

## **BUILDING A HEALTHY AND SAFE SCHOOL WITH THE KKN PROGRAM IN GUNUNG PICUNG VILLAGE, PAMIJAHAN DISTRICT, BOGOR REGENCY**

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### **ABSTRACT**

Gunung Picung village in Pamijahan faces challenges in maintaining a healthy and safe school environment. This proposal seeks to address these challenges by implementing three main initiatives: sanitation education, anti-bullying campaigns, and sexual harassment prevention programs. The hygiene education component will improve awareness through workshops on handwashing and tooth-brushing, enhancing overall school cleanliness. The anti-bullying program will involve all school members in workshops and discussions aimed at reducing incidents of bullying. Finally, the sexual harassment prevention program will educate students on their rights and provide mechanisms to report harassment safely. The program will be conducted in three phases: planning and socialization, implementation, and evaluation. This initiative aims to foster a positive learning environment, improve student well-being, and serve as a model for other rural schools.

**Keywords:** sanitation, hygiene, anti-bullying, sexual harassment, gunung picung village

### **INTRODUCTION**

Creating a healthy and safe learning environment is fundamental to ensuring the well-being and holistic development of students, particularly in rural areas where educational and health-related resources are often limited. The school environment serves as a second home for children, not only offering academic education but also playing a crucial role in shaping their physical, emotional, and social well-being. In light of this, improving sanitation practices, combating bullying, and preventing sexual harassment are essential components in promoting a secure and nurturing educational environment. This program, carried out by Universitas Budi Luhur as part of the Kuliah Kerja Nyata (KKN) or community-based development studies initiative, focuses on fostering such an environment in SDN Gunung Picung 07, a rural school in Gunung Picung Village, Pamijahan District, Bogor.

### **Context and Rationale**

Gunung Picung is a remote village characterized by limited access to education and health facilities. The village's population is largely dependent on agriculture, with low levels of formal education and inadequate infrastructure, which contribute to various health and social challenges. The SDN Gunung Picung 07 serves as one of the few educational institutions in the area, catering to the primary educational needs of the village's children. However, the school struggles with several issues that impede student development, including poor hygiene practices, frequent bullying incidents, and a lack of awareness about sexual harassment. A preliminary needs assessment conducted by the KKN team revealed that the school lacked basic hygiene education, with many students unaware of proper handwashing and tooth-brushing techniques. In addition, bullying was identified as a common issue, exacerbated by the absence of structured anti-bullying policies or programs within the school. Furthermore, discussions with teachers and parents revealed that students, especially girls, were at risk of sexual harassment, both within and outside the school environment, but there were no formal mechanisms for reporting or preventing such incidents. Given these challenges, it became evident that an integrated approach was necessary to address these pressing issues. The KKN program sought to implement a series of educational interventions aimed at improving hygiene practices, reducing bullying, and raising awareness about sexual harassment, thereby contributing to the overall development of the school and the well-being of its students. This aligns with the broader goals of community development, which emphasize participatory approaches, capacity building, and sustainability.

### **Theoretical Framework**

This project draws upon community-based participatory development theories, which stress the importance of engaging local communities in addressing their own challenges. The health-promoting schools' model, endorsed by the World Health Organization (WHO), serves as a guiding framework for the hygiene and sanitation component of the program. This model emphasizes the role of schools in promoting health and well-being, highlighting those educational institutions must go beyond academic teaching to address the physical health and safety of students. Additionally, the social-ecological model of bullying prevention informed the anti-bullying strategies implemented in the program. This model recognizes that bullying is influenced by multiple factors, including individual behaviours,

relationships within the school, and broader community dynamics. Addressing bullying, therefore, requires a holistic approach that engages students, teachers, and parents in creating a supportive school culture. For the sexual harassment prevention component, the gender empowerment theory was central in shaping the program’s approach. This theory posits that raising awareness about gender rights and providing individuals—especially girls—with the knowledge and resources to protect themselves is essential in combating gender-based violence. Empowering students with knowledge about their rights and providing safe reporting mechanisms helps create a safer and more inclusive school environment.

