Bullying? Can the SASADU Program Provide a Lasting Solution in Indonesian Schools?

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Research Article

Bullying? Can the SASADU Program Provide a Lasting Solution in Indonesian Schools?

Hanan Heriyaman* and Intan Balqis.

Abstract

Bullying remains a pervasive issue in schools, significantly impacting students' mental health and well-being. SMPN 1 Jatinunggal, like many schools, faces challenges in effectively addressing and preventing bullying and cyberbullying. The SASADU program aims to prevent and address bullying in the school environment by increasing awareness, facilitating easy reporting, and ensuring effective intervention. This community service activity employs a digital approach through the SASADU application, integrating educational initiatives, anonymous reporting, and continuous monitoring. Activities include socialization through seminars and posters, simulation of the application usage, ongoing mentoring, and regular evaluation. The SASADU program has significantly enhanced students' understanding of bullying, encouraged anonymous reporting, and improved the effectiveness of the Violence Prevention and Handling Team (TPPK). The program has led to increased awareness, early detection, and proactive handling of bullying incidents, creating a safer and more supportive school environment. The SASADU program contributes to the well-being of the school community by fostering a culture of openness and responsiveness. Despite challenges such as ensuring consistent technology access and maintaining data confidentiality, the program's comprehensive approach offers a sustainable solution for bullying prevention. Future initiatives should focus on expanding technology access, continuous training for staff, strengthening data security protocols, and increasing community involvement. These steps can build on SASADU's success and further enhance the safety and inclusiveness of educational environments.

Keywords: Bullying; Cyberbullying; SASADU; TPPK

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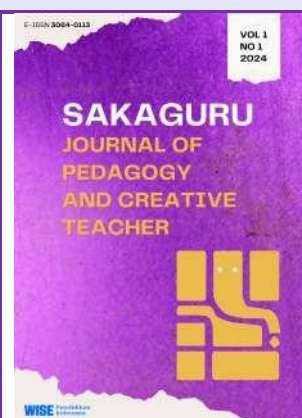
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INTRODUCTION

Every individual born on earth has inherent Human Rights that must be respected [1]. The provisions related to Human Rights are outlined in Law Number 39 of 1999, one of which is stated in Article 12: "Everyone has the right to protection for the development of their personality, to obtain education, to enhance their intellect, and to improve their quality of life so as to become a person who is faithful, devout, responsible, virtuous, happy, and prosperous in accordance with human rights" [2]. Obtaining an education is a fundamental need that is essential for shaping a person's character to become better [3]. However, the reality does not yet align with the emphasis of the law because bullying still frequently occurs in the school environment. Bullying is a global issue that has become a serious concern because it can threaten physical and emotional health and significantly affect a person's quality of life [4]. Bullying is a psychosocial issue that involves repeatedly insulting and belittling others, with negative impacts on both the perpetrator and the victim, where the perpetrator has more power than the victim [5]. Bullying can occur in various places, including in general community settings and educational environments [6].

The rise in bullying cases in school environments is undoubtedly a burden and a challenge for us all. Moreover, the majority of bullying victims and perpetrators are students, who should be in a safe and supportive environment for learning and development. According to the Indonesian Teachers Association Federation (FSGI), from January to July 2023 alone, there were 16 cases of bullying in schools, with 95.4% of the victims being students and 92.5% of the perpetrators also being students [7], [8]. These figures indicate that bullying in schools is not a trivial issue but a serious problem that requires immediate attention. According to UNICEF data from 2020, 41% of 15-year-old students in Indonesia have experienced bullying at least a few times a month. This data comes from a study conducted by PISA (Programme for International Student Assessment) in 2018 [9]. Schools should be a safe and comfortable place for every student to learn and develop. However, the presence of bullying disrupts the learning environment, making it uncomfortable and unconducive. Therefore, handling and preventing bullying is an urgent matter that must be taken seriously by all relevant parties, including schools, parents, and the community.

