Effectiveness of 'Stop Pesan Sensi' Anti-Bullying Program: A Collaborative Approach in Indonesian Elementary Schools

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Abstract
Bullying in elementary schools remains a significant challenge that affects students' psychological well-being and academic performance. This study examines the implementation and effectiveness of the "Stop Pesan Sensi" program at SDN Wonokusumo VI/45, focusing on the collaborative roles of teachers, parents, and students in fostering a safe and inclusive school environment. Utilizing qualitative methods such as observations, interviews, and focus group discussions, this research investigates how active participation from all stakeholders contributes to reducing bullying incidents. Teachers served as facilitators, employing interactive strategies such as storytelling, role-playing, and class discussions to enhance students' understanding of bullying and its consequences. Parents participated in workshops designed to equip them with skills to identify bullying signs and reinforce anti-bullying values at home. Students engaged in creative activities, including drama performances, poster campaigns, and open forums, which promoted empathy and positive behavioral changes. Quantitative data showed a significant decrease in bullying incidents over three months, from 120 cases before the program to 20 cases after. The findings highlight the importance of a holistic and participatory approach in bullying prevention programs. Collaboration among educators, families, and students creates a supportive environment that not only reduces bullying but also fosters tolerance and social-emotional learning. This study recommends expanding such integrated programs across schools to strengthen character development and promote a positive school culture. The results contribute valuable insights into effective strategies for bullying prevention in primary education contexts, particularly within Indonesian schools.

INTRODUCTION

Bullying, sexual violence, and intolerance are three forms of violence that are still complex problems in the basic education environment. Primary school-age children are in a stage of social-emotional development that is particularly vulnerable to the negative impact of these violent behaviors. When violence occurs at school, it not only has an impact on the psychological condition of children, but also hinders the learning process, forms a negative self-image, and disrupts social interaction (Larasanti & Radiana, 2024). In fact, in some cases, the trauma caused can persist in the long term and affect students' academic achievement and psychological well-being. This situation demands that schools not only function as a place of learning, but also as a safe and comfortable space for the child's growth. Elementary schools as the first formal educational institution must have a strong system to prevent and handle violence in all its forms (Ministry of Education and Culture, 2022). Therefore, educational and preventive programs are needed to overcome these cases from an early age. One approach that can be used is a collaborative approach involving various related parties.

Collaboration between teachers, parents, and students is an important element in creating a safe and inclusive learning environment. In educational practice, the active involvement of parents has been shown to strengthen the effectiveness of various school programs, including in the context

of violence prevention (Hikmat, Suryani, et al., 2024). Teachers as learning facilitators have a strategic role in managing classroom dynamics, recognizing potential risks, and instilling character values in students. On the other hand, students as the main actors in the field have a significant role in shaping the school's culture through daily interactions. Research shows that student participation in anti-violence programs contributes greatly to the success of programs because they involve their point of view directly (Widyaningtyas & Mustofa, 2023). Interventions carried out jointly between teachers, parents, and students have great potential to create positive changes in school culture. This collaboration also provides space for social-emotional learning that can strengthen empathy, a sense of responsibility, and tolerance (Fildaniyah et al., 2024). Therefore, synergy between stakeholders is needed in the implementation of programs that respond to the problem of violence as a whole.

One of the programs that carries a collaborative approach in dealing with bullying, sexual violence, and intolerance is the *Stop Message Sensi Program*. This program is designed as a character education effort that focuses on the formation of positive values through constructive social interaction in schools. The program's approach includes training for teachers, education and workshops for parents, and interactive learning activities for students. This strategy is in line with the principle of family-school partnership that encourages the active involvement of all parties in the child's education process (Wafa & Muthi, 2024). In its implementation, *the Sensi Stop Message* Program aims not only to reduce the level of violence, but also to build a culture of dialogue, mutual respect, and social sensitivity in the elementary school environment. This supports long-term efforts in shaping a generation that is emotionally resilient and cares for others. Given its urgency, the success of this program is largely determined by how strong and structured the collaboration between teachers, parents, and students is (Hikmat, Yosep, et al., 2024). For this reason, the evaluation of the implementation and impact of this collaboration is an important aspect that needs to be researched.