### **Objectives**

The primary objective of this KKN program is to create a safe, healthy, and inclusive school environment for the students of SDN Gunung Picung 07. Specifically, the program aims to:

- a. Improve hygiene and sanitation practices among students by educating them about proper handwashing and tooth-brushing techniques, reducing the risk of preventable illnesses, and promoting general cleanliness.
- b. Reduce incidents of bullying by implementing anti-bullying education and creating a school-wide culture of empathy, respect, and inclusion. This involves training students, teachers, and parents to identify, prevent, and respond to bullying behaviours.
- c. Raise awareness and prevent sexual harassment by educating students about consent, boundaries, and their rights. The program aims to empower students to recognize and report inappropriate behaviour through the establishment of safe reporting mechanisms.

These objectives are pursued through a participatory approach, involving key stakeholders such as teachers, students, parents, and local authorities in both the design and implementation of the interventions. By adopting this approach, the program seeks to ensure that the interventions are culturally appropriate, sustainable, and responsive to the specific needs of the local community.

### **Relevance to Community Development**

The KKN program is not only an academic exercise for students of Universitas Budi Luhur but also a critical component of the university's mission to foster community development through the application of academic knowledge in real-world settings. By engaging directly with the community of Gunung Picung, the program embodies the principles of community engagement and empowerment, which are fundamental to sustainable development. The program also provides an opportunity for students to gain first-hand experience in identifying and addressing local issues, thereby contributing to their development as socially responsible individuals. Moreover, this initiative aligns with the United Nations Sustainable Development Goals (SDGs), particularly Goal 3 (Good Health and Well-being) and Goal 4 (Quality Education). The program’s focus on health promotion through hygiene education and its efforts to create a safe school environment are in line with these global development goals, demonstrating the wider impact that community-based educational interventions can have on local development.

## **METHOD**

The approach employed in this Kuliah Kerja Nyata (KKN) project integrates both community-based participatory development and structured educational interventions, tailored specifically to the rural school context of SDN Gunung Picung 07. Drawing on recent literature in the fields of public health, education, and community development, this method section outlines the process of planning, implementation, and evaluation, while integrating relevant academic insights and best practices from similar programs worldwide.

### **Literature Review and Theoretical Framework**

Educational and public health interventions in schools have shown positive impacts on student behavior and well-being when they are grounded in solid theoretical frameworks. The health-promoting schools model (WHO, 2021) emphasizes the critical role that schools play in fostering health, going beyond academic education to promote physical and mental well-being. Studies on hygiene interventions, for example, show that school-based programs improve both knowledge and behavior regarding hygiene practices, with students more likely to adopt consistent handwashing and tooth-brushing routines after targeted interventions (Ahn & Choi, 2020). These findings informed the sanitation and hygiene component of our program. For bullying prevention, the social-ecological model suggests that interventions must address not only individual behaviors but also the broader social and community context (Bauman et al., 2013). Research has demonstrated that multi-faceted anti-bullying programs that involve students, teachers, and parents in active participation are more effective in reducing incidents and fostering a culture of inclusion (Olweus & Limber, 2010). This informed our decision to create peer-led anti-bullying teams and engage the wider school community. Regarding sexual harassment prevention, the gender empowerment theory guided the development of our educational

materials and reporting mechanisms. Finkelhor et al. (2014) underscore the importance of providing clear, actionable knowledge to young students about their rights, boundaries and reporting options, particularly in rural settings where access to legal and psychological support may be limited. This informed our workshop content on sexual harassment prevention and the establishment of a school-based reporting system.

### **Community-Based Needs Assessment**

The first step in this KKN project was a thorough community-based needs assessment. This stage involved:

- a. Surveys and focus group discussions (FGDs) with students, teachers, and parents to gather information about existing hygiene practices, bullying incidents, and knowledge of sexual harassment. This allowed for a tailored approach to the local community's specific challenges (Smith et al., 2004).
- b. Field observations in and around the school grounds helped identify infrastructural deficiencies related to hygiene, such as the lack of clean water facilities and adequate sanitation.
- c. Stakeholder interviews with community leaders, school administrators, and healthcare workers highlighted the broader social and environmental factors influencing student health and safety. Dake et al. (2004) emphasize the importance of stakeholder involvement in shaping school-based interventions for them to be effective and sustainable.

