

STOP CYBERBULLYING: Cyberbullying Prevention Education for Sixth-Grade Students at SDN Pusmalang, Sleman

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Abstrak

Cyberbullying merupakan risiko interaksi digital yang dapat memengaruhi kesejahteraan psikologis dan hubungan sosial anak. Paparan anak sekolah dasar terhadap perangkat dan media digital menunjukkan perlunya edukasi pencegahan yang sesuai usia. Kegiatan pengabdian kepada masyarakat ini bertujuan memberikan edukasi tentang bentuk, dampak, pencegahan, dan respons terhadap cyberbullying kepada siswa kelas VI sekaligus mendorong empati, tanggung jawab, dan keberanian mencari bantuan. Kegiatan dilaksanakan di SD Negeri Pusmalang, Wukirsari, Cangkringan, Sleman, Yogyakarta, dengan 26 siswa melalui satu sesi tatap muka selama dua jam. Intervensi memadukan presentasi PowerPoint, video edukasi, lagu anti-bullying, tanya jawab, dan kuis interaktif. Evaluasi dilakukan secara deskriptif-kualitatif melalui kehadiran, keterlibatan verbal, respons diskusi, dan partisipasi kuis. Seluruh 26 siswa hadir; lebih dari lima siswa aktif mengajukan pertanyaan dan lima siswa secara sukarela maju menjawab kuis. Respons yang terdokumentasi selama sesi mencakup penyebutan dampak emosional cyberbullying, pentingnya mencari bantuan, contoh perilaku cyberbullying, serta respons seperti memblokir pelaku dan melapor kepada orang dewasa tepercaya. Karena kegiatan tidak menggunakan pre-test dan post-test maupun penilaian individual terstandar, temuan ini ditafsirkan sebagai pemahaman yang teramati selama sesi dan bukan sebagai bukti peningkatan pengetahuan seluruh peserta. Pendekatan multimodal memberi ruang partisipasi yang beragam, tetapi keterlibatan siswa belum merata sehingga kegiatan lanjutan, evaluasi sederhana yang lebih terstruktur, dan dukungan bagi siswa rentan tetap diperlukan.

Kata kunci – cyberbullying, edukasi, literasi digital, pencegahan cyberbullying, siswa sekolah dasar

Abstract

Cyberbullying is a digital interaction risk that can affect children's psychological well-being and social relationships. Elementary school children's growing exposure to devices and digital media supports the need for age-appropriate prevention education. This community service activity aimed to provide sixth-grade students with education on the forms, impacts, prevention, and appropriate responses to cyberbullying while encouraging empathy, responsibility, and help-seeking. The activity was conducted at SD Negeri Pusmalang, Wukirsari, Cangkringan, Sleman, Yogyakarta, with 26 students in one two-hour face-to-face session. The intervention combined a PowerPoint presentation, educational video, anti-bullying song, question-and-answer session, and interactive quiz. Evaluation was descriptive and qualitative, using attendance, verbal engagement, discussion responses, and quiz participation as observable indicators. All 26 students attended; more than five actively asked questions and five voluntarily came forward to answer quiz questions. The recorded responses included recognition of emotional effects of cyberbullying, the importance of seeking help, examples of cyberbullying behavior, and appropriate responses such as blocking perpetrators and reporting incidents to trusted adults. Because no pre-test/post-test or standardized individual scoring was used, these findings represent understanding observed during the session rather than evidence of increased knowledge among all participants. The multimodal format created varied opportunities for participation, but engagement remained uneven, indicating the need for repeated activities, more structured simple evaluation, and additional support for vulnerable students.

Keywords – cyberbullying, cyberbullying prevention, digital literacy, education, elementary school students

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INTRODUCTION

The development of information and communication technology has made access to information and communication increasingly dependent on digital media. This expansion also creates risks for children, including cyberbullying, namely intentional and repeated harmful behavior carried out through digital technology to intimidate, humiliate, shame, or hurt others. Cyberbullying may take the form of hurtful or threatening messages, distribution of embarrassing images, fake accounts, disclosure of personal information, or deliberate exclusion on social media platforms (Cholifah et al., 2024).