Bullying also occurs at SMPN 1 Jatinunggal, Based on surveys and questionnaires distributed to students in 2023, between 3-15% of students experienced bullying, whether verbal or physical, in the school environment. Students who were victims of bullying were aware that they were being targeted but did not dare to speak up to those close to them or to their teachers. In response to this, SMPN 1 Jatinunggal is committed to eradicating various forms of violence within the school environment through extensive efforts aimed at minimizing acts of violence, including sexual violence, intolerance, and bullying. The goal is to create a safe and comfortable school atmosphere. SMPN 1 Jatinunggal has conducted extensive socialization regarding bullying and its dangers to students and the school community during various events such as the School Orientation Period (MPLS), Ramadan activities, and literacy habituation programs. Additionally, the school has established a Prevention and Handling of Violence Team (TPPK), comprising the student affairs and counseling departments, which is highly responsive in addressing incidental acts of violence that arise within the school. TPPK SMPN 1 Jatinunggal maintains excellent coordination with the police, military command (Koramil), village officials, and the community. However, a bullying case will only be "visible"

if it is reported. In reality, many cases go unreported, leading to the frequent inability to address similar incidents effectively.

Addressing bullying in schools is crucial due to its severe impact on students' mental, emotional, and physical health [10]. Bullying induces stress, anxiety, and depression, disrupts the learning process, and creates an unsafe environment [11]. With committed and tangible actions, schools can foster a conducive learning environment, enhance their positive image, and build trust among parents and the community. The SASADU Program is an application designed to help address bullying in schools. This program is based on the e-Pelita initiative implemented by the Sumedang Regency Education Office to address and mitigate bullying cases. Similar research conducted by Yuli Siswati and Meidi Saputra, titled "The Role of School Anti-Bullying Task Forces in Addressing Bullying Phenomena in High Schools," demonstrates that the establishment of anti-bullying task forces and socialization programs in schools can reduce bullying incidents. Studies in Indonesian high schools have found that the involvement of all school elements, including students, teachers, and parents, is effective in creating a safe environment. Programs aligned with government initiatives, such as the Pancasila Student Profile project and UNICEF's Roots Program, have also succeeded in instilling positive values and raising student awareness of the harmful effects of bullying. These findings underscore the importance of a comprehensive approach to tackling bullying in schools [12].

Subsequent similar research by Winanti et al., titled "Technical Guidance for Teachers through Bullying Prevention Programs at SMK Permata Kemiri, Tangerang Regency," indicates that technical guidance for teachers and school staff is effective in addressing bullying. Intensive training involving psychologists enhances teachers' understanding of the signs, types, impacts, and prevention of bullying. Similar programs in various schools have reduced bullying incidents and created safer and more supportive school environments. The results of these activities often show a significant decrease in bullying incidents and an improved school atmosphere. These findings highlight the importance of ongoing training programs and the active involvement of the entire school community in bullying prevention and management efforts [13]. Previous research on anti-bullying initiatives has identified several gaps that need to be addressed. Many programs are limited in scope, often focusing solely on specific types of bullying, such as physical or verbal, and neglecting cyberbullying and psychological bullying. Additionally, there is a lack of long-term studies examining the sustainability and enduring impact of these interventions, with most research providing only short-term results. While the involvement of students, teachers, and parents is emphasized, the comprehensive inclusion of all stakeholders, such as school administrators, counselors, and external experts, is often overlooked. Furthermore, the integration of technology in anti-bullying programs is underexplored, with limited research on the effectiveness of dedicated applications for real-time monitoring, reporting, and prevention. Addressing these gaps will enable the development of more comprehensive, sustainable, and effective anti-bullying programs that cater to the diverse needs of the school community.

The SASADU Program is a concrete initiative aimed at addressing and preventing bullying in schools, particularly at SMPN1 Jatinunggal. This program aspires to create a bully-free school environment through a holistic and structured approach. It aims to teach students the importance of empathy, cooperation, and mutual respect, thereby fostering a positive and

inclusive school culture. The SASADU Program focuses not only on addressing existing bullying cases but also on prevention efforts. One key strategy involves the use of an application to educate students about the nature of bullying, its impacts, how to detect potential bullying situations, and to provide a forum for complaints, feedback, and suggestions. Additionally, the program includes social skills training to help students interact more effectively and avoid bullying behavior.

