, the intervention group showed distinct improvements compared to the control group. The inclusion of partial eta-squared values highlights the substantial practical significance of these effects in understanding the dynamics of bullying intention.

A mixed-design ANOVA was conducted to examine the study's hypotheses. Mauchly's test was conducted to assess the sphericity assumption, which examines whether the variances of the differences between repeated measurements are equal (Blanca et al., 2023). The test indicated a violation of sphericity (p<0.05), necessitating Greenhouse-Geisser correction. The analysis revealed a significant main effect of time, F (1.08, 37) = 4818, p< .001, ηp^2 = .92 (see Table 2 row 2), indicating substantial changes in bullying intentions across measurement phases. More importantly, the results showed F-values for interaction effects: F (1.083, 40.05) = 3236, p< .001, ηp^2 = .89 (see Table 2), which means there was a significant interaction between bullying intention scores at the time (pretest, posttest, follow-up) and the type of research group (experimental-control). This means that there is an interaction between time and group, which shows that changes in the scores in the two groups were significantly different (Leech et al., 2015). These findings confirmed that the intervention was effective in reducing bullying intentions, with the experimental group demonstrating notable improvements compared with the control group. Furthermore, the inclusion of partial eta-squared (ηp^2) values emphasized the substantial practical significance of these effects in understanding the changes in bullying intentions over time.

Following hypothesis testing, the analysis of mean differences (MD) revealed a substantial decrease in bullying intention scores in the experimental group (MD = -75.1, p = 0.00, ηp^2 = 0.95), indicating a strong intervention effect. P<0.05 indicated that the program significantly reduced bullying intentions. In contrast, a smaller but statistically significant decrease was observed in the control group (MD = -8.2, p = 0.012, ηp^2 = 0.20). This minor change is consistent with the expected natural fluctuations in untreated groups (Shadish et al., 2002) and likely reflects measurement variability or contextual classroom factors (Kazdin, 2021) rather than intervention effects. The dramatic disparity in effect sizes (ηp^2 = 0.95 vs. 0.20) confirms that meaningful improvement was specific to the intervention group.

Manipulation checks in this study were conducted by analyzing the empathy and bullying knowledge of the research participants. First, the researcher conducted a homogeneity test to analyze the empathy of the participants. The homogeneity test showed that the experimental and control groups met the assumption of homogeneity (p>0.05). There was a significant interaction between empathy scores at the time (pretest, posttest, follow-up) and type of research group (experimental-control), F=159.4, p<0.05. Empathy increased in the experimental group (MD=21.7, p<0.05).

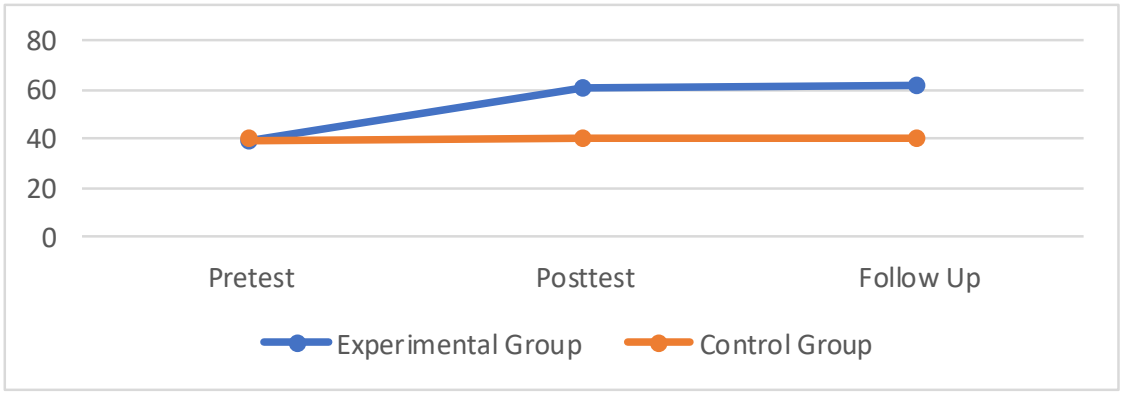

Figure 4. *Empathy Score Changes*

Similarly, the bullying knowledge demonstrated a significant interaction. The homogeneity test results showed that the experimental and control groups met the homogeneity assumption with $p>0.05$. There was a significant interaction between bullying knowledge scores at the time (pre-test, post-test, follow-up) and the type of research group (experimental-control), $F=66.7$, $p<0.05$. Bullying knowledge scores increased in the experimental group ($MD=5.2$, $p<0.05$). Figure 5 shows the changes in bullying knowledge scores for the experimental and control groups.