Cyberbullying is not limited to adolescents and has also been reported among elementary school children. Devices, internet access, and social media are increasingly present in children's daily lives, which can increase exposure to online harassment when use is not adequately guided or supervised. Hanum et al. (2022) describe cyberbullying risks among elementary school students and emphasize the need for practical coping education. This makes upper-primary school a relevant stage for preventive digital-literacy education before harmful online interaction becomes normalized.

The urgency of prevention is reinforced by wider Indonesian evidence. Agusputa Dewi et al. (2023) reported substantial exposure to cyberbullying and online harassment among young internet users, while reporting to authorities remained low. Although these figures cannot be directly generalized to sixth-grade students at SD Negeri Pusmalang, they indicate a broader environment in which children need to recognize harmful online behavior and know where to seek help.

For the specific partner context, the KKN team coordinated with SD Negeri Pusmalang to select sixth-grade students as the target group and to prepare preventive education suited to their age. No formal baseline survey or pre-test was conducted before the session; therefore, this article does not assume that students at the school had a quantitatively proven deficit in digital literacy. The activity

was positioned as preventive education. The team's observations also highlighted the importance of presenting help-seeking messages in a careful and supportive manner, particularly for students who may have previous experiences of bullying. This observation does not establish the prevalence of cyberbullying at the school, but it emphasizes the importance of providing supportive and accessible pathways for seeking help.

The preventive focus is important because cyberbullying can cause psychological and social harm. Reported consequences include emotional distress, fear, sadness, low self-esteem, difficulty concentrating, declining academic performance, and social withdrawal (Aguspita Dewi et al., 2023; Cholifah et al., 2024). Among elementary school children, Hanum et al. (2022) also reported anger, fear, depression, shame, fatigue, sleep disturbances, stomachaches, and headaches. These consequences show why children need both recognition skills and clear pathways for seeking support.

Prevention therefore requires more than defining cyberbullying. Children also need guidance on digital ethics, empathy, responsibility, self-control, and appropriate responses when they become targets or witnesses. Marlef et al. (2024) highlight ethical internet use, parental guidance, and anti-bullying education, while Isnawan (2025) emphasizes character and legal education as part of prevention. For elementary school students, these messages need to be delivered through language and activities that are concrete, understandable, and safe.

Age-appropriate digital-literacy education is one relevant approach. Ahsin et al. (2025) show that socialization using lectures, educational videos, simulations, games, and ice-breakers can support students' understanding of digital ethics and respectful interaction. (Ulum & Asrori, 2025) similarly report that digital-literacy training can strengthen elementary students' awareness of internet ethics, cyberbullying risks, and prevention strategies. These studies also show, however, that interactive media themselves are not a new intervention; their value depends on how they are adapted to the target group and evaluated.

Evidence from prior educational programs provides a basis for using participatory formats, but also highlights the need for cautious claims. Aguspita Dewi et al. (2023) documented pre- and post-intervention changes using structured measurement, whereas the present activity did not use such a design. Hanum et al. (2022) combined socialization, discussion, and practice with real cases, and Ahsin et al. (2025) used multimodal activities to promote digital ethics. These studies provide useful comparisons, while the present program should be interpreted primarily as a documented community-service session rather than an effectiveness trial.

Broader intervention literature likewise supports school-based cyberbullying prevention while showing that outcomes depend on program design, duration, and implementation. Reviews and meta-analyses report generally favorable effects of educational interventions, but also substantial variation in dosage, context, and modality (Doty et al., 2022; Evangelio et al., 2022; Lan et al., 2022; Ng et al., 2022; Polanin et al., 2022). Reviews focused on primary education emphasize age-appropriate approaches, teacher involvement, and attention to students with different support needs (Badger, 2024; Chicote-Beato et al., 2024; van Aalst et al., 2024).

