

The Effectiveness of Assertive Communication Training in Improving Teachers' Capacity to Prevent Sexual Violence and Bullying in Elementary Schools

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Abstract

Background: This community service program aimed to prevent sexual violence and bullying through assertive communication training for elementary school teachers in Maredan Barat Village, Tualang District, Siak Regency. Teachers, as strategic actors in creating a safe school environment, often face limitations in understanding and skills when handling cases of sexual violence and bullying.

Aims: To improve teachers' understanding, skills, and attitudes towards sexual violence and bullying in the school environment.

Methods: The training, conducted from June to October 2024, was designed to enhance teachers' understanding, skills, and attitudes by integrating the local Riau Malay culture. The program involved 40 teachers from several schools in the village. The training was carried out in three stages: socialization to provide basic understanding, simulation, and role-play to improve assertive communication skills, and evaluated using pretest and posttest questionnaires.

Results: The evaluation results showed significant improvements in all indicators. In preventing sexual violence, the average score for understanding increased from 3.12 to 4.45, assertive communication skills from 1.97 to 4.32, and attitudes toward prevention from 3.23 to 4.47. In preventing bullying, the average understanding score rose from 3.21 to 4.57, communication skills from 2.12 to 4.47, and attitudes from 3.13 to 4.68. These improvements demonstrate the effectiveness of the training in equipping teachers with better assertive communication techniques, strengthening their understanding, and transforming their attitudes to be more proactive and responsible.

Conclusion: This program has proven successful in enhancing teachers' capacity to prevent sexual violence and bullying, making them more prepared and confident in addressing these issues.

A. Introduction

Various cases of sexual violence and bullying in school environments have shown negative impacts on children's psychological and social development (Pierce et al., 2022). Kurniaman et al. (2023) state that a safe and supportive environment is a crucial component in children's academic and emotional development. In elementary schools in Maredan Barat Village, Siak Regency, most teachers lack sufficient knowledge, and skills to prevent sexual violence and bullying. The absence of access to training and knowledge has resulted in teachers being less responsive in identifying and addressing signs of violence among children

(Panosso et al., 2023). According to Erikson's psychosocial development theory, negative interactions during childhood, such as sexual violence and bullying, can hinder self-identity development and social trust in children (Tsomokos & Slavich, 2024).

Teachers play a pivotal role in creating a safe and supportive school environment. To fulfill this role, they need a deep understanding of sexual violence and bullying, as well as effective communication skills to guide students and enforce rules (Münzer et al., 2017; Kurniaman et al., 2024). Without proper communication skills, teachers may face difficulties in providing guidance or enforcing rules effectively (Kurniaman et al., 2024). This highlights the importance of assertive communication, which is defined as the ability to express thoughts and feelings firmly while respecting others' rights, and has been proven effective in educational settings (Ridwan et al., 2024; Shen et al., 2025).

In elementary schools in Maredan Barat Village, many teachers are unfamiliar with using assertive communication in their daily interactions with students. Many teachers still rely on passive or even aggressive communication approaches. Passive communication often results in conflict avoidance or failure to address negative behaviors, thereby allowing bullying to persist (Pastore & Luder, 2021). Conversely, aggressive communication may instill fear or provoke negative reactions from students. Therefore, assertive communication skills are highly needed in the educational environment (Xie & Derakhshan, 2021).

Children who become victims of sexual violence or bullying often experience various negative impacts, such as low self-esteem, anxiety, and even trauma (Erik & Syenshie, 2020). Additionally, these children tend to lose motivation to learn and feel uncomfortable in the school environment, leading to declining academic performance (Utami & Thohir, 2022). Bucci et al. (2019) note that children who feel safe and supported by their teachers can adapt socially and achieve their academic potential more effectively.