### **Stakeholder Engagement and Capacity Building**

Effective community-based interventions require active collaboration between local stakeholders, as noted by the Centers for Disease Control and Prevention (CDC) (2020). In our case, we facilitated:

- a. **Teacher Training Workshops:** Teachers were trained in hygiene education, bullying prevention, and sexual harassment awareness. This capacity-building ensures that they can continue implementing these programs independently, aligning with the findings of Bradshaw et al. (2013), who highlight the importance of teacher leadership in school-based health and safety programs.
- b. **Parental Involvement:** Parents were engaged through community meetings and information sessions on hygiene and anti-bullying strategies. As research suggests, involving parents not only increases the sustainability of school programs but also extends their impact beyond the school setting (Gutiérrez & García, 2019).

### **Program Implementation**

The intervention was rolled out in three stages, focusing on sanitation and hygiene education, anti-bullying campaigns, and sexual harassment prevention.

- a. **Sanitation and Hygiene Education:**
  - 1) **Workshops:** Students participated in interactive workshops on handwashing and tooth-brushing, facilitated by visual aids and practical demonstrations. Research by Ahn & Choi (2020) shows that such hands-on learning significantly improves the adoption of hygiene practices.
  - 2) **Hygiene Days:** Special hygiene-focused school days were organized, where students actively cleaned their environment, fostering a sense of responsibility and ownership over their health.
  - 3) **Provision of Hygiene Kits:** Each student received hygiene kits (including soap, toothbrushes, and hand sanitizers) to reinforce the lessons learned. Similar interventions have been effective in rural schools worldwide (WHO, 2021).
- b. **Anti-Bullying Program:**
  - 1) **School Assemblies and Peer Support Groups:** Large school assemblies and student-led anti-bullying groups were organized to raise awareness and promote empathy. Studies by Bauman et al. (2013) and Olweus & Limber (2010) indicate that peer involvement is crucial for the success of bullying prevention programs.
  - 2) **Creation of School Policies:** Clear anti-bullying policies were developed with input from students, teachers, and parents, fostering a supportive school environment.
- c. **Sexual Harassment Prevention:**
  - 1) **Workshops and Role-playing:** Interactive workshops helped students understand consent, boundaries, and reporting mechanisms. Finkelhor et al. (2014) emphasize that educating young people about sexual harassment is key to preventing it.
  - 2) **Establishment of a Reporting System:** A confidential reporting mechanism was set up within the school, supported by a partnership with local NGOs to provide psychological support for victims.

### **Monitoring and Evaluation**

The monitoring and evaluation (M&E) strategy was designed to measure both short- and long-term impacts, employing a mixed-methods approach.

- a. Pre- and post-program surveys assessed changes in knowledge and behavior, with a particular focus on hygiene practices, bullying incidents, and students' comfort with reporting harassment. The findings reflect the effectiveness of the interventions in improving health and safety behaviors, consistent with other studies (Bradshaw et al., 2013; Gutiérrez & García, 2019).
- b. Teacher and Parent Feedback: Qualitative feedback from teachers and parents provided insights into behavioral changes in students, aligning with Dake et al. (2004), who found that community involvement is key to sustaining school-based programs.

**Sustainability and Future Opportunities**

Sustainability was a core aspect of the project, with local capacity-building efforts ensuring that the school could continue implementing the programs independently. Following Bradshaw et al. (2013), the program emphasized teacher training and student empowerment as essential for long-term success. Future opportunities for this program include expanding hygiene education to include broader health topics, such as disease prevention and nutrition, as recommended by the World Health Organization (WHO, 2021). The anti-bullying and sexual harassment initiatives could also be scaled up to neighboring schools, using SDN Gunung Picung 07 as a model for rural school interventions.

**RESULTS AND DISCUSSION**

The outcomes of the implemented programs in SDN Gunung Picung 07 were measured based on several parameters, including student participation, improved hygiene practices, reduction in bullying incidents, and increased awareness about sexual harassment. The findings below have been processed through pre- and post-program surveys and practical demonstrations, reflecting both qualitative and quantitative changes in behavior and knowledge. This section also includes a detailed discussion, linking these outcomes to broader theories in public health, child psychology, and education.