Within this evidence base, the distinctive contribution of the present activity is not the novelty of any single medium. Presentations, videos, songs, discussion, and quizzes have all been used elsewhere. Rather, the activity integrated these media into a compact two-hour format specifically for sixth-grade students and combined three practical emphases: recognition of cyberbullying, help-seeking from trusted adults, and supportive bystander attitudes. The article also documents uneven participation and the limits of a one-session qualitative evaluation rather than treating participation alone as proof of effectiveness.

The use of help-seeking and bystander messages is consistent with school-based prevention evidence. Programs for primary-school students identify help-seeking and active defending as relevant behavioral targets (Lukács et al., 2023), while bystander-focused interventions can shape how students

respond when they witness cyberbullying (Torgal et al., 2023). These targets were therefore incorporated into the session through examples, discussion questions, and recommended responses such as blocking harmful accounts and reporting incidents to parents, teachers, or other trusted adults.

Accordingly, the activity was designed as preventive education rather than as a clinical or behavioral intervention. Its evaluation focused on what could be observed during the session: attendance, verbal engagement, discussion responses, and quiz participation. This scope is important because a single session without baseline measurement cannot establish improvement in knowledge or long-term behavioral change.

The 'STOP CYBERBULLYING' activity therefore sought to provide sixth-grade students with understandable information about the definition, forms, impacts, prevention, and responses to cyberbullying while encouraging empathy, responsible digital interaction, help-seeking, and supportive responses to peers. The program also aimed to generate practical lessons for future KKN and school-based community service by identifying both engagement opportunities and limitations in a short multimodal session.

Based on this rationale, the present article describes the implementation of the activity, the observable responses of participating students, and the implications for improving future school-based cyberbullying education. The findings are interpreted descriptively and are not used to claim a measured increase in knowledge because no standardized pre-test and post-test were administered.

METHOD

The community service program was carried out at SD Negeri Pusmalang, Pusmalang, Wukirsari Village, Cangkringan District, Sleman Regency, Special Region of Yogyakarta, Indonesia. The program involved 26 sixth-grade students and was conducted in coordination with the school in one face-to-face session from 9:30 a.m. to 11:30 a.m. The activity was designed as preventive education and did not use a pre-intervention diagnostic test to establish students' baseline knowledge.

1) Preparation Stage

The preparation began with coordination between the KKN team and SD Negeri Pusmalang. The discussion focused on determining the activity schedule, selecting the participants, and preparing the technical requirements for the program. After the coordination process, the team prepared educational materials on cyberbullying that were adjusted to the age and learning characteristics of sixth-grade students. The material introduced the concept of cyberbullying, examples of behavior that may constitute cyberbullying, its potential effects, and ways to prevent and respond to it.

Several learning media were also prepared to support the delivery of the material and encourage student participation. These consisted of PowerPoint presentations, educational videos, an anti-bullying song, and interactive quiz questions. Small prizes were prepared as a form of appreciation for students who actively participated and answered the quiz questions correctly.

2) Implementation Stage

The program was conducted in one face-to-face session involving 26 sixth-grade students. The activity began with an explanation of cyberbullying supported by PowerPoint slides. The material was presented using simple language and examples that were relevant to the students' everyday experiences so that the topic could be understood more easily.

After the presentation, the students watched an educational video illustrating cyberbullying and situations that may occur when interacting through digital media. The use of visual material was intended to provide students with a more concrete understanding of the issue. The learning atmosphere was then made more interactive through a group singing activity using an anti-bullying song.

The presentation was followed by a question-and-answer session. During this activity,

students were given an opportunity to ask questions, respond to the facilitators, and share their understanding of the material. The program ended with an interactive quiz containing questions related to the topics discussed during the session. Small prizes were given to students who actively participated and answered the questions correctly as an appreciation for their involvement in the activity.

