



CREATING A CHARACTER-BUILDING GENERATION THROUGH LITERACY, NUMERACY, AND ANTI-BULLYING SOCIALIZATION

Ros Maliah Ahmad, Mathematics Education, Faculty of Teacher Training and Education, Universitas Riau Kepulauan, Indonesia

Firda Nur Syaharani, Mathematics Education, Faculty of Teacher Training and Education, Universitas Riau Kepulauan, Indonesia

Stepen Adi Kurniawan Manurung, Industrial Engineering, Faculty of Engineering, Universitas Riau Kepulauan, Indonesia

Muhammad Tawakkal Ihsan, Digital Business, Faculty of Economics and Business, Universitas Riau Kepulauan, Indonesia

Alexandro Pamintori Sitanggang, Law, Faculty of Law, Universitas Riau Kepulauan Indonesia

Salim Saputra, Universitas Riau Kepulauan, Batam City, Indonesia

*Corresponding Author: salim@ft.unrika.ac.id

Abstract. This community service program was strategically designed to tackle two fundamental issues in primary education: weak literacy skills in reading, writing, and arithmetic, and the widespread problem of bullying. Utilizing a participatory approach, the team implemented interventions in two locations, focusing literacy assistance through interactive and enjoyable methods like visual media, songs, and educational games for preschoolers and elementary children in RW 13 Sungai Lekop, while concurrently conducting intensive bullying prevention socialization for 5th and 6th graders at SD Negeri 016 Sagulung, covering the forms, impacts, and coping strategies of bullying. The evaluation results confirmed positive developments, showing an increase in both students' understanding and learning independence in literacy, as well as a successfully raised awareness to reject all forms of bullying—a success attributed to the collaboration with parents, the community, and the school. In conclusion, this creative educational approach that actively involves all stakeholders has proven effective in addressing these core problems and in fostering a safer, more comfortable learning environment at the elementary level.

Keyword: literacy, bullying, education

INTRODUCTION

According to (Salwa Zaldia Rahmadhani & Ari Suriani, 2025), basic education plays a vital role in shaping children's character, way of thinking, and basic skills. A strong foundation at this level will determine a child's future quality of life. Unfortunately, in the area where this service was conducted, major obstacles in reading, writing, and arithmetic skills, known as calistung, were still found. This is the starting point of serious problems in the education world in that region.

In elementary school, especially in the lower grades, calistung is an absolute key skill that must be mastered. By mastering calistung, children can learn many things and broaden their horizons (Mutmainnah, 2022). This ability is the main gateway to absorbing others knowledge. Based on our observations, many preschool and elementary school children in RW 13 Sungai Lekop have not yet mastered calistung. In fact, this skill should have been acquired before they advance to the next learning level. This condition hinders their learning process.

This is thought to be due to inappropriate learning methods and a lack of learning support,



both at home and at school. According to (Hanifa Lila Putri & Ari Suriani, 2025), things such as patience in teaching, interesting learning media, and strong support from the child's primary caregivers are needed to overcome this problem.

In addition to the calistung issue, another quite worrying problem is the prevalence of bullying in the school environment. Sadly, low moral awareness causes some children to act recklessly without thinking about the consequences (Zahroh & Reviandani, 2024). This action reflects the still weak character education.

Bullying—whether physical, verbal, emotional, or online—can be very harmful to victims physically and mentally (Nugraha et al., 2025). The impact of this action must not be underestimated. If left unchecked, this can reduce the quality of learning and hinder children's growth and development (Illiyah et al., 2023), and even affect their self-confidence and academic performance (Suryati et al., 2024).

In this regard, character education is a very important solution. Good learning not only helps students achieve academic success but also shapes them into kind, empathetic, and caring individuals (Halawati, 2020). Character education is a long-term investment for building a civilized society.

By combining calistung learning with anti-bullying socialization, we not only produce intelligent students but also those with strong character who are able to create a comfortable learning environment (Suhandoko et al., 2025). Furthermore, character education has been proven to be beneficial in preventing bullying in schools (Abdil Manar & Hikmah B, 2024).

Therefore, the community service team is eager to provide assistance with a focus on two things: improving calistung skills and preventing bullying. Through a fun approach, children are helped to master the basics of learning, while anti-bullying socialization is provided to instill an attitude of mutual respect from an early age. As a second home for children, schools should be safe and supportive places (Baihaqi et al., 2024). Hopefully, this program can help children grow optimally in terms of academics and character.