The assertive communication training conducted in this program aimed to equip teachers with the necessary skills to effectively prevent and address cases of sexual violence and bullying (Gao et al., 2022). The approach used in this training focused on developing assertive communication skills, which help teachers express their concerns firmly while still respecting students' rights. With these skills, teachers were expected to enforce rules more effectively and create a safe and supportive school environment. In the training, teachers participated in simulations of common school scenarios, such as verbal and physical bullying cases (Panosso et al., 2023). These simulations were designed to help teachers practice handling difficult situations in schools empathetically yet professionally. The simulation exercises were based on Kolb's experiential learning theory (1984), which states that direct experience or practice is an effective way to enhance individual skills (Vanesa et al., 2024).

Beyond assertive communication, this training also provided teachers with insights into the causes and contributing factors of sexual violence and bullying in schools. According to Bronfenbrenner's ecological theory (1979), children's behavior is influenced by their immediate environment, such as family, school, and peers (Sousa, 2020). Teachers who understand these factors are better equipped to identify potential violence and respond effectively to prevent sexual violence and bullying in schools.

Through this training, teachers not only serve as educators but also as protectors for children in schools (Xie & Derakhshan, 2021). Teachers skilled in assertive communication can foster more positive relationships with students and build a classroom atmosphere that supports learning (Pastore & Luder, 2021). Jhon et al. (2021) highlight that children who feel safe and comfortable in schools are more motivated to learn and develop better social relationships with their peers. In the long term, this training is expected to foster a more positive and supportive school culture in Maredan Barat Village. Teachers with strong communication skills can serve as positive role models for students in resolving conflicts and differences constructively (Jitaru, 2019). This aligns with Kohlberg's moral development theory, which posits that morality and ethics can be developed through positive social interactions and exemplary models in the school environment (Zufriady et al., 2024).

Moreover, this training enhances parents' trust in schools. Parents feel more comfortable and assured leaving their children at school, knowing that teachers are adequately equipped to protect children from violence and bullying (Guslinda et al., 2024). Epstein (as cited in Sapriila, 2022) emphasizes that parental support is vital for the success of school programs in ensuring student well-being.

Overall, this community service initiative aims not only to improve teachers' skills but also to strengthen the role of schools as safe havens and educational institutions for children (Kurniaman et al., 2025). With this training, Maredan Barat Village is expected to become an example for other villages in creating a child-friendly and violence-free school environment. With support from the government and the community,

efforts to prevent sexual violence and bullying in schools can continue to develop, ensuring children feel safe and comfortable while learning (Yarahandria, 2023).

B. Methods

This training program was conducted from June to October 2024, targeting elementary school teachers in Maredan Barat Village, Tualang District, Siak Regency. The training involved 40 participants from several schools in the district. The event was hosted at SD Negeri 12 Maredan Barat, which served as the venue for the training program. The participants of the training were listed in Table 1 below.

Table 1. Training Participants

School Name	Total
SD Negeri 12 Maredan Barat	22
SD Negeri 17 Maredan Barat	18
Total	40

Implementation of Activities

To support the success of the community service program focused on preventing sexual violence and bullying among children through assertive communication training for elementary school teachers in Maredan Barat Village, a series of systematically designed activities was conducted. Each stage had specific interconnected objectives, starting from problem identification to program evaluation. Below is a detailed explanation of the activities carried out.

1. Socialization (Introduction and Education Stage)

This stage began by providing elementary school teachers in Maredan Barat Village with a fundamental understanding of sexual violence and bullying. The socialization process involved interactive presentations supported by visual media such as educational videos, infographics, and real-life case examples to explain the forms, impacts, and urgency of preventing such violence. Teachers were encouraged to share their experiences and identify challenges in recognizing or handling cases of violence in the school environment. At the end of this session, participants were provided with booklets containing essential information and initial steps for adopting assertive communication as a preventive approach.

2. Assertive Communication Training (Skill Development Stage)

After gaining an understanding of the issues surrounding sexual violence and bullying, the teachers were trained to enhance their assertive communication skills, which are essential for preventing and addressing sexual violence and bullying. The training involved simulations and role-playing to replicate real-life scenarios, such as handling students who were victims of violence or communicating with parents about sensitive issues. Case studies were also presented to discuss how teachers could provide appropriate and effective interventions. Additionally, participants were taught the importance of non-verbal communication, such as body language, tone of voice, and facial expressions, to reinforce assertive messages. The training also included materials on how to integrate assertive communication with the Riau Malay culture.