3) Evaluation and Follow-Up Stage

The evaluation used a descriptive qualitative approach based on facilitator observation, students' verbal responses during discussion, and participation in the interactive quiz. Attendance was recorded as the number of students present. Observable verbal engagement referred to students asking questions, voluntarily responding to facilitators, or volunteering to answer quiz questions. Observable conceptual understanding was identified when student responses could mention at least one relevant example or form of cyberbullying, one possible impact, or one appropriate prevention or response strategy, such as seeking help, blocking a perpetrator, or reporting to a trusted adult.

Because the program did not include pre-test and post-test measurements or standardized individual scoring, the evaluation was not intended to quantify knowledge gain or behavioral change. The available observations were interpreted at the group level and used only to describe responses that appeared during the session. The number of students who asked questions and volunteered in the quiz was reported when it had been documented, whereas no percentage of students 'understanding' the material was calculated because individual achievement for each indicator was not systematically scored.

The implementation process was documented by the KKN team for activity reporting and publication purposes. The documentation was reviewed descriptively by grouping observations into attendance, verbal engagement, conceptual responses, help-seeking responses, and participation limitations. No inferential statistical analysis was performed. As a follow-up, the activity was used to formulate recommendations for repeated education, simple structured pre- and post-session assessment, and additional support for students who may be less comfortable participating in a whole-class format.

The operational evaluation indicators were therefore: (1) attendance; (2) observable verbal engagement during question-and-answer and quiz activities; (3) the presence of relevant student responses concerning forms, impacts, prevention, or responses to cyberbullying; and (4) observed limitations such as passivity or inattention. These indicators describe the reach and immediate responses of the activity, not evidence of a measured increase in knowledge. The implementation sequence is summarized in Figure 1.

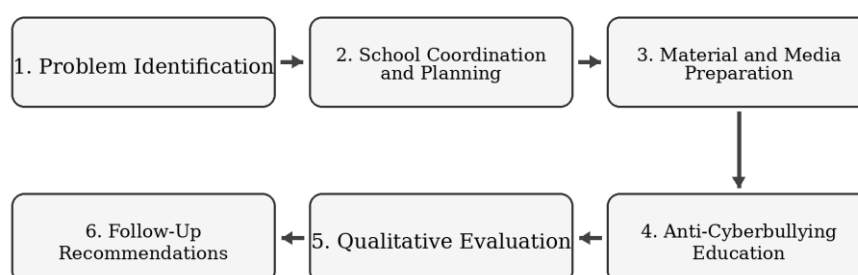


Figure 1. Flowchart of Community Service Implementation

RESULT AND DISCUSSION

This section describes the implementation and observable responses from the anti-cyberbullying educational activity at SD Negeri Pusmalang. The program involved 26 sixth-grade

students in a single face-to-face session from 9:30 a.m. to 11:30 a.m. In accordance with the evaluation design, the findings are presented as descriptive evidence of attendance, engagement, verbal responses, and quiz participation. They are not interpreted as measured knowledge gain because no baseline or standardized post-session assessment was used.

Overview of Activity Implementation

The anti-cyberbullying educational activity was carried out according to the planned schedule and attended by all 26 sixth-grade students. The session was organized into three main activities: (1) presentation of educational material supported by PowerPoint slides and an educational video, (2) an interactive question-and-answer session, and (3) a quiz based on the material presented during the session.

The educational material introduced students to the concept of cyberbullying, examples of behavior associated with cyberbullying, its potential effects, and ways to prevent and respond to it. The material was delivered using simple explanations and examples that were considered appropriate for the students' age and level of understanding. The educational video was used to provide a more concrete illustration of cyberbullying in digital interactions.

The activity also incorporated an anti-bullying song to create a more relaxed and engaging learning environment. This approach encouraged students to participate not only by listening to the material but also through interactive activities. At the end of the session, the quiz provided an opportunity to observe how well students could respond to questions related to the topics that had been discussed. Small prizes were given to students who actively participated and answered questions correctly, which also served as an encouragement for student involvement.