METHODOLOGY

Approach and Implementation Techniques

Activity 1: Literacy Learning for Preschool to Elementary School Children

Initially, we approached children in the neighborhood to establish rapport and gather information about their basic literacy skills through simple conversations and questions about letters and



numbers.

Next, based on the data collected, the children were divided into several groups according to their skill levels: beginner, intermediate, and advanced. Each group had learning materials tailored to their level. We used picture cards and recycled materials for preschoolers who were not yet familiar with letters. The learning methods were designed to be fun, such as singing and exploring letters through pictures, because children of this age tend to learn more easily while playing.

We use children's reading books that are suitable for children who are familiar with letters but are not yet proficient in reading. We begin teaching counting at the preschool level with numbers, then to make it more concrete, we use pictures of fruits or vegetables. The material given to elementary school students is tailored to the lessons they learn at school. The learning methods are packaged in a fun way, such as singing and exploring letters through pictures, because children of this age tend to learn more easily while playing. The learning methods are packaged in a fun way, such as singing and exploring letters through pictures (Nasution, 2017).

The literacy sessions are also interspersed with various interactive activities such as ice breaking, coloring, and playing with letter puzzles and arithmetic puzzles such as addition, subtraction, and division. This is done to keep the children enthusiastic and prevent them from getting bored during the learning process, because prolonged learning time and monotonous learning without variation are among the factors that cause learning fatigue (Ridho setiawan, 2023).

Activity 2: Student Character Education Through Anti-Bullying Socialization

Initially, all students were invited to participate in the anti-bullying socialization. However, due to rainy conditions and limited adequate hall facilities, the activity on September 13 was ultimately conducted in two separate sessions for 5th and 6th grade students.

The material was delivered in the same sequence. It began with an introduction of the team, ice breaking, presentation of the "Stop Bullying" slogan, and an explanation of the material covering the definition, various forms (verbal, physical, and social), causes, negative effects, and ways to deal with bullying.

The presentation was conducted interactively and simply through discussions and question and answer sessions. The aim was for students to understand and realize that bullying is bad behavior, can hurt friends, and should not be done. On this occasion, character education values were also included in the material provided.

The activity ended with a quiz session with prizes for students who could answer the questions,



as a form of appreciation for their active participation. Not to forget, gratitude was expressed to all participants who had enthusiastically attended the socialization. Giving appreciation to students is a way of recognizing their efforts, no matter how small, because it is important in the process of child development and character building (Kirana & Al Badri, 2020).

Activity Stages

The program was implemented through several stages, namely:

1. Preparation (including coordination with the community partner, needs analysis, and development of materials/programs).
2. Implementation (covering the core activities according to the chosen methods (e.g., training, counseling, or field practice).
3. Evaluation (conducted to assess the effectiveness of the program based on predetermined indicators).
4. (Follow-up) (in the form of sustainability plans or reinforcement of program results).

Target, Location, and Time of Implementation

Activity 1: Literacy Learning for Preschool to Elementary School Children

The first activity, involving children from preschool to elementary school age, was held at the RW 13 Sungai Lekop public facility from August 9 to September 7, 2025.

Activity 2: Student Character Education Through Anti-Bullying Socialization

On September 13, 2025, a socialization activity was held at SD Negeri 016 Sagulung. It began on September 6, 2025, with the delivery of a letter of request and introduction of the education cluster team, which was well received by the school.

Activity Flow Diagram

The chart is divided into three main columns: Partner's Problem, Solution, and Result, which demonstrate a logical flow from problem identification to the achievement of outcomes.

In the "Partner's Problem" column, three critical issues at the service location are identified:

1. Some children still experience difficulties in reading.
2. Children still face obstacles in mastering counting skills.
3. There is still a tendency for children to bully their peers.

In response, the "Solution" column proposes targeted and creative actions:



1. Reading difficulties were addressed by exploring letters through picture cards and creative media made from recycled materials.
2. Counting obstacles were tackled by training children's skills using puzzles.
3. The tendency to bully was prevented through the implementation of Anti-Bullying Socialization in Primary Education.

The "Result" column demonstrates the effectiveness of these solutions:

1. There has been a significant improvement in children's reading skills.
2. Children find it easier to understand mathematical concepts.
3. Children are beginning to understand the meaning of bullying and its negative effects.