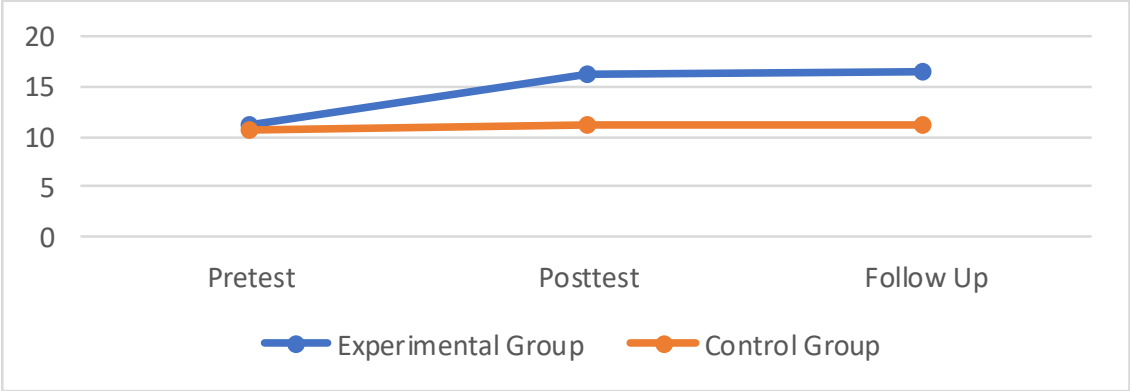

Figure 5. *Changes in Bullying Knowledge*

Based on the results of the study, the hypothesis was confirmed to be acceptable, and the *Sadar dan Perangi* Bullying Program was able to reduce the bullying intentions of elementary school students. The findings of this study were in line with those of Anggraeni (2017), who found that the STOP bullying program could increase anti-bullying knowledge and reduce bullying intentions. The *Sadar dan Perangi* Bullying Program contains knowledge about the definition of bullying, the process of bullying among bullies, victims, and bystanders, characteristics of bullies and victims, forms of bullying, negative impacts of bullying, consequences of bullying, and methods of intervening in bullying, which were proven to reduce bullying intentions. These results were in line with the research by Samara et al. (2017), which showed that bullying intentions decreased in the experimental group after they were given information about bullying and its impact. These findings contribute to the growing body of literature on evidence-based bullying interventions and align with contemporary approaches in school-based violence prevention.

The Sadar dan Perangi Bullying Program can reduce bullying intentions through the process that occurs in the program by influencing the three key factors of the Theory of Planned

Behavior (TPB): attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 2005). The first factor is attitude toward behavior. According to that theory, individuals are more likely to engage in bullying if they have positive attitudes toward bullying (Dailey & Roche, 2025). Through the *Sadar dan Perangi* Bullying Program, attitudes toward bullying are made negative through knowledge transfer, particularly in sessions like the Bullying Awareness Session, where participants learned about the definition of bullying, the process of bullying between bullies, victims, and bystanders, characteristics of bullies, forms of bullying, characteristics of victims, negative impacts of bullying, and harmful consequences of bullying. Samara et al. (2017) suggested that knowledge influences a person's intention to demonstrate behavior. In the *Sadar dan Perangi* Bullying Program, there is an exchange of information and opinions about bullying among students. Our results, consistent with Gagnon et al. (2022), who explored bullying intentions using the theory of planned behavior, revealed that individuals have negative attitudes towards bullying after being given information about the consequences of bullying and the negative impacts of bullying.

The program effectively influenced the second factor, subjective norms, by fostering a shared understanding that bullying was socially unacceptable. Through group discussions and peer testimonials, participants developed a stronger perception that their social environment disapproved of bullying, thereby reinforcing the Theory of Planned Behavior (TPB) principle that perceived social pressure shapes behavioral intentions (Ajzen, 2020). Facilitators actively guided these discussions during both the bullying awareness and fight against bullying sessions, enabling students to exchange perspectives. This process was crucial for shaping individual perceptions, as discussions with peers and facilitators who are perceived as authority figures, such as teachers, helped internalize anti-bullying norms (Schultze-Krumbholz et al., 2016; Santre, 2021). By consistently emphasizing that bullying is wrong and should not be tolerated, the program created a clear injunctive norm. These findings align with Barlett (2023), whose group interventions demonstrated that shifting participants' perceptions of peer descriptive norms, specifically, showing that the majority of students actively reject bullying, can strengthen anti-bullying subjective norms. Consequently, students in the current study came to perceive their social environment, including teachers, facilitators, and peers, as opposing bullying. This collective rejection by key figures in the school setting served to strengthen anti-bullying social norms robustly. The more negative reactions students observed toward bullying, the less motivated they are to engage in such behavior. Students tended to follow the most influential opinions within their social groups, further reinforcing the anti-bullying norms.

The program targeted the third factor, perceived behavioral control, by equipping participants with practical bullying prevention strategies. During the Bullying Awareness Session, facilitators taught students to build positive friendships and demonstrate care for their peers, thereby fostering a sense of agency in preventing bullying. In the subsequent Fight Against Bullying Session, students engaged in creating anti-bullying posters as an active form of resistance against bullying. Furthermore, interactive activities, including empathy-focused games and anti-bullying videos, strengthened students' ability to understand and share the feelings of others. As empathy increased, students developed a stronger sense of control over their actions and perceived themselves as capable of resisting bullying. The empathy training process in the program specifically guided participants to know what actions they should take so that they perceived themselves as having control over bullying. These findings align with prior research by Garandeau et al. (2016), which indicated that bullying decreased when individuals perceived themselves as having internal psychological control, such as empathy. Similarly, León-del Barco et al. (2020) demonstrated that individuals with empathy were better able to control themselves

and better able to overcome the desire to bully. This is explained through the theory of Wang et al. (2017), which posits that empathy training for students with a history of bullying effectively reduces bullying tendencies. By directly addressing these cognitive and affective processes, the program successfully enhanced participants' perceived behavioral control, thereby positively influencing their intentions regarding bullying.