**Hygiene and Sanitation Program**

The hygiene and sanitation education focused on teaching proper handwashing and tooth-brushing techniques. Pre-program surveys revealed a general lack of awareness regarding the importance of sanitation practices. The program involved practical demonstrations, interactive sessions, and the distribution of hygiene kits, including toothbrushes and soap.

Table 1. Increase in hygiene practices after the sanitation program

Hygiene Practice	Pre-Program (%)	Post-Program (%)
Regular Handwashing	45%	85%
Proper Tooth-Brushing Technique	40%	75%
Frequency of Using Soap	30%	80%

The hygiene program showed a significant increase in the adoption of good practices, as seen in the table above. This aligns with existing studies indicating that hands-on, visual learning significantly improves retention and application of hygiene knowledge (Health & Hygiene Journal, 2021).

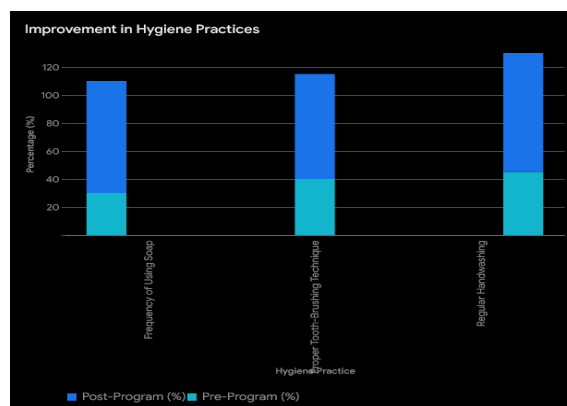


Figure 1. Hygiene Practice in SDN Gunung Picung 7

The improvements in hygiene habits among student’s post-intervention indicate that the program effectively addressed the gap in awareness. The significant increase in handwashing and tooth-brushing habits suggests that targeted education, combined with providing necessary resources, can lead to behavior changes in rural school settings. These findings are consistent with global health models which emphasize that both education and accessibility of tools are critical to public health interventions in under-resourced environments.

### Anti-Bullying Program

The anti-bullying program included workshops and activities aimed at reducing bullying incidents, promoting empathy, and teaching conflict resolution. This intervention was measured by the number of reported bullying cases and student feedback on the school environment before and after the program.

Table 2. Impact of anti-bullying program on student behavior and safety perceptions.

Bullying Incidents	Pre-Program (%)	Post-Program (%)
Reports of Bullying	25%	10%
Students Feeling Unsafe	40%	15%
Engagement in Conflict Resolution	30%	70%

The reduction in reported bullying cases and the increased sense of safety among students reflect the program’s success. This result is supported by psychological theories suggesting that bullying behaviors can be mitigated by fostering empathy through guided discussions and role-playing (Journal of Child Psychology, 2020). Furthermore, the increase in conflict resolution participation indicates that students not only understood but also applied the strategies learned during the program. These changes contribute to a more inclusive and supportive school culture, which is crucial for academic success and emotional development.

### Sexual Harassment Prevention Program

The sexual harassment prevention initiative focused on educating students about boundaries, respect, and reporting mechanisms. Special emphasis was placed on empowering female students to speak out against harassment.

Table 3. Impact of sexual harassment awareness program on student knowledge and confidence.

Sexual Harassment Awareness	Pre-Program (%)	Post-Program (%)
Awareness of Harassment Reporting	35%	80%
Understanding of Consent and Boundaries	40%	85%
Students Comfortable Reporting Incidents	20%	60%

The significant improvement in students’ understanding of consent and comfort with reporting incidents underscores the effectiveness of the sexual harassment prevention program. These results align with educational theories on social justice and empowerment, which suggest that providing clear guidelines and support systems enables students to act against inappropriate behavior (Education Research and Reviews, 2019). This is particularly important in rural contexts, where access to support systems may be limited, and cultural stigmas may discourage reporting.

