



## **HUMANITIES EDUCATION: ANTI-BULLYING ANTI-DRUGS AS EFFORTS TO SHAPE THE NATIONAL CHARACTER AT SDN 007 SETOKOK**

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**Abstarct.** Community service activities at SDN 007 Setokok aim to address bullying and drug abuse phenomena that are serious problems among young generations. A humanities approach emphasizing empathy, tolerance, and mutual respect forms the foundation of this education. Interactive socialization methods were applied to 5th and 6th-grade students with teacher companions. Results show increased student knowledge about the impacts of bullying and drugs as well as the formation of positive attitudes in social interactions. Educational materials cover cognitive, affective, and psychomotor aspects that lead to student commitment to reject negative behavior and create a healthy social environment. Full support from schools and teachers plays an important role in the success of this program. Overall, this activity proves the effectiveness of humanities-based education in shaping the character of children and is expected to prepare young generations to face social challenges productively and morally.

**Keyword:** Character Education, Anti-Bullying, Anti-Drugs Awareness, Humanities Approach, Moral Development

### **INTRODUCTION**

Bullying and drug abuse pose serious threats to the quality of young generations and potentially disrupt the nation's future. Bullying is physical and psychological violence that often occurs in school and community environments. Its effects are very harmful, including psychological trauma, reduced self-confidence, and mental health disorders (KPAI, 2018; WHO, 2020). Meanwhile, drug abuse carries severe physical and mental health risks and can destroy the productivity and morals of future generations.

Character education through a humanities approach is crucial in this context. Humanities emphasize human values such as empathy, tolerance, responsibility, and respect for human dignity (Lickona, 2012; Koesoema, 2015). Community service activities adopting this approach do not merely provide information but also strive to internalize positive values in students' lives, thereby fostering awareness and anticipatory attitudes toward bullying and drugs (Narvaez & Lapsley, 2014).

Community service at SDN 007 Setokok themed "Humanities Education: Anti-Bullying and Anti-Drugs as Efforts to Shape the National Character" aims to create a safe and character-based social environment (Nurdin & Supriyanto, 2020). This activity is expected to be an early prevention effort against various social problems that can damage the young generation's future (Arifin & Sulastri, 2022).

Bullying and drug abuse phenomena are still frequently found, especially in school



environments and among children and teenagers. Bullying causes long-term psychological trauma, decreased learning motivation, and uncondusive school atmospheres. It also has the potential to trigger other acts of violence (UNESCO, 2019). Meanwhile, drug abuse at school age is a serious problem caused by wrong environmental influences, lack of knowledge about risks, and poor self-control (Kemenkes RI, 2019; WHO, 2020). Therefore, humanities education based on moral and social values is urgently needed to instill awareness and positive character early on to young generations (Lickona, 2012; Nurdin & Supriyanto, 2020).

## **METHODOLY**

### **Approach and Implementation Techniques**

This community service program was carried out using a participatory and humanistic approach. The approach was designed to actively involve both facilitators and the community, particularly students, in understanding the importance of empathy, tolerance, and moral awareness as preventive measures against bullying and drug abuse (Iskandar, 2021; Sugiyono, 2017).

The implementation techniques included training, counseling sessions, educational workshops, and interactive discussions focusing on anti-bullying and anti-drug awareness. These were supported by demonstrations, question-and-answer sessions, and motivational sharing to encourage positive behavioral change among students (Narvaez & Lapsley, 2014; Bandura, 2011).

### **Activity Stages**

The program was implemented through several stages, namely:

#### **1. Preparation**

including coordination with the partner school, SDN 007 Setokok, needs analysis, and preparation of materials and learning media for the humaniora-based education sessions.

#### **2. Implementation**

covering the main activities consisting of anti-bullying and anti-drug education through lectures, games, role-play, and discussions that emphasize empathy and respect among peers.

#### **3. Evaluation**

conducted to assess the effectiveness of the program based on indicators such as students' understanding, engagement, and behavioral responses during and after the sessions.

#### **4. Follow-up**

in the form of continuous collaboration with SDN 007 Setokok teachers to reinforce the



values introduced and ensure program sustainability within school activities.

### **Target, Location, and Time of Implementation**

The target group consisted of 60 students from grades 5 and 6 of SDN 007 Setokok, accompanied by 4 teachers. The program was conducted on September 11, 2025, in collaboration between Universitas Riau Kepulauan and the school community (Iskandar, 2021).

### **Activity Flow Diagram**

To illustrate the Process, the Following flow diagram outlines the steps undertaken to address the partner's problems;

Preparation → Coordination & Needs Analysis → Material Development → Implementation (Education, Interaction, and Discussion) → Evaluation → Follow-up and Sustainability Plan.

## **RESULT AND DISSCUSION**

The community service activity titled Humanities Education on Anti-Bullying and Anti-Drug Awareness was successfully carried out at SDN 007 Setokok on September 11, 2025. The program was implemented through interactive socialization sessions that combined lecture delivery, discussion, and question-and-answer activities. The organizing team from Universitas Riau Kepulauan collaborated closely with teachers and school management to ensure the event was well-structured and impactful.