3. Mentoring (Implementation and Monitoring Stage)

Following the completion of the training, mentoring was conducted to ensure that teachers could implement assertive communication skills in their school environments. The community service team visited schools to observe how teachers applied the communication methods they had learned. Individual and group consultation sessions were also held to help teachers overcome challenges in applying these skills. Feedback was provided to strengthen teachers' understanding and boost their confidence in communicating with students, colleagues, and parents.

4. Evaluation and Reflection (Final Stage)

In the final stage, an evaluation was conducted to assess the training program's effectiveness through pre- and post-training questionnaires, which measured changes in teachers' understanding and skills. Short interviews were also conducted to explore teachers' experiences during the training program and its impact on how they handled cases of sexual violence and bullying in schools. Based on the evaluation results, a final report was prepared as a recommendation for similar program development in other regions. The training program aimed to not only benefit teachers but also create a safer and more comfortable school environment for students.

Problem-Solving Techniques

1. Data Collection Instruments

The pretest and posttest data collection instruments used in this program included questionnaires designed to measure changes in teachers' understanding, skills, and attitudes regarding the prevention of sexual violence and bullying through assertive communication. The questionnaires utilized a Likert scale (1–5) to evaluate teachers' theoretical understanding of the concepts of sexual violence and bullying, their practical skills in applying assertive communication, and their attitudes toward the importance of violence prevention in schools. The pretest was conducted before the training program to establish baseline conditions, while the posttest was carried out after the training program using the same instrument. In addition to the scaled questions, the questionnaire included optional open-ended questions to allow teachers to share their views or experiences in depth. The results were analyzed quantitatively by comparing the pretest and posttest average scores and qualitatively to capture changes in participants' insights or perspectives. This approach made the questionnaire an efficient and comprehensive tool for evaluating the training program's success and providing an objective overview of its impact on participants.

The results from the questionnaires, video recordings, and participants' assignments and role-play performance evidence were analyzed descriptively and quantitatively. The training program's success was measured by changes and improvements in teachers' knowledge, skills, and attitudes in applying assertive communication for preventing sexual violence and bullying, as outlined in Table 2.

Table 2. Teacher TPACK Interval and Categories

Interval	Category
4,21 – 5,00	Very Good
3,41 – 4,20	Good
2,61 – 3,40	Enough
1,81 – 2,60	Less
1,01 – 1,80	Very Less

2. Data Collection, Processing, and Analysis

Data collection was also conducted by recording the implementation and processes of the training activities and reflections on those activities. The data included documentation of the activities and participant responses to the training questionnaires. The questionnaire results were analyzed quantitatively and descriptively to evaluate the training program's success using the following formula:

$$P = \frac{\text{Respondents' Answers}}{\text{Maximum Score}} \times 100\%$$

C. Results and Discussion

1. Results

1.1 Implementation of Training Activities

This community service program aimed to create a safe and supportive school environment for students. The program was structured into systematic stages involving teachers, students, and the entire school environment. Below are the stages of the activities conducted.

1) Preparation and Problem Identification Stage

In this initial phase, the community service team conducted a problem and needs assessment to understand the school's condition and preparedness in preventing sexual violence and bullying. A survey was conducted to obtain baseline data or a pretest on teachers' understanding and handling of sexual violence and bullying in schools. The results of this pretest assessment served as the basis for developing relevant training materials and campaign media. This phase also included scheduling, creating an assertive communication training booklet, and coordinating with schools to ensure full support for program activities.

2) Socialization and Program Opening

The socialization stage aimed to introduce the program to the entire school community, including teachers, students, and parents. This stage provided information about the program's objectives, the importance of preventing sexual violence and bullying, and the role of teachers in creating a safe and supportive school

environment. The program was officially opened by the Head of the Community Service Team and the School Principal.