Social Learning theory (Bandura, 1969) provides the basis that violent behavior can be learned through observation of negative social interactions, especially if there is no reinforcement of positive values from the environment. Therefore, the school environment needs to be managed consciously so that it becomes a social space that supports the learning of prosocial behavior. The implementation of character-based programs such as *Stop Pesan Sensi* utilizes the process of habituation, strengthening, and exemplary in creating anti-violence values in the elementary school environment. In this context, teachers act as role models and facilitators, while parents become character learning reinforcements at home. Instead, students are encouraged to become active agents of change, not just objects of protection. The collaboration of the three creates an educational ecosystem that is able to prevent violence and build children's psychosocial resilience. Research by Sholeh (2023) supports this idea, showing that anti-bullying programs that actively involve all three parties show more significant results in reducing incidents of violence in schools. Thus, interventions based on collaboration become a strategic approach that is not only effective in the short term, but also sustainable.

More broadly, collaborative approaches in education have shown a positive impact on strengthening character values such as empathy, tolerance, and cooperation. Collaboration that is designed systemically plays a role in creating a trusting relationship between school and home (Putri, 2018). This trust is the basis for the emergence of open communication and joint decision-making in dealing with sensitive issues such as bullying and sexual violence. When all parties feel that they have a responsibility and role in protecting children, then the culture of nonviolence will grow naturally and inherent in school life (Saksono et al., 2023). Therefore, schools need to design programs by actively engaging the voices of parents and students, not only as policy objects, but as equal partners in education. Such a model is able to answer complex challenges in today's world of education which increasingly requires an interdisciplinary and participatory approach. In the long term, this also strengthens the school's commitment to education that upholds human values (Sudarsih, 2024). Therefore, collaboration is the main key in creating a cultural transformation of the school.

This paper aims to explore how collaboration between teachers, parents, and students contributes to the implementation of *the Stop Message Sensi* Program in elementary schools. Using a

qualitative case study approach, this study will highlight the real practice of collaboration in schools, as well as its impact on the social climate and student character formation. A deep understanding of these processes is essential in designing intervention models that are more effective, relevant, and adaptive to local contexts. In addition, this research is also expected to provide recommendations for policy makers and education implementers in developing education policies based on collaboration and active participation. By observing the dynamics in the field, this study will make a theoretical and practical contribution to the development of anti-violence programs in elementary schools. In the end, this article presents the idea that the success of character education in overcoming violence is greatly influenced by cohesiveness and synergy between key stakeholders. In the context of basic education in Indonesia, collaborative models like this are very relevant to be widely applied. Therefore, evaluation and documentation of collaboration practices is an important step in supporting a more positive and safe school culture transformation.

METHODS

This study uses a qualitative approach with a case study design to explore in depth the form of collaboration between teachers, parents, and students in the implementation of the Sensi Stop Message Program in elementary schools. This approach was chosen because it was able to provide a comprehensive understanding of the social and cultural context in which the program is run. The design of the case study allows researchers to examine the dynamics between the actors involved, as well as uncover the subjective meanings behind their actions during the implementation of the program. The main focus of this research is to describe how cooperation between parties is carried out and its impact on a safer, more inclusive school environment, and supports the strengthening of positive character in students. The subjects in this study consisted of three main groups, namely teachers in grades IV to VI, parents of students, and students from one of the State Elementary Schools in the North Surabaya area where the study was located. The total number of participants involved were 6 teachers, 12 parents, and 30 students. The selection of subjects was carried out purposively, namely based on their direct involvement in the activities of the Stop Pesan Sensi Program. The researcher takes an ethical approach by asking for informed consent from all participants interviewed or observed. The data collection was carried out for three months, covering the entire series of program activities from the planning stage to the evaluation.

