



ANTI-BULLYING SOCIALIZATION AND BASIC LITERACY THROUGH COLORING CONTEST AT SDS AL BARKAH PLUS AND COMMUNITY OF RW 15 SEI PELUNGGUT, BATAM CITY

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Abstract. The community service program through the community service represents a concrete contribution of university students in addressing social and educational challenges in their surroundings. community service Group 19 of University Riau Islands was conducted from September 6 to 13, 2025, at SDS Al Barkah Plus and RW 15 Sei Pelunggut, Sagulung District, Batam City, focusing on three main activities: anti-bullying socialization, basic literacy education, and a coloring contest. The methods applied included interactive counseling, quizzes, reflective writing, and play-based learning, all designed according to participants' age levels. The results of the program showed significant improvement in students' understanding of bullying, demonstrated by post-test scores rising to 80%. The literacy program provided positive impacts by improving children's reading, writing, and arithmetic skills, while the coloring contest successfully enhanced creativity, self-confidence, and community togetherness. With these achievements, the community service activities made a meaningful contribution to building a safe, inclusive, and enjoyable educational environment that supports both academic and non-academic development of children in an optimal way.

Keyword: anti-bullying, basic literacy, children's creativity, socialization, and community service.

INTRODUCTION

Bullying remains a serious issue in the field of education, particularly at the elementary school level. This phenomenon does not only occur in big cities but also extends to suburban areas such as Sei Pelunggut Village, Sagulung District, Batam City. Bullying may take the form of physical, verbal, social, or even digital abuse, all of which have negative impacts on children's psychological and academic development (Sari & Putra, 2023). Data from the National Commission for Child Protection indicates a yearly increase in bullying cases, with most victims being elementary and secondary school students (Komnas Perlindungan Anak, 2020–2025). This situation poses a significant challenge for schools, teachers, parents, and the community to create a safe, supportive, and child-friendly learning environment.

SDS Al Barkah Plus, as the partner of this community service program, has shown strong



concern regarding the bullying issue. The school accommodates students from diverse social backgrounds, which makes their interactions highly dynamic. Without appropriate educational interventions, this condition may potentially lead to bullying behaviors. Teachers also acknowledged their limited capacity in providing sustainable anti-bullying education. This aligns with the findings of Prasetyo et al. (2020), who emphasized that effective bullying prevention requires collaboration between schools and families, supported by continuous and well-structured programs. Further reinforces this view by demonstrating that parental involvement in anti-bullying programs significantly increases program effectiveness, as parents can serve as partners in monitoring children's behavior both at school and in the home environment. The synergy between schools and families creates a stronger protective network for children against bullying behaviors Abdullah et al. (2023). Therefore, an anti-bullying socialization program is considered essential to strengthen students' understanding and promote a child-friendly school culture.

In addition to bullying, observations conducted by the community service team revealed that many children in RW 15 Sei Pelunggut still struggled with basic literacy skills, such as reading, writing, and arithmetic. These basic competencies, locally referred to as calistung, serve as the foundation for further learning processes (Hartati, 2005). However, limited parental support at home, monotonous teaching methods, and insufficient learning facilities have contributed to children's difficulties in mastering these skills.

This condition is consistent with the study of Ningsih (2017), which found that play-based methods are more effective in improving basic literacy abilities in early childhood compared to conventional approaches.

Children's development is not only determined by cognitive aspects but also by creativity, motor skills, and self-confidence. Creativity can be fostered through simple yet meaningful activities, such as coloring contests. Such activities have been proven to enhance hand-eye coordination, train patience, and stimulate children's imagination (UNICEF Indonesia, 2022). Coloring competitions also provide children with opportunities to express themselves, reduce stress, and build self-confidence when their works are recognized. Therefore, integrating basic literacy education with a coloring contest offers dual benefits: reinforcing academic skills while simultaneously developing children's non-academic potentials.