Figure. 1. Socialization and Program Opening

This stage also facilitated a dialogue with participants to discuss the challenges or obstacles they face in handling cases of violence at school. The socialization was intended to build awareness and collective commitment to support violence prevention in the school environment. A Q&A session was also included to help teachers and parents better understand the benefits and implementation steps of the program.

3) Assertive Communication Training for Teachers

The core stage of this program was assertive communication training for elementary school teachers. The training was divided into several sessions:

- a. Introduction to Sexual Violence and Bullying: This session provided a fundamental understanding of sexual violence and bullying, including their forms and adverse effects on children's development. The material was delivered to ensure teachers gained a comprehensive understanding of the issues faced by students at school.



Figure. 2. Introduction to the Prevention of Sexual Violence and Bullying in the School Environment

- b. Fundamentals of Assertive Communication: This session introduced the concept of assertive communication, including techniques for expressing opinions or reprimands firmly while respecting students' rights. In this session, teachers learned methods for delivering clear messages that avoid conflict while remaining empathetic to the situations faced by students. The Assertive Communication Training was also presented with integration of Riau Malay culture.



Figure 3. Assertive Communication Training Integrated with Riau Malay Culture

- c. Simulation and Case Studies: Teachers participated in simulations that replicated real-life classroom situations, such as handling students who engage in bullying or addressing early signs of sexual violence. In these simulations, teachers practiced applying assertive communication techniques to reprimand or manage conflicts. Through these practical exercises, teachers became more adept at handling similar situations in real life. The simulations and case studies were facilitated using two Assertive Communication guidebooks prepared by the community service team before delivering the training.



Figure. 4. Assertive Communication Book as an Effort to Prevent Sexual Violence and Bullying Against Children Integrated with Riau Malay Culture

- d. This training stage concluded with a reflective discussion, where teachers could share their experiences or challenges in implementing assertive communication. This session provided participants with the opportunity to learn from one another and enhance their skills.

4) Mentoring (Implementation and Monitoring Stage)

The mentoring stage for implementation and monitoring was carried out through two activities: (1) Providing campaign media and preparing a task force room for the prevention of sexual violence and bullying in elementary schools, and (2) Inaugurating anti-sexual violence and bullying ambassadors.

- a. Providing Campaign Media and Designing the Task Force Room for Preventing Sexual Violence and Bullying

The campaign media included educational posters, banners, pocketbooks, and leaflets. These materials contained information on the forms of sexual violence and bullying, early warning signs, and steps for reporting incidents. These materials were placed in strategic areas of the school, such as classrooms and corridors, to raise awareness among students, teachers, and parents.





Figure. 5. Distribution of Poster Media and Installation in Various School Areas

To support the sustainability of the program, a dedicated Task Force Room was designed to serve as a reporting and consultation space for cases of sexual violence and bullying.



Figure. 6. TPPKSP Development Room at SD 12 Marelan Barat

The room is equipped with tables, chairs, an information board, and document shelves, and is designed with visuals that create a safe and comfortable atmosphere. Soft colors and decorations themed around positive values such as courage and empathy are used to enhance the comfort of students visiting the room. This initiative aims to ensure that the school has adequate physical facilities and media to independently and sustainably continue violence prevention programs.

b. Inauguration of Anti-Sexual Violence and Bullying Ambassadors

As the final stage, the program conducted the inauguration of Anti-Sexual Violence and Bullying Ambassadors, selected from elementary school students. The ambassadors were assigned to play an important role in educating and inspiring their peers to maintain a violence-free environment. The selected ambassadors received brief training on their roles, how to report violence, and how to disseminate anti-violence information to their peers.



Figure 7. Inauguration of the TPPKS and Bullying Task Force SD Negeri 12 Maredan Barat

By involving students as members of the TPPKS and Bullying Task Force, with the hope that they also act as ambassadors, the message of anti-violence and anti-bullying is expected to spread more effectively among students. These Anti-Violence Ambassadors will also serve as agents of change, encouraging their peers to report cases of violence and to look out for one another. This inauguration reinforces the idea that the prevention of sexual violence and bullying is a program that involves all elements of the school, not just teachers or staff, but also students as part of the solution.