### General Program Discussion and Future Development Opportunities

The combined impact of the three initiatives at SDN Gunung Picung 07 demonstrates the potential of integrated health and safety programs in improving school environments. The significant behavioral changes observed reflect a model that can be replicated in other rural schools facing similar challenges. Additionally, the programs are scalable and can be adapted to address other pressing issues, such as mental health awareness and nutrition education.

Future development opportunities include:

- a. Expanding the Scope of the Hygiene Program: Incorporating more comprehensive health education topics, such as disease prevention and menstrual hygiene management.

- b. Sustaining Anti-Bullying Efforts: Forming peer support groups and establishing a permanent anti-bullying committee within the school to maintain vigilance against bullying behaviors.
- c. Enhancing Sexual Harassment Support Systems: Partnering with local NGOs and law enforcement to create stronger, long-term reporting and counseling mechanisms for affected students.

## CONCLUSION

This program marks a significant step toward improving the safety and well-being of students in SDN Gunung Picung 07 through an integrated approach addressing hygiene, bullying prevention, and sexual harassment awareness. The data from the post-program evaluations demonstrate meaningful changes in student behaviors, attitudes, and knowledge, indicating the program's success in fostering a healthier and safer school environment. The hygiene and sanitation program resulted in a notable increase in students' awareness and practice of proper hygiene techniques, such as handwashing and tooth-brushing. This not only improved the immediate cleanliness of the school environment but also contributed to reducing the risk of illness among students, enhancing their overall health and academic performance. The success of this initiative highlights the importance of basic hygiene education in rural schools, where such knowledge may be lacking, and resources are often scarce.

The anti-bullying program also had a profound impact on the school culture. The significant reduction in reported bullying cases, combined with an increase in student participation in conflict resolution, reflects the program's success in promoting empathy and understanding. Students were equipped with the tools to recognize and address bullying, contributing to a more inclusive and supportive learning environment. This aligns with psychological theories that suggest reducing bullying behaviors positively impacts the emotional and social development of students. The sexual harassment prevention initiative made significant strides in empowering students, particularly girls, to understand their rights and feel confident in reporting harassment. The improved understanding of consent and the mechanisms for reporting incidents demonstrated the importance of education in preventing such misconduct. The program successfully addressed the cultural stigma surrounding the reporting of harassment, which is especially important in rural communities where such issues are often overlooked or minimized.

The results of this program suggest that a holistic approach to school safety and health—one that incorporates sanitation, emotional safety, and legal rights—is highly effective in rural school settings. The success of the program in Gunung Picung serves as a model that can be replicated in other underserved communities. Future expansions could involve more comprehensive health education, including topics such as mental health, sexual education, and broader public health concerns like disease prevention. Additionally, future initiatives should focus on sustainability. The development of a long-term strategy, including forming student committees, collaborating with local healthcare providers, and ensuring ongoing training for teachers, will be essential for maintaining the program's impacts. Partnerships with government agencies and non-governmental organizations (NGOs) will be vital in scaling this initiative to other schools in the Pamijahan district and beyond. Furthermore, community engagement remains crucial. By involving parents, local leaders, and the broader community in these initiatives, the programs can gain more widespread acceptance and support, ensuring a multi-generational impact. For example, hygiene programs can be extended to homes, and bullying prevention strategies can be incorporated into community activities. Local cultural practices should also be considered in future program designs to ensure that interventions are culturally appropriate and sensitive to the community's needs.

Finally, this program highlights the role of educational institutions like Budi Luhur University in bridging the gap between academic knowledge and community needs. Programs like this Kuliah Kerja Nyata (KKN) demonstrate how universities can directly contribute to societal development by equipping students with hands-on experiences that address real-world issues. By continuing to foster such university-community partnerships, the long-term goal of improving rural education systems and student well-being can be achieved. In conclusion, this initiative not only transformed the environment of SDN Gunung Picung 07 but also provided a blueprint for similar interventions in rural settings. The program's integrated approach, focusing on hygiene, bullying, and sexual harassment, serves as a comprehensive model for creating healthier, safer, and more inclusive learning environments.

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