Based on this situational analysis, the community service program through community service Universitas Riau Kepulauan was designed by combining anti-bullying socialization, basic literacy training, and creativity development through coloring contest. The chosen approach



emphasizes interactivity, children's active participation, and the involvement of teachers and parents. Methods such as simple counseling, interactive quizzes, reflective writing, and play-based learning were applied to create an enjoyable and meaningful learning experience. The primary objective of this program is to build a safe and child-friendly educational environment that supports children's holistic development.

Moreover, this initiative is expected to raise community awareness about the importance of collaborative efforts in supporting children's education, thereby fostering a young generation that is intelligent, creative, and of strong character (Hidayati & Fauzan, 2021).

METHODOLOGY

This community service program was carried out by Group 19 students of Universitas Riau Kepulauan from September 6 to 13, 2025, at SDS Al Barkah Plus and the surrounding community of RW 15 Sei Pelunggut, Sagulung District, Batam City. The methodology combined educational, participatory, and interactive approaches. The activities began with observation and coordination with the school and local community to assess needs and design appropriate programs. The initial observation was conducted on August 30, 2025, involving teachers and community leaders of RW 15 to understand the conditions of the students and children who became the main targets of the program.

The anti-bullying socialization activity was conducted on September 6, 2025, targeting 72 third-grade students of SDS Al Barkah Plus. The materials were delivered through interactive presentations using PowerPoint, simple discussions, and educational video screenings. To measure students' understanding, the team conducted quizzes and Q&A sessions. In addition, students were asked to write reflections about their personal experiences or words that had hurt them, followed by guided discussions to help them realize the negative impact of bullying. This stage was aimed at building students' empathy and raising awareness of the importance of mutual respect.

The basic literacy (calistung) program and coloring contest were carried out on September 13, 2025, at the community facility of RW 15 Sei Pelunggut. The target participants were 25 children ranging from early childhood education to lower elementary school students.

The literacy program included basic reading, writing, and arithmetic training delivered through interactive, play-based learning methods. To enrich the activities, an English vocabulary quiz and a simple math quiz consisting of basic addition problems were also provided. All learning activities were designed to be age-appropriate, enjoyable, and motivating.



On the same day, a coloring contest was held to stimulate creativity and improve children’s fine motor skills. The organizing team provided drawing sheets with specific themes, while participants brought their own coloring tools. The judging criteria included neatness, creativity, and color harmony with the theme. The contest lasted for 45 minutes, and winners were selected by the education cluster team serving as the jury. Every participant received small gifts in the form of snacks and school supplies, while winners received special recognition and awards.

Table 1. Community Issues, Solutions, and Outcomes of the community service Program

<i>Community Issues</i>	<i>Solutions</i>	<i>Outcomes</i>
Students lacked understanding of bullying behaviors and awareness of their negative impacts.	Anti-bullying socialization through presentations, interactive discussions, quizzes, and reflective writing.	Increased student comprehension, as shown by post-test scores (80% correct), and greater empathy and openness.
Many children in RW 15 were still struggling with reading, writing, and arithmetic.	Literacy program using interactive learning methods and age-appropriate educational games.	Improved basic literacy skills (reading, writing, arithmetic) and higher learning motivation among children.
Limited positive activities to foster creativity and children’s self-confidence.	Coloring contest with judging criteria of creativity, neatness, and thematic accuracy.	Enhanced creativity and fine motor skills, stronger self-confidence, and improved community togetherness.

The overall methodology was designed to address partner community issues by integrating education, interactive learning, and creative activities. The direct targets were SDS Al Barkah Plus students and children of RW 15 Sei Pelunggut, while indirect targets included teachers and parents who supported and monitored the activities. Through this approach, the program is expected to enhance anti-bullying awareness, improve basic literacy skills, stimulate children’s creativity, and strengthen the community’s role in fostering a safe, inclusive, and enjoyable learning environment.