1.2 Program Target Achievement

The achievement of the community service program was evaluated by analyzing the results of questionnaires distributed at the beginning and end of the program. A total of 40 teachers completed the questionnaires at both stages. The first aspect evaluated by the activities was related to the teaching experience of elementary school teachers. Figure 8 shows that approximately 83% of teachers had more than five years of teaching experience. From this data, it can be inferred that these teachers are experienced in teaching elementary school students.

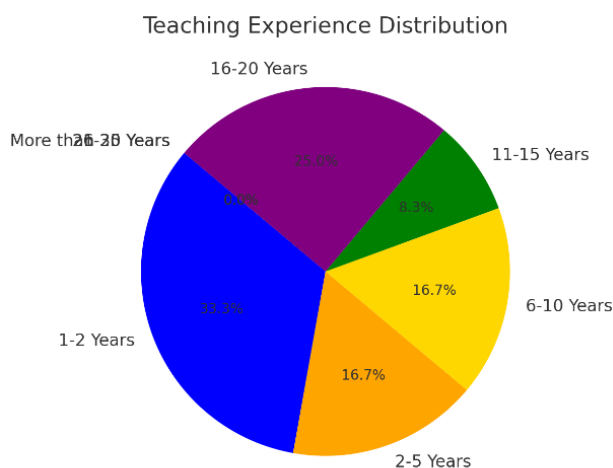


Figure 8. Teaching Experience Distribution

a. Prevention of Sexual Violence Against Children Through Assertive Communication Training

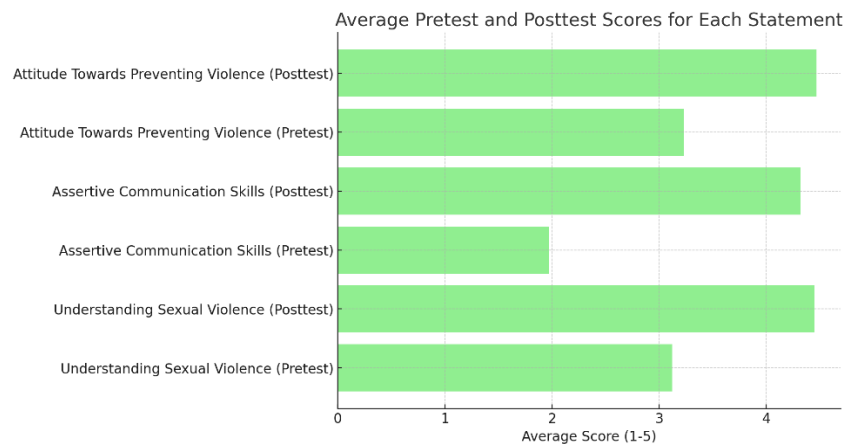


Figure 9. Average Pretest and Posttest Scores of the Sexual Violence Questionnaire

1) Understanding of Sexual Violence

This indicator showed a significant improvement in the average pretest and posttest scores. Before the training, the average score for teachers' understanding of sexual violence was 3.12, indicating that some teachers had limited knowledge regarding the definitions, forms, and signs of sexual violence against children. After the training, the score increased to an average of 4.45, reflecting a deeper and more comprehensive understanding. This demonstrates that the training materials successfully provided relevant and easily digestible information, enabling teachers to better identify and understand these issues. This improvement is critical to ensure that teachers can act quickly and appropriately in preventing and addressing cases of sexual violence in schools.

2) Assertive Communication Skills in Preventing Sexual Violence

Assertive communication skills showed a very significant improvement from pretest to posttest. The average pretest score was 1.97, indicating that most teachers felt less confident or lacked sufficient skills to communicate assertively. After the training, the score increased to an average of 4.32, reflecting the program's success in equipping teachers with assertive communication techniques that are firm yet respectful. This improvement indicates that the simulations, role-playing, and case studies used in the training were effective in developing the teachers' practical skills. With better assertive communication skills, teachers can handle student reports, communicate with parents, and create a conducive school environment more confidently.