METHODS

This community service activity is designed using a qualitative method. The chosen implementation methods include socialization, training, and ongoing mentoring. A qualitative approach is utilized to understand the experiences of students, teachers, and staff in addressing bullying, as well as to gain in-depth feedback on the program's effectiveness.

The target of this community service activity includes all elements at SMPN 1 Jatinunggal, encompassing students, teachers, school staff, and parents. The primary focus is on students as the group most vulnerable to bullying, and on teachers and staff as the coordination group for the TPPK and the SASADU team, who play a crucial role in detecting and handling bullying. Parents are also involved to strengthen support at home and ensure the sustainability of bullying prevention efforts. The steps taken in the implementation of the activities are as follows:

1. Socialization

    The first stage of this activity is to socialize the program to the entire school community, including students, teachers, and staff. Socialization is conducted through seminars, presentations, and the placement of posters in strategic locations around the school. These posters are equipped with SASADU barcodes that can be scanned to facilitate access to the SASADU application. The aim is to raise awareness about bullying, its various forms, and its negative impacts.

Figure 1. Placement of SASADU Poster

2. Simulation

    Following the socialization, simulations are conducted to provide a realistic understanding of how to handle bullying situations. These simulations include the use of the SASADU website, where students and teachers are trained on how to use the SASADU application, including scanning barcodes on posters, accessing information about bullying, and anonymously reporting incidents. Participants also practice self-evaluation and accessing the support available through the application

Figure 2. SASADU Simulation

3. Ongoing Mentoring/ Monitoring

This stage involves ongoing mentoring for students and teachers. The SASADU team provides guidance and support in dealing with bullying cases. Monitoring is carried out regularly to ensure that the steps taken are effective and aligned with the program's objectives.

4. Evaluation

Evaluation is conducted to assess the effectiveness of this community service activity. It includes measuring the program's impact on reducing bullying cases, increasing student awareness, and gathering feedback from the entire school community. Qualitative data collected during the activities are used to compile a final report and provide recommendations for further improvement and development of the program.

Impact evaluation is conducted to assess the effectiveness of the SASADU program at SMPN 1 Jatinunggal in addressing bullying and its impact on students and the school. Anonymous surveys and questionnaires are distributed to students, teachers, and staff to measure changes in their understanding of bullying and students' ability to detect and report cases. In-depth interviews and focus group discussions are held to gain qualitative insights into their experiences with the program. Reported bullying case data is analyzed to observe changes in the number and types of cases. The program evaluation also assesses support for the TPPK team and the effectiveness of coordination with external parties. Evaluation results are summarized in a report that provides feedback and recommendations for program improvement, ensuring its sustainability and enhanced effectiveness.

RESULT AND DISCUSSIONS

Result

The community service activities through the SASADU program at SMPN 1 Jatinunggal have achieved various significant results in line with the expected goals and impacts. Firstly, the program has successfully increased students' awareness and understanding of the different types of bullying, its negative impacts, and prevention methods. Education through the SASADU application and the provided materials has helped students identify bullying behaviors and heightened their awareness of this issue. Secondly, the self-evaluation tool within the SASADU application has enabled students to detect potential bullying they may be experiencing, aiding them in seeking help promptly and mitigating negative impacts. Thirdly, the anonymous reporting feature in the SASADU application has encouraged more students to

report bullying incidents without fear of retaliation, evidenced by the increase in the number of reports received and handled by the Prevention and Handling of Violence Team (TPPK). Additionally, the TPPK team has received enhanced support in carrying out their duties, with more accurate data and structured reports allowing for quicker and more effective follow-up on bullying cases. Fourthly, the program has successfully increased community involvement through awareness campaigns and active participation from teachers, staff, and parents, creating a safer and more inclusive environment. Lastly, the placement of posters with SASADU barcodes in strategic locations around the school has facilitated easier access to the application, increased the number of users, and expanded the program's reach.