RESULT AND DISSCUSION

The implementation of the community service program through the community service Group 19 of Universitas Riau Kepulauan, located at SDS Al Barkah Plus and the surrounding community of RW 15 Sei Pelunggut, Sagulung District, Batam City, produced significant outcomes for both the school and the local community. The main activities carried out included



anti-bullying socialization, basic literacy education (calistung), and the development of children's creativity through a coloring contest. The results of each activity were analyzed based on participants' involvement, the level of engagement from teachers and parents, as well as the tangible impacts experienced by the children.

The anti-bullying socialization, conducted on September 6, 2025, was attended by 72 third-grade students of SDS Al Barkah Plus accompanied by three classroom teachers. The event began with a group exercise session to build familiarity between the community service students and participants, followed by material presentations. The materials included the definition of bullying, its types, its impacts, and preventive measures. To create an interactive atmosphere, the program included a Q&A session and a quiz with small rewards for correct answers. Initial evaluation indicated that only about 30% of students could identify forms of bullying before the program began, but after the socialization and quiz session, comprehension increased significantly to 80%. This demonstrated that the interactive method used was effective in enhancing students' understanding.

Additionally, the reflective writing session provided students with an emotionally engaging experience. They were asked to write words or experiences that had hurt them in the past and were guided to reflect on how such incidents could affect others if repeated. From this activity, many students realized that bullying is not merely a joke but an act that can harm others' feelings. Teachers accompanying the session also testified that students became more open and willing to share their experiences regarding bullying. This showed that the socialization program not only improved comprehension but also fostered empathy and encouraged children to voice their opinions.

Student participation during the socialization program was notably high. Nearly all students actively engaged by answering questions and sharing personal stories. Teachers highlighted that student had previously been passive when discussing sensitive topics like bullying, but through this program, they became more expressive. The role of teachers was crucial in maintaining classroom order and reinforcing key points of the material presented. These results reflected that synergy between community service students and schoolteachers created an effective learning process.

The basic literacy program was held on September 13, 2025, at the RW 15 community facility, involving 25 children aged 5–8 years. The activities included reading, writing, and basic arithmetic lessons delivered through interactive Q&A sessions and play-based exercises. In



addition, simple English vocabulary quizzes on animals and fruits, along with basic math addition quizzes, were conducted. Designed to be fun and engaging, these sessions generated enthusiasm among the children. Evaluation results revealed improvements in basic skills, for example, some children who had previously been unable to recognize letters were now able to spell simple words, while others who had difficulty with arithmetic could perform basic addition.

The literacy program also had a positive impact on children's motivation to learn. The playful approach proved effective in maintaining children's focus and preventing boredom. Parents who accompanied their children expressed satisfaction, noting that their children appeared more excited to learn compared to formal school settings. Who found that interactive calistung programs using play-based methods can significantly improve early-grade students' literacy and numeracy skills within a relatively short period Latifah and Rahmawati (2022). Their study showed that children who learned through enjoyable activities demonstrated higher retention rates and better learning motivation compared to conventional teaching methods. Some parents even expressed hopes for such programs to be conducted regularly in their neighborhood. This highlighted that the community service program not only benefited the children directly but also inspired parents to become more actively involved in supporting their children's learning at home.

Alongside the literacy activities, a coloring contest held on the same day provided a platform to foster creativity and self-confidence among children. The contest was joined by 25 participants from early childhood education and lower elementary grades. Each participant was given a drawing sheet with a specific theme and 45 minutes to complete their work. The judging criteria included neatness, color creativity, and adherence to the theme. Three participants were selected as main winners, while six others received honorable mentions. All participants received appreciation in the form of snacks and school supplies, while winners received special awards. Who stated that coloring activities not only enhance fine motor skills but also serve as an effective medium for developing children's creativity, concentration, and self-expression Rahmawati and Nugroho (2021).

The enthusiasm of both children and parents was evident during the coloring contest. Parents accompanied their children, offered encouragement, and engaged with other community members. This demonstrated that the contest not only benefited the children but also strengthened social interaction among residents.