3) Attitudes Toward Preventing Sexual Violence

Attitudes toward preventing violence also showed an improvement, with the average pretest score increasing from 3.23 to 4.47 in the posttest. Before the training, some teachers may have believed that prevention responsibility lay more with external parties. However, after the training, teachers adopted a more proactive and committed stance toward preventing sexual violence and bullying in schools. Overall, these results demonstrate the success of the training program in enhancing teachers' understanding, skills, and attitudes, making them better prepared to create a safe and supportive school environment for students.

b. Prevention of Bullying Against Children Through Assertive Communication Training

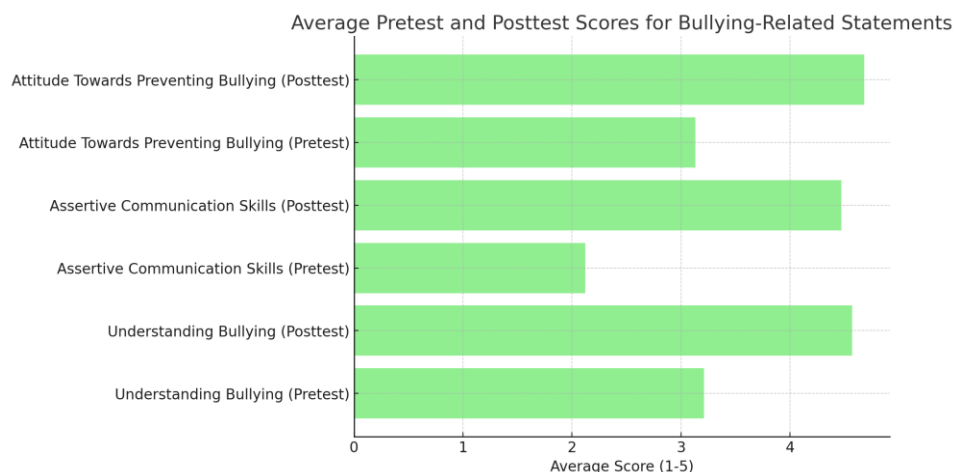


Figure 10. Average Pretest and Posttest Scores of the Bullying Questionnaire

1) Understanding of Bullying

For this indicator, the average pretest score was 3.21, indicating a basic understanding of bullying at a moderate level. After the training, the score increased significantly to 4.57, reflecting an improvement in teachers' ability to identify the forms, signs, and impacts of bullying. This improvement demonstrates that the training materials successfully provided relevant and easily comprehensible information for the participants.

2) Assertive Communication Skills in Preventing Bullying

Assertive communication skills showed a very significant increase from pretest to posttest. The average pretest score was 2.12, indicating that most teachers lacked confidence or sufficient skills to communicate assertively. After the training, the average score rose to 4.47, highlighting the program's success in equipping teachers with assertive techniques that are firm yet respectful. This improvement indicates that the simulations, role-playing, and case studies used in the training effectively enhanced the practical skills of teachers. With improved assertive communication skills, teachers can confidently handle student reports, communicate with parents, and foster a conducive school environment.

3) Attitudes Toward Preventing Bullying

For attitudes toward preventing bullying, the average pretest score was 3.13, reflecting a relatively good level of awareness, though some teachers may have felt that prevention was the responsibility of external parties. After the training, the posttest average score increased to 4.68. This indicates a significant shift in attitudes, with teachers becoming more proactive and committed to creating a safe and supportive school environment.

2. Discussion

This improvement indicates that the training materials on the prevention of sexual violence and bullying were delivered in a relevant and easily comprehensible manner for teachers. These findings are in line with research conducted, which demonstrated a significant increase in teachers' knowledge scores following training on the prevention of sexual violence. Another study by [Solehati et al. \(2023\)](#) also emphasized the importance of structured preventive education for primary school teachers to enable them to recognize risks and respond promptly to cases of sexual violence. Additionally, [Epstein \(2022\)](#) noted that challenges such as taboos, social stigma, and a lack of training remain major obstacles for teachers in delivering sexuality education. Meanwhile, a study by [Sipahutar et al. \(2024\)](#) showed that interactive education models can significantly enhance understanding. Research by [Dewi et al. \(2020\)](#) further supports these findings, demonstrating that group-based educational interventions can improve children's knowledge about self-protection against sexual violence. Overall, the training outcomes indicate that the program had a significant positive impact on teachers' understanding, while also reinforcing findings from previous studies. This suggests that well-designed interventions, based on relevant content and effective communication, can improve teachers' readiness to address issues of sexual violence within the school environment. Therefore,