The implementation of the activity took place in a friendly and participatory atmosphere. The team first coordinated with the school to identify the most relevant topics and then prepared appropriate educational materials. During the activities, students were encouraged to express their opinions, share their experiences, and ask questions regarding bullying and the dangers of drug abuse.

The supporting factors for program success included strong collaboration from the teachers, active participation from the students, and the availability of adequate learning materials. However, one challenge faced during the activity was the limited time allocation, as the school schedule constrained the duration of interactive discussions.

A total of 60 students from grades five and six, along with four accompanying teachers, participated in the program. The attendance rate reached 100%, showing full participation and interest from all invitees. The students exhibited high enthusiasm — more than 85% actively engaged in discussions, games, and question sessions, while several students volunteered to perform short role-plays illustrating positive social behaviors.



Teachers reported that the students' response exceeded expectations, demonstrating eagerness to learn and reflect on the importance of empathy, tolerance, and respect. The positive interaction between facilitators and students contributed significantly to the liveliness and educational value of the session.

*Tabel 1. Level of Participant Engagement*

Type	Number	Percentage
Active Participants	51	85%
Passive Participants	9	15%
<b>Total</b>	<b>60</b>	<b>100%</b>

Community Service Report *Edukasi Humaniora Anti-Bullying dan Anti-Narkoba* at SDN 007 Setokok, Bulang District, Batam City, Riau Islands Province. Based on documentation from *Laporan Kegiatan Kluster Sosial Humaniora* (Universitas Riau Kepulauan, 2025) and official school profile data from the Ministry of Education (Dapodik, SDN 007 Bulang - Setokok).

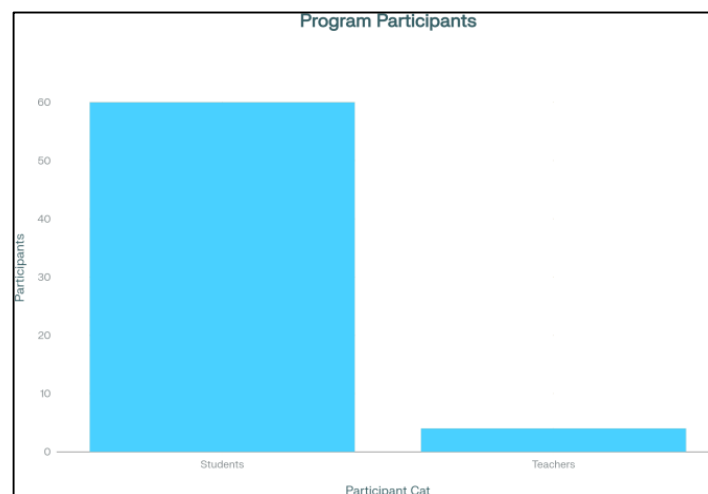


Figure 2. Participant Participation Rate

Both groups engaged enthusiastically in every activity stage, from material delivery to discussion and ice-breaking sessions. This engagement fostered a sense of belonging and mutual responsibility in maintaining a safe and respectful school environment, much like how community involvement strengthens social and environmental programs through cooperative participation (Iskandar, 2021; Arifin & Sulastri, 2022).



Figure 1. Anti-Bullying and Anti Drugs Socialization

Based on the participation chart, it is evident that the involvement of students in the Edukasi Humaniora Anti-Bullying dan Anti-Narkoba program was significantly higher than that of teachers, with 60 students (93.75%) and 4 teachers (6.25%). This proportion indicates that the program effectively reached its primary target group—students—as the main beneficiaries of anti-bullying and anti-drug education. Meanwhile, the teachers' participation played a crucial role in providing guidance, support, and reinforcement of character values throughout the activities, fostering an educational interaction that was both collaborative and harmonious between students and educators.

Analysis and Discussion Discuss the significance of the results by linking them to:

1. The program addressed bullying and drug abuse issues by promoting empathy, respect and tolerance, meeting the partner's need for better character education.
2. It used a participatory, humanistic approach to actively engage students and teachers, fostering positive behavior and ownership.
3. Research shows such human-centered, interactive methods effectively improve student morals and social skills sustainably.
4. Collaboration with teachers and ongoing use of educational materials ensure the program's lasting impact and sustainability in the school community.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

The community service program at SDN 007 Setokok achieved its goal of improving awareness about bullying and drug abuse while fostering empathy, tolerance, and respect (Nurdin & Supriyanto, 2020). The participatory and humanistic approach encouraged active involvement from students and teachers, leading to better understanding and behavioral changes (Lickona, 2012; Narvaez & Lapsley, 2014).

### **Recommendation**



To enhance future programs, more time should be allocated for interactive sessions, and activities should be adjusted to accommodate students' diverse needs (Sugiyono, 2017). Strengthening collaboration between universities, schools, and parents will ensure program sustainability and broader community support for character education (Iskandar, 2021; Kemdikbud, 2016).

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