Based on the description above, the program created a dynamic in which participants perceived bullying negatively, perceived that the environment did not want bullying to occur, and viewed themselves as having control over bullying. This reduced the bullying intentions of the participants in the experimental group. This showed a match between module sessions and training objectives using the theory of planned behavior approach. In addition, based on the results of the manipulation check, the *Sadar dan Perangi* Bullying Program reduced bullying intentions, as evidenced by increased knowledge about bullying and increased empathy. These results were consistent with previous research that revealed that programs providing bullying knowledge and empathy training could reduce bullying (Dewi, 2023; Zulkarnain et al., 2019). Benítez-Sillero et al. (2020) also developed an anti-bullying program on bullying knowledge, basic emotional knowledge and expression, and empathy, and found that the program was effective in reducing bullying intentions.

This study documented a significant reduction in bullying intentions, with scores shifting from moderate to low. This positive change can be attributed to several key factors in the program's implementation. First, the learning environment proved crucial, particularly through the effectiveness of facilitators and strong support from both peers and teachers. Facilitators built trust with students through active listening techniques and fostering a safe space for open discussion. At the end of each session, the facilitators asked the participants about their feelings and level of comfort during the discussion, with most students expressing enthusiasm, comfort, and motivation to address bullying. This finding aligns with previous research demonstrating that skilled facilitators who effectively delivered material and established trust with students enhanced their understanding of bullying, encouraged experience sharing, and promoted meaningful discussions (Boulton et al., 2023). Peers' influence also contributed significantly to the program's success. Students mutually supported one another in reducing bullying intentions through active participation in classroom discussions and collaboration on anti-bullying activities. This observation is supported by psychological research indicating that collective moral disengagement, such as peer or class attitudes against aggression, plays a critical role in shaping individual bullying tendencies (Thornberg et al., 2019). Furthermore, teachers served as essential implementation agents by consistently participating in sessions, modeling appropriate behaviors, and reinforcing anti-bullying messages. Teachers not only supervised the sessions but also observed the facilitator’s approach and received program materials, which allowed them to implement similar anti-bullying strategies in the future. This teacher involvement reflects their fundamental responsibility in monitoring and addressing classroom bullying incidents (De Luca et al., 2019).

The second key factor involved employing diverse and creative teaching methodologies that combined traditional lectures and presentations with interactive elements, such as group discussions, material reviews, storytelling sessions, visual aids (cards and pictures), multimedia resources (videos and films), and game-based learning activities. This varied approach is supported by Cotter et al. (2019), who found that carrying out various creativity activities, interactions, and lectures helped participants identify emotional experiences. Similarly, Berg et al. (2017) demonstrated that creative methods also made it easier for students to absorb information. The third factor was the program's emphasis on collaborative group work. Through

discussion activities, Silke (2024) revealed that each member could give and receive suggestions, opinions, and feedback from other members, which was essential for identifying emotions, developing social-emotional competencies, problem-solving skills, and teamwork. This focus on group processes aligns with the social identity approach to bullying, which underscores the influential role of peer groups in reducing bullying tendencies (Dailey & Roche, 2025).

However, this study had some limitations. First, the bullying intention score decreased in the control group. The weakness of the quasi-experiment is that there are threats to internal validity, such as history (Shadish et al., 2002). History is an event that occurs simultaneously with treatment (Shadish et al., 2002). During the research process, the teacher continued to remind the control group students to be kind and not rude to their friends. The researcher assumed that this could have influenced the control group's decision to provide answers on the Bullying Intention Scale. Furthermore, the design of this research was non-random, that is, no randomization of research participants was carried out by the researcher, but was based on the class at school. This design made the research results not necessarily generalizable, and selection bias occurred. Randomization of participants generated possible data that could provide results more accurately generalized, representative of the population, and reduced selection bias (Noor et al., 2022). Based on the findings, the implications of the research in real-life contexts can be achieved by advocating to the government for resource support, such as training teachers on strategies to identify, handle, and prevent bullying. The government can use this research as a reference to design and support more effective anti-bullying programs.

Conclusion

The *Sadar dan Perangi* Bullying Program, which contains bullying material knowledge and provides empathy training, has been proven to significantly reduce bullying intentions in elementary school students. This was proven by the results of significant differences in bullying intention scores both before and after the *Sadar dan Perangi* Bullying Program was implemented in the experimental group. Therefore, it can be concluded that the research hypothesis is accepted. Future research should apply randomized experiments with randomly taken samples to increase internal validity. Shadish et al., (2002) added that randomized experiment has more power in internal validity, and statistical analysis, and can help reduce the possibility of historical threats occurring in this study. This means that the effects of external events are more likely to be similar in both groups; therefore, differences in results are more likely to be caused by treatment rather than historical threats.

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