similar training should be implemented on an ongoing basis, supported by regulatory frameworks and cross-sector collaboration, in order to create a safe and child-friendly school environment.

Assertive communication skills showed a highly significant improvement following the training. The average pretest score of 1.97 indicated that most teachers previously lacked the confidence or sufficient skills to communicate assertively. The posttest score rose to 4.32, indicating that the training successfully equipped teachers with firm yet respectful communication techniques. Experiential learning approaches such as simulations, role-playing, and case studies proved effective in enhancing the teachers' practical skills (Lazarus et al., 2021). Assertive communication is particularly crucial in the school context as it enables teachers to handle student reports, engage in effective communication with parents, and foster a safe and supportive school environment (Lansford et al., 2018).

Meanwhile, attitudes toward the prevention of sexual violence also demonstrated a positive shift. The average pretest score, which was initially 3.23, increased to 4.47 after the training. This indicates that the training succeeded in shifting teachers' perspectives from a passive stance viewing prevention as the responsibility of external parties—towards a more active and committed role. Teachers began to see themselves as being on the frontline in efforts to prevent sexual violence and bullying in schools (Walsh et al., 2019). This change in attitude is essential, as teachers' internal commitment serves as the foundation for building a school culture that is safe and child-friendly. With improvements in both skills and attitudes, teachers are now better prepared to create a learning environment that actively prevents sexual violence from an early stage (Goldman, 2020).

2.1. Implications

The results of the discussion indicate that the training delivered has had a significant positive impact on enhancing teachers' understanding, skills, and attitudes in preventing sexual violence in schools. Improved understanding of the definitions, forms, and signs of sexual violence enables teachers to identify such cases more promptly and take appropriate preventive measures, thereby reducing the potential for incidents to occur within the school environment. The improvement in assertive communication skills following the training also has strategic implications, as teachers are now able to convey preventive messages firmly while maintaining respect for the interlocutor, whether addressing pupils, parents, or other members of the school community. This contributes to the creation of an open school climate that encourages the reporting of cases without fear or embarrassment. Furthermore, the shift in teachers' attitudes towards becoming more proactive reflects a transformation in their role from being solely educators to becoming protectors and advocates for the prevention of sexual violence within the school environment. Consequently, this training has an impact not only on individual teachers but also promotes the establishment of a safe, inclusive, and child-protection-oriented school culture.

2.2. Research contribution

This community service program contributes to both practical and theoretical domains in the field of education and child protection. Practically, it provides an evidence-based model for teacher capacity building in bullying prevention, demonstrating that targeted training can significantly enhance teachers' understanding, assertive communication skills, and proactive attitudes. These competencies are essential for early identification of bullying incidents, effective intervention, and the creation of a safe and supportive learning environment. The program also offers strategic insights into the role of assertive communication in handling sensitive school cases. By equipping teachers with the ability to communicate firmly yet respectfully, the training strengthens collaboration between teachers, students, and parents, thereby fostering a culture of openness and trust within schools. From a theoretical perspective, this work enriches the literature on school-based bullying prevention by highlighting the interconnection between knowledge, communication competence, and attitudinal change among educators. It illustrates that shifting teachers' roles from passive observers to active protectors and change agents is achievable through structured, practice-oriented interventions. Consequently, the outcomes of this program can inform policy formulation, guide future training designs, and inspire broader adoption of similar preventive initiatives in diverse educational settings.