Overall, the SASADU program has made a significant contribution to creating a safer, more comfortable, and supportive school environment for all students, demonstrating that with a structured and collaborative approach, bullying issues can be addressed more effectively.

SASADU Program

SASADU is an innovative program aimed at educating the entire community of SMPN 1 Jatinunggal about various aspects of bullying, including its types, impacts, and risks. The program utilizes an application that is easily accessible to students, teachers, and school staff. Through this application, users can obtain comprehensive information about bullying and how to address it. In addition to serving as an educational tool, the SASADU application also functions as a platform for facilitating the expression of concerns and the reporting of bullying incidents occurring within the school environment. Students who feel victimized or witness bullying can report these incidents anonymously through the application. This is particularly helpful for students who are afraid or reluctant to speak up directly to teachers or school authorities.

One of the efforts undertaken is the installation of posters in various strategic locations around the school. These posters not only serve as educational tools about bullying and its impacts but are also equipped with SASADU barcodes. These barcodes can be scanned by students, teachers, and school staff using their mobile phones to directly access the SASADU website. Through this website, users can report bullying incidents anonymously, obtain information about the different types of bullying, and learn the steps they can take to get help. The installation of posters with SASADU barcodes is a crucial step in ensuring that the entire school community can easily access the necessary resources and support to create a safe and comfortable school environment. Figure 3 below shows the poster display:

Figure 3. SASADU Poster

Every report submitted through the SASADU application is handled by the Prevention and Handling of Violence Team (TPPK) of SMPN 1 Jatinunggal. The TPPK team, consisting of student affairs and counseling teachers, is responsible for promptly and effectively following up on each report. They conduct investigations, provide support to victims, and take the necessary steps to address and prevent similar incidents in the future. The SASADU program is overseen by Mr. Hanan Heriyaman, S.Pd., M.M.Pd, with a development team comprising Ms. Aat Nurhayati, M.Pd, and Ms. Intan Balqis, S.Pd, along with assistance from the TPPK team of SMPN 1 Jatinunggal.

The SASADU program is also supported by strong collaboration between the school and external parties such as the police, military command (Koramil), village officials, and the surrounding community. This cooperation ensures that each bullying case is handled with a comprehensive and sustainable approach, creating a safer and more comfortable school environment for all students.

Main Menu of SASADU

SASADU is an innovative program developed by SMPN 1 Jatinunggal, also known as SAJATI, aimed at addressing and preventing bullying within the school environment. Berikut tampilan gambar 4. Menu utama SASADU:

Figure 4. Main Menu of SASADU

This program utilizes an application designed to provide education, detection, and management of bullying cases, while encouraging the entire school community to actively participate in creating a safe and comfortable environment. Table 1 below outlines the main menus available in the SASADU application:

Table 1. Main Menu of SASADU

Main Menu	Description
Profile	This menu serves to introduce the profile of SAJATI as the owner and developer of the SASADU program. Through this menu, users can access comprehensive information about the school's history, vision, mission, and commitment to combating bullying.
Materials	The Materials menu contains detailed explanations related to bullying, including definitions, types of bullying (physical, verbal, cyber, and psychological), subjects of bullying, as well as myths and facts that often accompany bullying cases.

	Additionally, this menu explains the negative impacts of bullying on victims, perpetrators, and the school environment as a whole.
Detection	The Detection menu provides a self-evaluation tool designed to help students identify whether they are experiencing bullying. By answering a series of questions, students can assess the potential presence of bullying and receive advice on the next steps to take.
Complaints	The Complaints menu offers direct access to a complaint link, enabling students and school staff to report bullying incidents they have experienced or witnessed. Reports submitted will be handled confidentially and professionally by the Prevention and Handling of Violence Team (TPPK).
Feedback and Suggestions	The Feedback and Suggestions menu provides a space for users to offer constructive input for the improvement and enhancement of the SASADU program. Every piece of feedback and suggestion will be used as material for evaluation and reflection to further develop the program.