The data collection technique was carried out through four main ways: (1) in-depth interviews with teachers and parents who were actively involved in the implementation of the program, (2) participatory observation of student activities carried out during the program, (3) focus group discussions (FGDs) with students to explore their experiences and perspectives, and (4) documentation in the form of field notes, photos, videos, and activity reports. Interviews are conducted in a semi-structured manner to provide flexibility in exploring relevant themes (Creswell & Plano Clark, 2023). Meanwhile, observations were focused on interaction between students, the role of teachers during the program, and parental involvement in school activities. Data analysis was carried out using a thematic analysis approach developed by Braun & Clarke (2019). The analysis stage includes data transcription, recording of units of meaning, coding, identification of key themes, and interpretation of the meaning of each theme in the context of collaboration between stakeholders. Data management procedures included organizing interview transcripts, field notes, and audiovisual materials using NVivo software, and securely storing all digital files in encrypted folders to ensure confidentiality and traceability. To improve the validity of the data, this study uses the triangulation technique of sources and methods. The validity of the findings was strengthened through member checking with participants and peer debriefing with other research colleagues. The results of the analysis are expected to provide a comprehensive overview of the collaborative role in preventing bullying and violence in elementary schools through character-based educational programs.

RESULTS AND DISCUSSION

Results

The implementation of the Stop Pesan Sensi Program at SDN Wonokusumo VI/45 has significantly contributed to the cultivation of a safer, more inclusive, and empathetic school environment. This initiative, designed to combat bullying, intolerance, and sexual violence, relies on the active engagement of teachers, parents, and students. Data gathered through observation, interviews, and focus group discussions show that meaningful collaboration among these stakeholders creates a foundation for behavioral transformation within the school community. The program encourages a shared responsibility for student well-being, where each stakeholder assumes a proactive role in prevention and intervention. Teachers act as agents of change in the classroom, parents extend character reinforcement at home, and students are empowered to become advocates for kindness and inclusivity. The success of this approach lies not merely in program delivery but in the deep alignment of values and actions across school and home environments. As a result, students exhibit increased sensitivity toward others, reduced engagement in negative behaviors, and greater participation in building a positive school culture. These outcomes confirm the importance of structured, community-based interventions in addressing complex social challenges in primary education settings.

Teachers as Central Figures in Character and Anti-Bullying Education

Teachers are pivotal in translating the program's goals into daily classroom practices through character-based pedagogy. They utilize a variety of interactive instructional strategies—such as storytelling, dramatization, group reflection, and guided discussions—to facilitate student understanding of bullying and its emotional consequences. These methods not only enhance cognitive awareness but also promote emotional literacy, allowing students to name, process, and express their feelings more effectively. Teachers create a psychologically safe learning space where students feel respected and supported, which, in turn, nurtures empathetic behaviors. By modeling positive interpersonal interactions, teachers set a behavioral standard that students are encouraged to emulate. The teacher's role as a facilitator—not just an authority figure—enables more open communication between educator and learner, making it easier to identify and address instances of bullying at early stages. Furthermore, teachers manage a feedback mechanism, such as suggestion or "curhat" boxes, which gives students a confidential channel to express their concerns. These preventive efforts demonstrate that teacher engagement is not only instructional but also relational, addressing the holistic needs of the students.

Parental Involvement as a Reinforcing Force at Home

Parental involvement is another essential pillar that reinforces the success of the *Stop Pesan Sensi* Program. The school organized several structured workshops for parents, focusing on identifying behavioral signs of distress, fostering emotional intelligence in the home, and maintaining healthy communication with children. These sessions aimed to equip parents with the awareness and skills needed to detect and respond to bullying-related issues beyond the school environment. The active participation of parents in these forums reflects a growing recognition of their role in shaping children's values and emotional well-being. As parents become more attuned to their children's emotional cues, they are better prepared to provide timely support and guidance. The inclusion of parents in the intervention framework bridges the gap between school and home, creating a more consistent and coherent system of values. Many parents reported feeling more confident in addressing difficult topics with their children and expressed appreciation for being included in a program traditionally perceived as the school's sole domain. This shared responsibility fosters a culture of trust and cooperation that reinforces anti-bullying messages across different contexts of the child's life.

Students as Agents of Change through Creative Participation

Students, as central beneficiaries of the program, responded positively to the experiential and participatory learning approaches embedded in the initiative. Their engagement was evident in various

creative and collaborative activities such as anti-bullying poster design, class discussions, drama performances, and student-led campaigns. These activities allowed students not only to absorb theoretical knowledge but also to translate it into expressive, social, and affective domains. Through these experiences, students developed a better understanding of respectful communication, emotional regulation, and peer support. Moreover, many students showed improved confidence in voicing their opinions and standing up for themselves and others when confronted with negative peer behavior. The program positioned them not just as passive recipients of information but as active agents of change within their peer groups. By fostering a sense of agency and belonging, students were more likely to uphold and promote positive behaviors in their daily interactions. The inclusive nature of the activities encouraged participation across gender, academic level, and social groups, making the program impactful and accessible to all students.

