



PARTICIPATORY EDUCATION IN PREVENTING DEVIANT BEHAVIOR IN ELEMENTARY SCHOOL STUDENTS IN MANADO CITY

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Abstract :

Deviant behavior among elementary school students remains a critical issue in basic education because it can disrupt the learning process and hinder character formation and children's psychosocial well-being. At this stage, students are increasingly exposed to broader environmental influences, including peers, digital media, and family dynamics, which have the potential to trigger behaviors such as dishonesty, bullying, and rule-breaking. This community service activity aims to increase students' understanding of the forms, causes, and impacts of deviant behavior, while equipping them with practical strategies to prevent and address it. Furthermore, this activity also aims to encourage students' role as agents of positive change and strengthen collaboration between students, teachers, and parents in strengthening character education. The activity was held on August 29, 2025, at Kartika Jaya Elementary School XXI-1, Manado City, using an educational-participatory approach through interactive lectures, case study-based group discussions, simulations and role-playing, and reflection sessions. Evaluation was carried out through direct observation and responsive feedback from participants. The results of the activity showed an increase in students' understanding of deviant behavior and its causal factors, as well as an increase in their ability to implement prevention strategies, such as rejecting negative influences, reporting inappropriate behavior, and building positive social interactions. Students also demonstrated a commitment to implementing positive behavior in their daily lives, supported by active participation and positive responses from both students and teachers. It was concluded that a participatory and contextual educational approach was effective in raising awareness and shaping positive attitudes in elementary school students. Therefore, ongoing mentoring, strengthening the role of parents, and integrating character education into the school curriculum are recommended to ensure the sustainability of the activity's impact.

Keywords: deviant behavior; elementary school students; participatory education; character education; prevention

INTRODUCTION

Deviant behavior in elementary school students is a strategic issue in public health, particularly in promotive and preventive efforts in early childhood. This behavior includes actions that are inconsistent with social norms and school rules, such as bullying, disobedience to teachers, aggressive behavior, smoking, and truancy. From a public health perspective, this phenomenon not only impacts educational aspects but also has implications for children's mental health, social well-being, and character development. Theoretically, deviant behavior can be explained through social learning theory, which emphasizes the process of imitation from the environment, and developmental ecology



theory, which views the complex interaction between individuals and the environment as the primary determinant of children's behavior (Marpaung et al., 2025).

Empirical findings indicate that bullying, as a form of deviant behavior, remains a dominant problem in elementary schools and significantly impacts children's psychological and social development, such as decreased self-confidence, anxiety, and mental disorders (Mukhlis et al. 2025). Education-based interventions have proven effective in improving student understanding, as demonstrated by an increase in knowledge scores from 71.25 to 85.42 after health education activities (Syafrawati et al. 2025). Furthermore, a character education socialization approach involving active student participation can increase awareness and encourage positive behavioral changes in daily interactions (Yulfita et al. 2025). In fact, a quasi-experimental approach showed an increase in student knowledge of up to 91% after participatory education interventions (Josan et al. 2025).

Empirical conditions in the field, including reports from elementary school teachers, indicate a persistently high incidence of deviant behavior such as bullying, fighting, disrupting classmates during class, and a lack of adherence to school rules. This indicates that students' understanding of deviant behavior and its impacts is still limited, and that systematic promotive and preventive interventions are not yet optimal. Contributing factors include peer influence, lack of family supervision, and uncontrolled exposure to digital media. If not addressed early, this behavior has the potential to develop into more complex mental health and social problems during adolescence (Mukhlis et al., 2025; Fijannah et al., 2025).

The novelty of this activity lies in the development of an integrative, public health-based participatory education model, which focuses not only on increasing knowledge but also on the formation of social skills and decision-making through a combination of interactive lectures, contextual case discussions, and simulations (*role play*). In contrast to previous approaches that tend to be partial, this model integrates the individual, school environment, and family dimensions within a sustainable promotive-preventive intervention framework, thus potentially strengthening the character education ecosystem in elementary schools (Nggilu et al., 2025). This activity aims to increase the understanding of Manado City Elementary School students regarding the forms, causes, and impacts of deviant behavior.

METHOD IMPLEMENTATION

Providing health education about deviant behavior to elementary school students is a crucial step in building their awareness and understanding of the impacts of negative behavior and how to prevent it. This education should be delivered using interactive and age-appropriate methods to ensure its effectiveness.

1. Identify the Problem

Before beginning counseling, it's important to first identify the problem. This approach can be done by collecting data through classroom observations, interviews with teachers, or questionnaires to determine the types of deviant behavior that frequently occur in elementary schools. For example , bullying , truancy , and non-compliance to rule school , or behavior aggressive other.