The multimodal format created several entry points for participation: visual explanation through slides and video, collective participation through the song, verbal interaction through discussion, and voluntary performance through the quiz. This variety is consistent with recommendations for concrete and participatory primary-school education (Lukács et al., 2023). However, the session did not engage all students equally, indicating that multimodality alone does not guarantee uniform participation.



Figure 2. Delivery of anti-cyberbullying educational materials to sixth-grade students at SD Negeri Pusmalang.

Students' Participation and Engagement

Student participation was observed throughout the two-hour session. All 26 students attended. During the question-and-answer segment, more than five students asked questions or expressed thoughts about the topic. The available documentation recorded this as 'more than five' rather than an exact total, so no precise percentage is reported. The questions focused on the meaning of cyberbullying, its impacts, examples, and what a victim should do, showing that at least a subset of

students actively connected the material with practical situations.

- "What are the impacts experienced by victims of cyberbullying?"
- "What should we do if we are bullied?"
- "What is cyberbullying?"
- "Can you mention some examples of cyberbullying?"
- "What are the impacts of cyberbullying?"

The content of these questions is more informative than participation counts alone because it shows which concepts attracted students' attention. Questions about impacts and what to do when bullied suggest particular interest in consequences and coping. Nevertheless, asking a question is treated here as an engagement indicator and not as proof that the student had mastered the material.

In the quiz segment, five of the 26 students (19.2%) volunteered to answer questions in front of the class. Correct responses received small prizes. This percentage represents voluntary quiz participation only; it should not be interpreted as the proportion of students who understood the material because the activity did not score all participants individually.



Figure 3. Presentation of prizes to students who correctly answered the anti-cyberbullying quiz.

The reward system was used to encourage participation among students who volunteered to respond, while some students remained quiet during the activity. The pattern indicates that public question-and-answer activities may not provide equal opportunities for all students to participate, particularly when participation depends on volunteering to speak in front of the class. The class teacher also noted that some students became sleepy or did not listen closely. Because individual interviews were not conducted, the reasons for low participation cannot be determined; differences in confidence, attention, comfort, and learning preference are possible interpretations rather than established causes.

Table 1. Summary of student participation during the anti-cyberbullying socialization

No.	Indicator	Recorded evidence	Interpretation
1.	Attendance	26 of 26 students attended	Implementation reach; not a learning outcome
2.	Question-and-answer engagement	More than 5 students asked questions or expressed thoughts	Observable verbal engagement among a subset; exact percentage unavailable
3.	Quiz participation	5 of 26 students (19.2%) volunteered to answer	Voluntary participation only; not the proportion who understood the material

No.	Indicator	Recorded evidence	Interpretation
4.	Conceptual responses	Recorded answers included “sad,” “moody,” reporting to older people, not keeping bullying to oneself, blocking, and reporting to teachers/parents	Qualitative evidence that relevant concepts appeared in student responses; individual achievement was not scored
5.	Participation limitation	Some students remained passive; the teacher noted that some were sleepy or did not listen closely	Shows uneven reach and the need for alternative participation strategies

Students’ Understanding of Cyberbullying Concepts

Students’ conceptual responses were examined qualitatively rather than scored as a class-level outcome. The available documentation did not provide individual pre-test/post-test scores or a complete tally of students meeting each understanding indicator. Therefore, the analysis focuses on the substance of recorded responses rather than claiming that a majority of participants understood the material.

When asked about possible effects on victims, students gave simple responses such as ‘sad’ and ‘moody’ (murung). These responses show that emotional consequences were recognized in the discussion. Their simplicity is also consistent with the age of the participants and with the program’s use of concrete language. Similar literature identifies emotional distress as an important consequence of cyberbullying among children and adolescents (Aguspita Dewi et al., 2023; Hanum et al., 2022).

When asked what they should do if they experienced bullying, recorded responses included ‘report to older people’ (orang yang lebih tua) and ‘do not keep it to yourself’ (jangan dipendam). These responses are consistent with the session’s help-seeking message and with evidence that trusted-adult support is relevant to children’s coping with bullying and cyberbullying (Touloupis & Athanasiades, 2022). They are interpreted as examples of appropriate responses emerging during the session, not as evidence that all participants adopted help-seeking behavior.