The activity served as an enjoyable educational recreation, reinforcing a sense of togetherness within RW 15. Through this event, children not only honed their motor and creative



skills but also built self-confidence when their artworks were recognized. Overall, the results of the activities are summarized in the following table:

Table 2. Program Results

<i>Activity</i>	<i>Number of Participants</i>	<i>Key Achievements</i>	<i>Tangible Impacts</i>
Anti-Bullying Socialization	72 elementary students	Improved understanding of bullying (80% correct post-test)	Students became more outspoken, empathy emerged, teachers committed to follow-up
Basic Literacy (Calistung)	25 children	Improved basic reading, writing, and arithmetic skills	Children more motivated to learn, parents more engaged in supporting education
Coloring Contest	25 children	Enhanced creativity, diverse artworks on selected themes	Children gained confidence, stronger social interaction, improved community bonds



Figure 1. Anti-Bullying Socialization



Figure 2. Literacy Program and Coloring Contest

Beyond the quantitative results, the program also generated qualitative impacts, such as raising teachers' and parents' awareness of the importance of character education and basic literacy. Teachers committed to continuing anti-bullying education in classrooms, while parents expressed their readiness to be more actively involved in supporting learning at home. This showed that the community service program was not only impactful in the short term but also had potential long-term effects on the educational culture within the school and community.

From an educational theory perspective, this program supports the notion that character education and basic literacy should be instilled early through interactive and participatory approaches. Hidayati and Fauzan (2021) argue that character education programs that actively involve students are more effective in preventing negative behaviors such as bullying. Similarly, Hartati (2005) and Ningsih (2017) highlight that children's literacy skills can develop more optimally through engaging, play-based methods. Field findings from this community service



activity confirmed that these theories can be successfully implemented in a local community context.

From a social perspective, the community service activities in Sei Pelunggut succeeded as a platform for community empowerment. Children gained enjoyable learning experiences, teachers acquired new insights to support classroom learning, and parents became more attentive to their children's education. The coloring contest also served as an effective tool for fostering community solidarity, ultimately strengthening social capital. Challenges encountered during the program, such as limited learning facilities and variations in children's abilities, were overcome through creative learning methods and strong community support.

Therefore, it can be concluded that this community service program had a wide-ranging positive impact academically, socially, and psychologically. The anti-bullying socialization enhanced student understanding and empathy, the literacy program strengthened children's foundational skills in an engaging way, and the coloring contest fostered creativity, confidence, and community bonds. These achievements demonstrate that the involvement of community service students in community-based educational programs can provide practical solutions to local educational and social issues, serving as a replicable model for community empowerment in other regions.

CONCLUSION AND RECOMMENDATION

The community service program through community service Group 19 of Universitas Riau Kepulauan at SDS Al Barkah Plus and RW 15 Sei Pelunggut, Sagulung District, Batam City, successfully achieved its intended objectives. The anti-bullying socialization effectively increased students' understanding of bullying forms, impacts, and preventive measures, as demonstrated by the improvement of post-test results up to 80%. The basic literacy (calistung) program enhanced children's foundational skills in reading, writing, and arithmetic while fostering learning enthusiasm through interactive and enjoyable methods. Meanwhile, the coloring contest not only stimulated creativity and fine motor skills but also boosted children's self-confidence and strengthened social interaction among community members. These achievements confirm that the community service program has made a tangible contribution to improving educational quality and reinforcing social values within the community.

However, the program also encountered several challenges, such as limited learning facilities, variations in children's abilities, and participants' time discipline. Therefore, the



recommendations are to provide more adequate learning resources, to develop more adaptive teaching methods to accommodate diverse learning levels, and to enhance coordination with parents to ensure more consistent participation of children. Similar programs are expected to be implemented sustainably with broader involvement of stakeholders, ensuring that the benefits can be more widely and continuously felt.

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