The Power of Collective Action and Shared Responsibility

The school administration played a strategic role in coordinating resources and ensuring that all activities were implemented effectively. This included preparing educational materials, scheduling sessions, monitoring progress, and facilitating communication between teachers and parents. The school also worked closely with external agencies to provide educational workshops on broader social issues, such as sexual violence and intolerance. These partnerships enriched the school's capacity to deliver a holistic and evidence-informed program. By embedding the *Stop Pesan Sensi* initiative into the school's annual plan, the administration demonstrated long-term commitment to character education and student welfare. The school also ensured that students had access to physical spaces and support systems—such as peer counseling and emotional expression corners—that could aid in their social-emotional development. Administrative consistency and leadership support were instrumental in institutionalizing the program, making it more than a temporary campaign. Their involvement signaled to the entire school community that this was a collective effort, deserving of everyone's time, attention, and care.

Table 1. Roles and Contributions of Stakeholders in the Implementation of Stop Pesan Sensi

Stakeholder Group	Activities Performed	Impact
Teachers	Character-building routines Managing suggestion boxes	Improved habitual positive behavior
Parents	Attending workshops Discussing with children at home	Strengthened character values
Students	Participating in short dramas Anti-bullying campaigns Creating educational posters Filling suggestion boxes	Increased positive behaviors
School	Providing facilities and infrastructure Coordinating teachers and parents	Created a safe and comfortable environment
Other Institutions	Conducting workshops on bullying, sexual violence, and intolerance	Enhanced community understanding of Stop Pesan Sensi

Table 1 outlines the roles and contributions of various stakeholders in the implementation of the Stop Pesan Sensi program. Teachers were actively involved in character-building routines and managing suggestion boxes, which helped reinforce positive behaviors among students. Parents contributed by participating in workshops and continuing discussions at home, thus strengthening the internalization of character values. Students played an active role through performances, campaigns, and creative expressions, which led to increased empathy and pro-social behavior. The school facilitated the program by coordinating stakeholders and providing supportive infrastructure, while external institutions contributed through thematic workshops, enhancing community-wide awareness of bullying and intolerance.

Table 2. Participation in Program Activities

Program Activity	Number of Participants
Teacher Workshops	56
Parent Workshops	60
Student Classroom Discussions	120
Social Actions (Poster Campaigns)	48
Teacher and Student Habit-building	354
Suggestion Box Submissions	120

Table 2 presents the level of stakeholder participation across different program activities. The data shows high involvement, with 56 teachers and 60 parents attending workshops, and 120 students engaged in classroom discussions. The habit-building activities recorded the highest participation (354 individuals), demonstrating strong collective commitment. Suggestion box submissions (120 entries) also indicate an increased sense of student agency and willingness to voice concerns.

Table 3. Decrease in Bullying Incidents in Elementary School

Period	Number of Bullying Incidents
Before Program	120
After Month 1	70
After Month 2	55
After Month 3	20

Table 3 shows the impact of the program on bullying incidents over three months. Before implementation, there were 120 reported cases of bullying. This number gradually declined each month falling to 70 after the first month, 55 after the second, and reaching only 20 cases by the third month. This steady decrease illustrates the program's effectiveness in fostering a safer and more inclusive school climate through collaborative stakeholder efforts.

The impact of the program was also quantitatively observable. Reports show a substantial reduction in bullying incidents over a three-month period following the program's implementation. Initial data indicated 120 cases of bullying prior to the program; this number declined to 70 after the first month, 55 after the second, and 20 after the third. These figures illustrate that consistent messaging, stakeholder collaboration, and student-centered activities can lead to meaningful behavioral change. Beyond numerical reduction, qualitative observations also pointed to increased student cooperation, improved classroom climate, and greater empathy in student interactions. This shows that the program did not only address outward manifestations of bullying but also influenced the underlying social and emotional dynamics among students. Such multi-faceted improvements underline the need for long-term investment in integrated, values-based education programs. Success was not measured solely by disciplinary statistics, but also by the cultivation of a healthier and more resilient school culture.