During the quiz and discussion, several students also identified examples such as sending hurtful messages and spreading rumors online, and mentioned responses such as blocking the responsible person and informing teachers or parents. Together with the emotional-impact and help-seeking responses, these examples cover three of the operational conceptual indicators used in the evaluation: recognizing harmful behavior, recognizing possible effects, and identifying an appropriate response.

Taken together, the documented responses provide qualitative evidence that relevant cyberbullying concepts were expressed by participating students during the session. The evidence is strongest for the presence of appropriate responses, not for their prevalence across the class. Without individual scoring, it is not possible to state how many of the 26 students met all indicators or whether knowledge increased after the intervention.

Emergence of Help-Seeking and Bystander Attitudes

In addition to factual recognition, the activity emphasized help-seeking and supportive responses to peers. The statements ‘report to older people’ and ‘do not keep it to yourself’ align with that objective. This is relevant because school-based interventions identify help-seeking and active defending as important behavioral targets, even though a single classroom session cannot establish that those behaviors will persist outside the activity (Lukács et al., 2023; Torgal et al., 2023).

For elementary school students, explicitly presenting trusted-adult support may help make reporting negative experiences more understandable and accessible. The activity therefore treated parents, teachers, and other trusted adults as part of the response pathway. The longer-term effect of

this message was not assessed, so its contribution should be understood as exposure to a recommended response rather than demonstrated behavioral change (Haeroni et al., 2024).

Participation differences also highlight the limits of whole-class education. One student whom the KKN team reported as having experienced bullying previously remained relatively quiet during the session. The observation cannot explain the student's reasons or emotional condition, but it cautions against assuming that visible participation reflects need, safety, or understanding. Students with previous bullying experiences may require more private and individualized opportunities to communicate.

A one-time session can therefore introduce concepts and recommended responses, but follow-up from teachers, parents, counselors, or other trusted adults is important when individual concerns emerge. Targeted counseling and small-group support have been recommended for students affected by bullying (Gaffney et al., 2021; Putri & Darmayanti, 2025; Widiанти & Helmawati, 2025).

Compared with similar school-based programs, the present activity showed patterns of visible engagement among some students, appropriate verbal responses, and uneven participation. Other programs using more structured or repeated designs have been able to measure changes more directly (Aguspita Dewi et al., 2023; Haeroni et al., 2024). The difference underscores why the present findings should be presented as immediate qualitative observations rather than as an effectiveness estimate.

Strengths and Limitations of the Activity

One strength of the activity was the adaptation of language and media to sixth-grade students through visual aids, an educational video, singing, discussion, a quiz, and small rewards. The combination offered several ways to encounter the same topic and is consistent with literature favoring engaging, concrete, and participatory approaches in primary-school settings (Lukács J. et al., 2023). School coordination also supported scheduling and access to the intended participants.

At the same time, the documented data are stronger as evidence of implementation and immediate engagement than as evidence of learning outcomes. All 26 students attended, more than five asked questions, five volunteered in the quiz, and several recorded responses were conceptually appropriate. These data support the conclusion that the topic elicited observable engagement from part of the group, but they do not justify statements that most students understood the material.

Despite these positive aspects, several limitations should be considered.

A first limitation was uneven participation. Several students responded actively, while others remained relatively passive; the class teacher also observed that some students became sleepy or did not listen closely. This reduced the reach of whole-class interaction and suggests that future activities should provide lower-pressure participation options such as small-group discussion, role-play, written prompts, or individual tasks for students who are less comfortable speaking publicly.

A second limitation was the single-session design. One meeting was sufficient to introduce the topic but provided little opportunity to reinforce concepts or observe retention. Repeated or sustained interventions are more suitable for examining whether attitudes and behavior are maintained over time (Haeroni et al., 2024; Touloupis & Athanasiades, 2022).