2.3. Limitations

Although the community service program demonstrated significant improvements in teachers' understanding, assertive communication skills, and attitudes toward bullying prevention, several limitations should be acknowledged. Firstly, the evaluation relied heavily on self-reported questionnaires, which may be subject to social desirability bias and may not fully reflect the participants' actual behaviors in real school

settings. Secondly, the study was conducted within a limited geographical area and involved a relatively small sample size, which may restrict the generalizability of the findings to other regions or educational contexts. Additionally, the post-training evaluation was conducted shortly after the program, making it difficult to assess the sustainability of the observed improvements over time. Longitudinal follow-up studies are needed to determine whether the changes in knowledge, skills, and attitudes are maintained in the long term and translate into measurable reductions in bullying incidents. Finally, the program did not directly involve students or parents, which may limit the holistic impact of bullying prevention efforts at the whole-school level.

2.4. Suggestions

Based on the findings and identified limitations, several suggestions are proposed to strengthen future community service programs on bullying prevention in schools. Firstly, future training should incorporate a combination of self-assessment, peer observation, and direct behavioral evaluation to obtain a more accurate picture of teachers' actual practices in handling bullying cases.

Secondly, the program could be expanded to a broader range of schools and regions with a larger sample size to enhance the generalizability of the results. Collaboration with educational authorities and policymakers would also support wider implementation and institutionalisation of the training.

Thirdly, longitudinal monitoring should be conducted to evaluate the sustainability of improvements in teachers' knowledge, skills, and attitudes, as well as their tangible impact on reducing bullying incidents over time. Finally, future initiatives should adopt a whole-school approach by involving students, parents, and other stakeholders, ensuring that bullying prevention becomes a shared responsibility and part of the school culture.

D. Conclusion

The conclusion of this community service program indicates that the level of understanding of elementary school teachers in Marelan Barat Village, Siak Regency, regarding the prevention of sexual violence and bullying against children before the training was in the moderate category. This is evidenced by the average pretest scores for the indicators of understanding sexual violence and understanding bullying, which were 3.12 and 3.21, respectively. These scores suggest that teachers had basic knowledge but did not fully comprehend the forms, signs, and impacts of sexual violence and bullying. Furthermore, the pretest score for the indicator of Assertive Communication Skills, at 2.12, indicates that teachers' ability to communicate assertively and empathetically was still low.

After the assertive communication training, there were significant improvements in all indicators. The average posttest scores for understanding sexual violence and understanding bullying increased to 4.45 and 4.57, respectively, reflecting a more comprehensive understanding. The posttest scores for Assertive Communication Skills rose to 4.32 and 4.47, indicating that the training successfully equipped teachers with practical skills to effectively handle sexual violence and bullying cases. Additionally, teachers' attitudes toward prevention also changed significantly, with scores increasing from the pretest to 4.47 and 4.68 in the posttest, showing a higher commitment to creating a safe school environment.

These data demonstrate that assertive communication training has a significant positive impact on improving teachers' understanding, skills, and attitudes in preventing sexual violence and bullying among children. Therefore, this training can serve as a model to be implemented in other schools to strengthen the role of teachers in protecting students from violence and bullying threats.

E. Acknowledgment

We extend our deepest gratitude to the Principal and Teachers of SD Negeri 12 Marelan Barat and SD Negeri 17 Marelan Barat for their collaboration and support, which enabled the successful implementation of this community service activity. The support from the schools, in the form of facilities, active participation of teachers, and commitment to the program, greatly contributed to creating a conducive atmosphere during the training. We also express our heartfelt thanks to the Faculty of Teacher Training and Education, which provided full support through funding from the PNBK FKIP UNRI 2024 grant and assistance in the implementation of this program. Without the faculty's support, this program would not have been carried out optimally.

F. Author Contribution Statement

OK, as the head of the community service program, was responsible for coordinating its implementation, overseeing data collection, and managing the research outputs. EN contributed to the production of the book output and participated in data collection. RN and RL developed the instruments used to assess teachers' understanding. DP, IKS, BAF, and R were involved in analyzing the instruments, designing posters, and drafting both the article and the final community service report. RAP and AA assisted in the implementation of the program and the distribution of the survey.

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