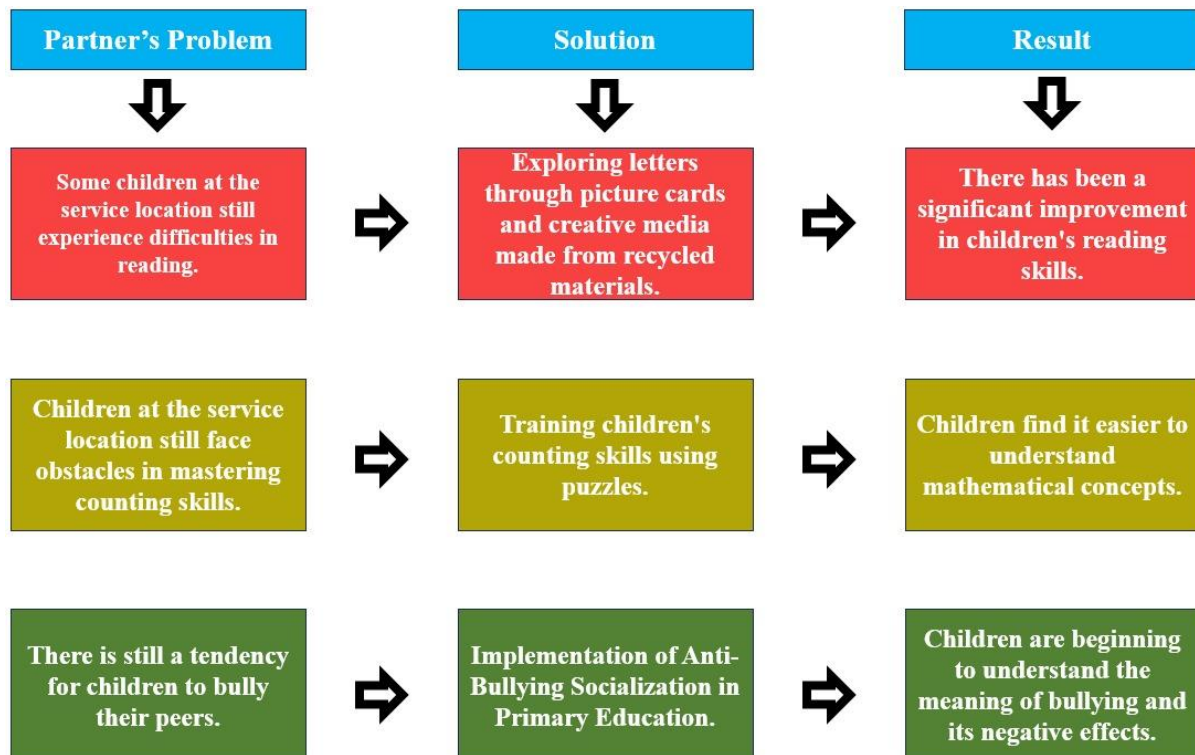


Figure 1. Implementation Methods

RESULT AND DISSCUSION

Result

Activity 1: Literacy and Numeracy Learning for Preschool to Elementary School Children

We held literacy and numeracy learning activities at the RT 02 public facility for preschool to elementary school children in the RW 13 Sungai Lekop neighborhood. The activity was fun and interactive, accompanied by high enthusiasm from the participants



Figure 2. Documentation of Calistung Learning Activities

The children looked very excited in each session because the approach we used was not limited to lectures or written exercises, but also combined with educational games, interesting learning media, letter and number cards, and songs to make the material easier to understand. Additionally, the support from parents and the RT/RW officials was crucial. Parents encouraged their children to participate actively, while the RT/RW officials facilitated the venue to ensure the program ran smoothly. This collaboration fostered a positive sense of community among the service team, the children, and the local community. Empowering parents and providing facilities aims to increase involvement in supporting and optimizing children's learning development (Haris et al., 2024).



What is encouraging is that the results are quite positive. Significant progress has been seen in children who previously had difficulty recognizing letters, reading, writing simple sentences, and doing basic arithmetic. Their development is good news for everyone involved.