A third limitation was the absence of pre-test/post-test measurement and individual scoring. Consequently, the activity cannot estimate the magnitude of knowledge change or the proportion of students who achieved a predefined comprehension threshold. Observations, verbal responses, and quiz participation are useful for describing the session, but they are not substitutes for systematic outcome measurement.

A fourth limitation concerns individual support. The whole-class format may not meet the needs of students who have experienced bullying or who are uncomfortable discussing sensitive experiences in front of peers. The quiet participation of one student reported to have experienced bullying previously illustrates why facilitators should avoid interpreting silence as a lack of concern

and should coordinate with appropriate school personnel when additional support may be needed.

These limitations do not negate the practical value of the session, but they define what can reasonably be concluded from it. Classroom education can provide common language and response options, while counseling or small-group support can address more individualized needs (Gaffney et al., 2021; Putri & Darmayanti, 2025; Widiанти & Helmawati, 2025).

Overall, the activity provides a starting point for continued anti-cyberbullying education at SD Negeri Pusmalang. The available evidence supports implementation reach and the presence of relevant student responses during the session. Future programs can strengthen this foundation through repeated sessions, structured assessment, small-group participation, and additional support for students who require more private assistance.

Implications for Future Community Service Activities

The findings provide several practical considerations for future KKN and school-based community service. First, interactive and age-appropriate methods should be retained but diversified so that participation does not depend mainly on speaking in front of the class. Small-group discussion, role-play, and simple written tasks can give quieter students alternative ways to respond.

Second, future programs should use repeated and structured exposure when feasible. Two or three sessions, or integration into guidance and counseling (BK) or regular class activities, would create opportunities to revisit the material and discuss real digital situations over time rather than relying on a single encounter.

Third, simple pre- and post-session instruments should be added. A brief set of five to ten age-appropriate questions could provide a transparent basis for comparing knowledge before and after the activity and for identifying concepts that require further explanation. An individual response sheet would also allow the proportion of students meeting each indicator to be reported accurately.

Fourth, whole-class education should be complemented by a clear support pathway for students who disclose or appear affected by bullying. School counselors, teachers, or other appropriate personnel can provide individual or small-group support in a setting that allows students to discuss personal experiences more privately (Yandri et al., 2023).

Finally, follow-up should be realistic for the school. The school indicated that repeating the same socialization activity may be difficult and that no parent-focused session was currently planned. Reusable materials such as presentation slides, short modules, discussion guides, worksheets, or handouts could therefore help teachers revisit the topic independently after the KKN activity ends.

Taken together, these improvements would make future activities easier to evaluate and more inclusive while remaining feasible within a school-based community-service context. They would also allow future reports to distinguish more clearly between implementation, immediate understanding, and longer-term outcomes. Overall, the activity introduced cyberbullying concepts and recommended responses through a short multimodal session. The documented attendance, participation, and verbal responses show that relevant concepts were engaged with during the activity, while uneven participation and the lack of standardized measurement limit broader conclusions. The main implication is therefore methodological as well as practical: future programs should pair interactive education with repeated exposure, simple quantitative assessment, and appropriate support pathways.

CONCLUSION

The anti-cyberbullying community service activity at SD Negeri Pusmalang provided 26 sixth-grade students with a two-hour introduction to the forms, impacts, prevention, and appropriate responses to cyberbullying. All students attended; more than five asked questions or expressed thoughts during the discussion, five students voluntarily participated in the front-of-class quiz, and recorded responses included recognition of emotional impacts, help-seeking, examples of cyberbullying, and appropriate actions such as blocking harmful accounts and reporting incidents to

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trusted adults. These findings show observable engagement and the presence of relevant cyberbullying concepts during the session. They do not demonstrate an increase in knowledge or long-term behavioral change because the activity did not use pre-test/post-test measurement or standardized individual scoring. Future activities should combine age-appropriate interactive media with repeated sessions, simple structured assessment, alternative participation formats, and appropriate follow-up support for students who require additional assistance.

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