Overall, the *Stop Pesan Sensi* Program represents a practical model for integrated anti-bullying education rooted in collaboration, empathy, and student agency. The alignment of roles among teachers, parents, students, and school leadership created a comprehensive ecosystem that supports the well-being and personal development of every learner. By emphasizing preventative measures, emotional awareness, and inclusive participation, the program succeeded in addressing not only behavioral issues but also the psychological and social undercurrents of bullying. The initiative's success underscores the importance of co-ownership among all members of the school community in shaping positive norms and behaviors. The findings suggest that similar programs can be adapted and scaled across other educational institutions to promote values-based learning and holistic student development. The model demonstrates that effective character education requires more than

curriculum changes—it demands a cultural shift driven by shared vision and sustained collaboration. This approach, therefore, provides a promising path forward in building safe and inclusive school environments.

Discussion

The implementation of the Stop Message Sensi Program at SDN Wonokusumo VI/45 has succeeded in showing that active involvement between teachers, parents, and students is the main factor in creating a safe and bullying-free school environment. According to Mustoip (2023), effective teacher training in recognizing and handling bullying early on can increase the success of prevention programs in schools. These findings are in line with field observations that show teachers play the role of main facilitators through storytelling, role-playing, and group discussion methods. Teachers not only deliver material, but also build empathy and respect among students. Furthermore, the positive interactions built by teachers encourage students to actively participate in creating an inclusive school culture. This is important considering that bullying not only has an impact on victims but also causes a negative social climate (Hikmat, Suryani, et al., 2024). In addition, the character approach applied by teachers is able to significantly change students' attitudes and behaviors. Therefore, the role of teachers as agents of change in bullying prevention is crucial.

Parental involvement through workshops and discussions with children at home strengthens the values of bullying prevention taught in schools. Data shows that actively participating parents are able to recognize the signs of bullying and help their children cope with social pressure (Widyaningtyas & Mustofa, 2023). Support from parents also extends the impact of the program to the home environment so that there is consistency of values. Open communication between parents and children makes it easier to identify bullying problems early, so that interventions can be carried out in a timely manner (Hikmat, Yosep, et al., 2024). Another study by Saefullah et al. (2023) also confirms the importance of the role of the family in supporting the success of anti-bullying programs. Through the workshop, parents are provided with practical strategies in accompanying their children. Thus, the involvement of parents is not only as a passive supporter but as an active partner in the implementation of the program. This condition reinforces that bullying prevention is a shared responsibility between the school and the family.

Student participation in interactive activities such as dramas, poster campaigns, and discussion forums shows that active student involvement is an effective strategy in internalizing anti-bullying values. Sholeh (2023) stated that students who are involved as agents of change tend to more easily accept and practice these positive values. In this program, students are not only objects of learning, but also subjects who play a role in creating social change in the school environment. Creative activities that prioritize self-expression and collaboration between students increase their awareness of the negative impact of bullying. More than that, students gain the opportunity to develop empathy and social skills that are important in building healthy interpersonal relationships (Wicaksono, 2023). This active role also reduces apathy and supports a sustainable anti-bullying culture. This kind of participation is crucial considering the age of elementary school students who are at the stage of moral and social development (Lestyono et al., 2024). Therefore, programs that actively involve students can increase the effectiveness of bullying prevention.

Data from filling out the vent box and reporting on the reduction of bullying incidents show the program's success in reducing incidents of verbal bullying, which is the most dominant form of bullying. Before the program, there were 120 incidents of bullying which then decreased significantly to only 20 cases after three months of implementation. This decline indicates that a holistic approach that integrates teachers, parents, and students has a positive impact on reducing bullying (Wicaksono, 2023). In addition, safe and comfortable classroom management contributes to reducing students' aggressive behavior (Solihin et al., 2024). These findings are also in line with previous research that confirms that a conducive school environment can minimize the risk of bullying (Ni'mah, 2024). Thus, the Stop Pesan Sensi program is able to create a more positive and inclusive school culture. This

success is important as empirical evidence that multi-stakeholder interventions are effective in dealing with bullying.