Through these main menus, the SASADU application strives to offer a comprehensive solution in addressing bullying at SMPN 1 Jatinunggal, supporting the creation of a bullying-free school environment. The SASADU program has a clear workflow for handling bullying reports at SMPN 1 Jatinunggal. This workflow ensures that each report is taken seriously and handled effectively, providing a sense of security for students who report bullying incidents. Below is the layout of the SASADU Detection and Reporting Forum:

Figure 5. Detection and Reporting Forum

The SASADU workflow begins with the submission phase, where students or other school members can report incidents through the SASADU application. Once a report is received, it is recorded in the system to ensure every submission is well-documented. Subsequently, the report is followed up by the TPPK, the Violence Prevention and Handling Team, responsible for reviewing and addressing the report. Finally, the report is acted upon with necessary measures, including further investigation, providing support to the victim, and taking preventive actions to ensure similar incidents do not recur. Through this workflow, SASADU ensures that each report receives proper attention and is handled professionally.

SASADU Advantages

The SASADU program offers various superior features designed to meet the needs of the entire school community in creating a safe and comfortable environment. Here are some of the main advantages of SASADU:

1. Easily Accessible

    SASADU is designed to be easily accessible by all users, including students, teachers, and school staff. The application is available on various platforms, both desktop and mobile, allowing users to access it anytime and anywhere. Its user-friendly interface ensures that users can easily navigate the application's menus and features without technical difficulties.

2. All-in-One Service

    SASADU offers a comprehensive service in one application, encompassing education, detection, and handling of bullying. Users can find educational materials about bullying, conduct self-evaluations to detect potential bullying, and report bullying incidents directly. These features enable users to obtain all necessary information and services in one place, making the process more efficient and integrated.

3. Private & Confidential

    SASADU ensures that all reports and data received are private and confidential, in line with the E-Pelita program initiated by the Sumedang Regency Education Office. The application guarantees the confidentiality of the identities of users reporting bullying, making them feel safe and comfortable to speak up without fear of negative consequences. Data security is strictly maintained with encryption and limited access only to authorities involved in handling the cases.

The SASADU program takes various steps to ensure the security and confidentiality of the data collected through its application. All data transmitted through the application is encrypted using industry-standard protocols, ensuring that information, including bullying reports, remains secure from unauthorized access. Access to sensitive data is restricted to authorized personnel only, utilizing robust authentication mechanisms to ensure that only members of the Violence Prevention and Handling Team (TPPK) and relevant authorities can access the reports and personal information. The application also provides an anonymous reporting option to encourage students to report their concerns without fear of retaliation. The SASADU system undergoes regular security audits and monitoring to detect and address potential vulnerabilities, and adheres to the principle of data minimization by collecting only the necessary information. The collected data is stored in secure databases with advanced

security measures, including firewalls and intrusion detection systems. Users of the application, including students, teachers, and staff, are educated on the importance of data security and privacy and are provided with guidelines for responsible use. The program also has a comprehensive incident response plan in place to promptly address data breaches or security incidents, mitigate damage, and notify affected users. With these stringent measures, SASADU ensures that sensitive information is protected, creating a safe and trustworthy environment for reporting and handling bullying incidents.

Discussions

The definition of bullying was first explained by Dr. Dan Olweus, a psychology professor from Norway who is known as a "pioneer" in bullying research [14]. The initial formulation of the definition of bullying describes it as "... negative actions by one or more students against another student," such as: (1) saying unpleasant things or calling someone by bad names, (2) ignoring or excluding someone from a group with a certain purpose, (3) hitting, kicking, tripping, or physically hurting someone, (4) spreading lies or false rumors about someone or making other students dislike someone, and similar actions [15]. Literally, bullying is oppression [16].

UNICEF defines bullying as intentional actions aimed at causing harm, occurring repeatedly, and involving a power imbalance between the perpetrator and the victim. Bullying can occur directly or through digital media, known as cyberbullying [17]. In Indonesia, bullying has become an urgent issue that affects not only students but also teachers and the entire educational community. According to a study by the Ministry of Education and Culture in 2019, nearly 40% of students reported experiencing bullying at least once a month. This phenomenon raises significant concerns regarding student well-being, the quality of education, and social stability [18].