Table 1. Age and Gender Data of Activity 1 Participant

Age	Gender		Number
	Male	Female	
4 Years	1	1	2
5 Years	1	1	2
6 Years	1	2	3
7 Years	5	1	6
8 Years	3	0	3
9 Years	0	0	0
10 Years	4	0	4
11 Years	1	1	2
Total Participants			22

Activity 2: Character Education for Students Through Anti-Bullying Socialization

At SD Negeri 016 Sagulung, Sungai Lekom, the Community Service team held an information session for 5th and 6th grade students. Bullying was chosen as the main topic based on research findings about problems that often occur in education and the magnitude of their effects.

The presentation session began with self-introductions to establish rapport with the students. To maintain the children's focus, the presentation session was interspersed with ice-breaking activities to ensure that the children understood the material and appreciated their participation. We also held a quiz to ensure understanding of the material and to give prizes to those who were brave enough to come forward to appreciate their participation.

The school's support was very helpful in ensuring that the event ran smoothly, including providing facilities and ensuring that students gathered orderly in the classroom. Overall, the counseling session took place in an interactive and fun atmosphere, marked by high enthusiasm from the participants. At the end of the session, we expressed our gratitude to the children who participated enthusiastically and orderly.



Table 2. Age and Gender Data of Activity 2 Participant

Class	Gender		Number
	Male	Female	
5	35	48	83
6	50	51	101
Total Participants			184



Figure 3. Socialization Activity Document

This discussion confirms the effectiveness of the community service program designed to simultaneously address two fundamental issues in primary education: literacy and bullying. As identified in the chart, specific problems such as difficulties in reading and arithmetic, as well as the tendency to bully, were successfully countered with targeted and creative solutions. The participatory method, a hallmark of this approach, was realized through exploring letters with recycled media and puzzles for counting, coupled with anti-bullying socialization. The evaluation



results demonstrate that these interventions not only yielded a significant increase in literacy understanding and learning independence but also successfully raised the children's awareness to reject bullying behavior. This success, which is also reflected in the chart as improved reading skills, easier grasp of mathematical concepts, and understanding of bullying's negative effects, is ultimately inseparable from the collaboration built with all stakeholders. Therefore, it can be concluded that this creative and participatory educational model has proven effective in creating a safer, more comfortable, and conducive learning environment for children's academic and socio-emotional development.

CONCLUSION AND RECOMMENDATION

Conclusion

The role of parents and the surrounding environment greatly influences children's character and academic abilities. We identified two main issues during our visit to RW 13 Sungai Lekop. The first is literacy, as many elementary school-aged children are not yet proficient in writing, reading, and arithmetic. The second is the prevalence of bullying in the school environment. Both of these issues hinder children's psychological, social, and moral development.

Our community service program focuses on literacy assistance and anti-bullying awareness. We hope that through this program, children will not only acquire literacy and numeracy skills, but also understand the importance of empathy and mutual respect to prevent bullying. It is hoped that literacy, numeracy, and character education will be integrated in a sustainable manner to produce students who are not only academically intelligent, but also have strong character and social sensitivity.

This program is expected to be a real solution to address children's basic skills and prevent bullying in schools. We also hope that this activity can create a safe, comfortable, and enjoyable learning environment, thereby helping children's cognitive, affective, and social development.

Recommendations

Based on the program's success and the findings outlined previously, the following recommendations are proposed to ensure the sustainability and expansion of its positive impact. First, this proven-effective creative and participatory educational approach should be



adopted as a model and replicated in other locations facing similar challenges, particularly in improving basic literacy and early-stage bullying prevention. Second, to ensure sustainability, it is crucial to develop training modules for teachers and community volunteers that detail the interactive methodologies, such as using recycled media for literacy and puzzles for numeracy, enabling the interventions to be carried out independently in the long run. Third, the strategic collaboration with parents, schools, and local authorities should be institutionalized through regular forums to continuously monitor children's progress and foster a truly supportive educational ecosystem. Finally, we recommend further research with a broader scope and long-term monitoring period to analyze the program's sustained impact on children's social behavior and academic achievement. By implementing these recommendations, the program's impact will not cease at the current results but can evolve into a sustainable movement that creates a safer, more comfortable, and higher-quality learning environment for every child.