The collaborative approach that is the basis of the Stop Message Sensi Program is the main key to the success of preventing bullying and intolerance in elementary schools. Argadinata et al. (2023) emphasized that bullying prevention strategies that involve multiple parties simultaneously are more effective than a single approach. Collaboration between teachers, parents, and students opens up a more open and supportive communication space. This is important considering that bullying is a complex phenomenon that involves psychological and social dimensions (Saragi & Nugrahanta, 2023). In addition, the involvement of various parties allows for early identification of bullying cases as well as more holistic and sustainable handling. This collaboration also strengthens positive social networks that can prevent bullying and violence between students. This strategy is aligned with bullying prevention theory that emphasizes the need for the support of the school community as a whole (Fraguas et al., 2021). Therefore, programs with a collaborative approach are highly recommended to be widely implemented.

The role of schools in providing facilities, infrastructure, and coordination between stakeholders also contributes greatly to the smooth implementation of the program. Adequate facilities such as comfortable classrooms, venting boxes, and discussion rooms allow for the creation of positive interactions and effective supervision (Aini & Rini, 2023). Good coordination between teachers and parents ensures that anti-bullying messages are delivered consistently in various environments. Schools also act as mediators who connect the educational community and related agencies to support bullying education and prevention (Mahyani & Hasibuan, 2024). With strong institutional support, the program can run systematically and in a structured manner. This shows the importance of school management in developing an inclusive and safe school culture. Therefore, the role of school management is no less important than the direct actors in the program. All of this support is an important foundation in the success of Sensi's Stop Message program.

The success of this program can also be seen from increasing awareness and changing students' attitudes towards bullying and intolerance. Fun and interactive learning activities make it easier for students to understand the negative impact of bullying behavior. According to Eryandra et al. (2023), learning that involves students' active participation is able to increase understanding and empathy for bullying victims. This is supported by the statement of students who realize the importance of helping friends who are having difficulties. This change in attitude is an important social capital in building a harmonious and child-friendly school environment (Ramadhona et al., 2024). With increased empathy and mutual respect, the risk of bullying can be minimized. In addition, this program also contributes to reducing the negative stigma that often accompanies victims of bullying (Eryandra et al., 2023). Thus, changes in students' positive attitudes are an indicator of the success of the program.

Overall, this study confirms that bullying prevention programs that actively involve teachers, parents, and students are able to create an inclusive and safe school environment. This holistic and participatory approach is in line with the results of previous research that emphasized the importance of multi-stakeholder involvement in bullying prevention (Novianto & Abidin, 2023). In addition to significantly reducing the incidence of bullying, this program also improves the quality of social interaction and positive character of students. This shows that bullying prevention is not only an effort to eliminate negative behaviors, but also the formation of a sustainable positive culture. Therefore, this collaborative strategy is highly recommended to be adopted and developed in other schools. Thus, efforts to build bullying-free child-friendly schools can be achieved optimally. This research makes practical and theoretical contributions in the field of character education and bullying prevention.

CONCLUSION

Based on the results of the discussion, it can be concluded that the implementation of the Stop Message Sensi Program at SDN Wonokusumo VI/45 is effective in reducing the incidence of bullying through the active involvement of teachers, parents, and students. This collaboration between stakeholders is the key to success in creating a safe and inclusive school environment. The role of teachers as facilitators, parental support in strengthening values at home, and active participation of students in interactive activities significantly increase the internalization of anti-bullying values. A significant decrease in bullying incidents shows that a holistic and strategic approach is able to positively change students' social behavior. In addition, the support of school management in providing facilities and coordination between stakeholders also strengthens the sustainability of the program. This program has also succeeded in increasing students' awareness and positive attitudes towards bullying and intolerance. Therefore, a bullying prevention approach that integrates all elements of the school and family is highly recommended to be widely implemented in order to create a child-friendly and bullying-free school culture. This research makes an important contribution to the development of effective bullying prevention strategies at the elementary school level.

Future research is recommended to explore the long-term impact of such programs across different school contexts and regions, as well as to investigate the integration of digital tools and peer mentoring models in enhancing anti-bullying initiatives.

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