The Sumedang Education Office (Disdik) is seeking the right formulation to address the phenomenon of bullying in educational institutions beyond the Emergency Button (panic button) feature in the Tahu Sumedang application. The e-PELITA application enables students, teachers, principals, or anyone else to report any discomfort they experience in the school environment. It is mentioned that within the context of clustering, there are four levels that must be understood across different stages. "Level 1 indicates that bullying is still considered a norm. Level 2 shows that bullying is no longer accepted as a norm. At Level 3, schools are expected to be able to prevent bullying. Meanwhile, Level 4 indicates that the school has achieved an optimal level of comfort and safety for all students" [19].

E-PELITA (Electronic Protection Against Child Bullying) is a program by the Sumedang Regency Education Office in the form of an application to combat bullying in schools. It can be accessed by students, teachers, and parents to create a "zero bullying" condition in Sumedang Regency. SASADU is a form of support for e-PELITA at the educational unit level.

The SASADU program has had various positive impacts on both students and the school institution. For the students of SMPN 1 Jatinunggal, the program has increased their understanding of the different types of bullying and its risks, enabling them to better recognize and avoid bullying behaviors. Additionally, students are facilitated to conduct self-evaluations to detect whether they are victims of bullying, which enhances self-awareness and helps them

take preventive measures. With the SASADU application ensuring confidentiality, students are more encouraged to report bullying incidents without fear of retaliation, leading to an increase in the number of reported cases. For the school institution, the program helps teachers identify potential bullying, allowing for earlier preventive actions. The Prevention and Handling of Violence Team (TPPK) also receives additional support in carrying out their duties, making case handling more efficient and effective. Furthermore, SASADU is an innovative program designed and implemented collaboratively, enhancing the school's reputation as a proactive institution in creating a safe learning environment. Overall, SASADU significantly contributes to creating a safer and more comfortable school environment for students, improving their well-being and strengthening the school community as a whole.

The SASADU program faces several main challenges. Despite the availability of the SASADU application, many bullying incidents may go unreported due to fear of retaliation, stigma, or lack of trust in the reporting system. Encouraging students to use the application and ensuring they feel safe doing so is a significant challenge. Additionally, ensuring that all students and staff have access to the necessary technology to use the SASADU application can be difficult, especially in areas with limited internet connectivity or for individuals without personal devices. Maintaining the confidentiality of reports and protecting the identities of victims and reporters is crucial; any breach of confidentiality can reduce the number of future reports and damage the program's credibility. Raising awareness about the program and its benefits among students, teachers, and parents requires continuous effort, and engaging the entire school community to actively participate and support the program can be a consistent challenge.

The program also requires adequate resources, including trained personnel and financial support, to handle reports, provide counseling, and follow up on incidents effectively. Ensuring that all staff, especially TPPK team members, are well-trained to handle bullying cases sensitively and effectively is essential, requiring ongoing training and professional development that can be resource-intensive. Continuously monitoring the program's effectiveness and making necessary adjustments based on feedback and evolving needs is vital, but developing robust evaluation mechanisms and regularly collecting and analyzing data can be complex and time-consuming. By addressing these challenges, the SASADU program can more effectively create a safe and supportive school environment, encouraging students to report bullying and ensuring timely and appropriate interventions.

These challenges are addressed with a comprehensive approach. To overcome the underreporting of bullying incidents, it is important to build trust through transparency in the reporting process and ensure the availability of anonymous reporting options. In terms of technology access, the school can provide devices and internet access to students in need and offer training on using the SASADU application. Maintaining the confidentiality of reports is crucial, so strict data security protocols must be implemented, accompanied by education on the importance of maintaining confidentiality. Raising awareness and engagement can be achieved through awareness campaigns and encouraging the entire school community to actively participate.