REFERENCES

- Abdil Manar, S., & Hikmah B, A. N. (2024). Analisis Strategi Penerapan Pendidikan Karakter untuk Mencegah Bullying di Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran*, 4(2), 54–59. <https://doi.org/10.62388/jpdp.v4i2.475>
- Baihaqi, A. A., Wangkasa, N. B. D., & Febrianita, R. (2024). Sosialisasi Anti Bullying dalam Menciptakan Siswa yang Berlingkungan Karakter di MI Zumrotul Faizin. *Media Pengabdian Kepada Masyarakat (MPKM)*, 3(1), 260–266.
- Halawati, F. (2020). Pengaruh Pendidikan Karakter Terhadap Perilaku Siswa. *Education and Human Development Journal*, 5(2), 51–60. <https://doi.org/10.33086/ehdj.v5i2.1561>
- Hanifa Lila Putri, & Ari Suriani. (2025). Analisis Faktor Penghambat Perkembangan Kemampuan Membaca Siswa Sekolah Dasar Kelas Rendah. *Journal Central Publisher*, 2(5), 2055–2063. <https://doi.org/10.60145/jcp.v2i5.445>
- Haris, R., Banjal, T. P., Putranto, A. T., Januar, D., & Susanto, A. (2024). Membangun Lingkungan Belajar yang Ramah dan Mendukung Untuk Semua Anak di Pos Paud Angkasana Jaya Kabupaten Ciamis. *Dinamika: Jurnal Pengabdian Masyarakat*, 2(1), 50–59. <https://doi.org/10.56457/dinamika.v2i1.592>
- Illiyah, N., Putri, M. A., Mahfiroh, L. A., & Rofiq, M. K. (2023). Edukasi Anti Bullying Sebagai Penguatan Pendidikan Karakter Bagi Siswa Di Guntur Demak. *Jurnal Pengabdian Pada Masyarakat Indonesia*, 2(5), 17–29. <https://doi.org/10.55542/jppmi.v2i5.832>
- Kirana, Z. C., & Al Badri, A. N. (2020). Peranan Apresiasi Guru Terhadap Antusias Belajar Siswa Kelas XI Madrasah Aliyah Hasan Muchyi. *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam*, Volume 1, 180.
- Mutmainnah. (2022). Analisis Upaya Meningkatkan Kemampuan Calistung Anak Usia Dasar Melalui Bimbingan Belajar di Rumbel Arira. *Agama, Sosial Dan Budaya*, 1(1), 23–30.



- Nasution, M. K. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9–16.
- Nugraha, F., Lestiyani, A., Wijaya, S., Wiyadi, & Setiono, A. T. (2025). Sosialisasi Strategi Edukasi Anti Perundungan: Kolaborasi Sekolah Dan Orang Tua. *Inspirasi Edukatif: Jurnal Pembelajaran Aktif*, 6(1), 149–155. <https://ejournals.com/ojs/index.php/>
- Ridho setiawan. (2023). [Volume 1 Nomor 2 , Desember (2023) Faktor Determinan Penyebab Kejenuhan Belajar Pada Siswa. 1, 343–355.
- Salwa Zaldia Rahmadhani, & Ari Suriani. (2025). Strategi Guru Dalam Menumbuhkan Literasi Membaca Pada Siswa Kelas Rendah Sekolah Dasar. *Journal Central Publisher*, 2(5), 2028–2035. <https://doi.org/10.60145/jcp.v2i5.441>
- Suhandoko, A. D. J., Belawati, T., Sembiring, M. G., Rosita, T., & Puryati, P. (2025). Penguatan Literasi dan Model Pembelajaran untuk Program Anti Bullying di Sekolah Dasar. *Abdi Wiralodra : Jurnal Pengabdian Kepada Masyarakat*, 7(1), 144–163. <https://doi.org/10.31943/abdi.v7i1.243>
- Suryati, S., Ilahi, S. N., Wahdania, H., Hasnimar, H., Herlina, H., Saleh, S. F., Wahyudi, A. A., & Azis, A. (2024). Sosialisasi Pencegahan Bullying dan Penguatan Numerasi Peserta Didik di SD Inpres Karunrung Makassar. *Bima Abdi: Jurnal Pengabdian Masyarakat*, 4(1), 26–33. <https://doi.org/10.53299/bajpm.v4i1.371>
- Zahroh, P. A., & Reviandani, O. (2024). Peran Fasilitator Puspaga Dalam Pencegahan Kekerasan (Bullying) Melalui Sosialisasi Edukasi “Puspaga Goes To School.” *Journal Publicuho*, 7(1), 65–75. <https://doi.org/10.35817/publicuho.v7i1.316>