In terms of resource allocation, seeking financial support from various sources and optimizing the use of existing resources is crucial. Continuous training and professional development programs for staff, especially TPPK team members, will ensure sensitive and

effective handling of bullying cases. Ongoing monitoring and evaluation of the program, including the development of robust evaluation mechanisms and routine data analysis, are necessary to assess and improve the program's effectiveness. Finally, addressing cultural and social barriers requires continuous education and socialization to change societal perceptions of bullying, working in collaboration with community leaders and local influencers. With these strategies, the SASADU program can more effectively create a safe and supportive school environment.

A similar study was conducted by Lusiana Wulansari et al., titled "Bullying Prevention Counseling at Junior High Schools in Bekasi City, West Java." The counseling was carried out because students are vulnerable to bullying, which can lead to stress and cause them to avoid school. The methods used included lectures, role-playing, mentoring, and evaluation. Students were able to achieve an average written test score of 73.5, and their oral test results were quite good. The improvement was significant. Through this community service activity, follow-up actions can be taken, making bullying prevention a habit ingrained in students. In other words, bullying among students no longer occurs in the school environment or the community [20].

The SASADU study also aims to prevent and address bullying in the school environment, similar to the previous study conducted in Bekasi City Junior High Schools. Both studies highlight the importance of preventive and intervention efforts in handling bullying, which can cause stress and discomfort for students. SASADU, with a digital approach through its application and barcode posters, seeks to raise awareness and provide easy access for students to report bullying incidents anonymously. Meanwhile, the previous study used lectures and role-playing methods to impart understanding to students.

A subsequent relevant study was conducted by Yuli Fitria and Ahmad Efendi, titled "Psychoeducation Efforts to Prevent and Combat Bullying (Bullying and Cyberbullying) at SMP Unggulan Habibulloh." The psychoeducation program aimed to introduce, understand, and apply methods to reduce the intensity of bullying practices and combat them. It consisted of four stages: identification, preparation, implementation, and evaluation of follow-up activities. This program resulted in increased knowledge and understanding of bullying among students, as well as heightened awareness by encouraging sensitivity to bullying behaviors [21].

The SASADU study aims to prevent and address bullying in the school environment, aligning with the previous study conducted at SMP Unggulan Habibulloh. Both studies emphasize the importance of preventive and intervention efforts in tackling bullying and cyberbullying. The psychoeducation program in the previous study and the SASADU application both aim to provide a deep understanding of bullying and effective ways to combat and prevent it.

Both studies show high relevance to the SASADU program in efforts to prevent and handle bullying in schools. The previous study utilized psychoeducation methods to enhance students' understanding and awareness of bullying, while SASADU integrates technology to facilitate anonymous reporting, continuous monitoring, and rapid intervention. SASADU's digital approach offers a more efficient and sustainable solution for creating a safe and supportive school environment.

CONCLUSION

The SASADU program has significantly impacted SMPN 1 Jatinunggal by enhancing students' understanding of bullying, encouraging anonymous reporting, and improving the effectiveness of the Prevention and Handling of Violence Team (TPPK). The program's comprehensive approach, integrating digital tools with educational initiatives, has led to increased awareness, early detection, and proactive handling of bullying incidents. These results contribute to a safer and more supportive school environment, promoting the well-being of the entire school community. By fostering a culture of openness and responsiveness, SASADU helps mitigate the negative effects of bullying, thereby enhancing students' academic and social experiences. Despite its successes, the SASADU program faces challenges such as ensuring consistent technology access for all students and staff, maintaining the confidentiality of reports, and securing ongoing financial and personnel support. These limitations highlight the need for continuous resource allocation and infrastructure development. Future initiatives should expand technology access by ensuring all students and staff have adequate devices and internet. Continuous training for teachers and TPPK members is crucial for effective handling, along with strengthening data security protocols and increasing involvement from parents and community leaders. Regular monitoring and evaluation should be conducted to adjust the program to evolving needs. Future research should address anti-bullying measures that tackle violence in education and online environments, enriching studies in communication based on new media technology as a societal convention. These steps can build on the success of SASADU and create a safer, more inclusive educational environment.

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CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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