2. Objectives of Extension

main purpose counseling that is For increase awareness student about behavior deviance and its impact for self Alone and other people.

3. Selection of Extension Methods

The counseling methods used must be appropriate to the characteristics of elementary school students, who are usually between the ages of 6 and 12. effective method among others:

- a) **Lecture and Interactive Discussion Method.** In this counseling, teachers or health workers can provide explanations regarding the types of deviant behavior, their impacts, and how to prevent them. The lecture must accompanied by with discussion For give chance for student For ask and share opinion. This can also strengthen understanding student to the material presented.
- b) **Role Play (Role Play).** This method is very effective. For student school basic. In *role play* , students invited For play role in situation certain things that involve behavior deviant. They will train face conflict with positive way. For example , they Can play role For finish dispute without violence or act with each other value.
- c) **Visual and Audiovisual Media.** Using images , posters, or videos that show impact behavior deviant and behavior positive is effective way For reach more students young. Short video depicting situation life real can help student understand message with more Good.
- d) **Game Education.** Games education or game groups involving rules that teach values positive , such as cooperation , respect friends , or sharing , very effective in convey message without formal impression.

4. Evaluation and Action Carry on

After counseling done , important For do evaluation For know to what extent students understand and realize danger behavior deviate as well as method avoid it. Evaluation can done through quiz or test short For measure knowledge students and observations behavior student during a number of time after counseling For see change in attitudes and behavior they. If found students who are still show behavior deviate , can done approach more continue , such as counseling individual or group.

5. The Role of Parents and Teachers

Implementation counseling health about behavior deviant in students school base must involving role active parents and teachers. Collaboration between school and home can strengthen the message given to students and ensure that the values taught in counseling can implemented daily.

FINDINGS AND DISCUSSION

The results of the counseling activity on deviant behavior for students of Elementary School XXI-1 Kartika Jaya, Manado City, which was held on August 29, 2025, from 09.00 until finished, showed a positive response from the participants. This activity was attended by students in grades IV to VI with high enthusiasm, especially when the material was delivered with an interactive approach and examples relevant to everyday life. Students were able to recognize various forms of deviant behavior that may occur in their environment, such as bullying, dishonesty, and violations of school rules.



Figure 1 Initial extension activities

Based on the material presented, it was identified that factors causing deviant behavior in elementary school students include family influences, peer interactions, and exposure to negative content on digital media. Some students reported witnessing or engaging in behaviors such as cheating, lying, or bullying, often triggered by a desire for group acceptance or a lack of parental supervision.

The activity also highlighted the important role of teachers and parents in preventing deviant behavior. Teachers were reminded to serve not only as instructors but also as role models and mentors for students. Meanwhile, parents were encouraged to create open communication and a home environment that supports children's emotional and social development, given that the family is the primary environment that shapes an individual's values and norms.

In addition, students are encouraged to understand the consequences of deviant behavior, both for themselves and others. Through simulations and group discussions, they learn the importance of responsibility, empathy, and respect for differences. The material also emphasizes early prevention efforts, such as avoiding negative social interactions and reporting inappropriate behavior to teachers or parents.



Figure 2 Group photo after the briefing

The evaluation results of the activity showed an increase in student awareness of

the importance of behaving according to norms. Most participants were able to cite examples of positive behaviors that can be applied at school and at home, such as helping friends, being honest in completing assignments, and respecting teachers and parents. They also expressed a commitment to being agents of change in their communities.

This activity focuses not only on prevention but also provides simple coping strategies for students who encounter deviant behavior in their environment. Students are taught to report it wisely, seek help from trusted adults, and avoid being influenced by unlawful behavior. This approach is expected to foster self-resilience and moral independence from an early age.

The results of community service activities indicate that the participatory educational approach applied to Manado City Elementary School students was able to increase active participant engagement during the learning process. High student enthusiasm, especially during interactive activities such as discussions and simulations, indicates that contextual and participatory learning methods are more effective than one-way approaches. This finding aligns with research findings that suggest that an interactive socialization approach through discussions, educational games, and active student participation can improve understanding and encourage positive behavioral changes (Yulfita et al., 2025).

Students' ability to identify various forms of deviant behavior, such as bullying, dishonesty, and violations of school rules, demonstrates that educational interventions have a significant cognitive impact. This is supported by previous research that showed a significant increase in student knowledge after receiving health education, with scores increasing from 71.25 to 85.42 (Syafrawati et al., 2025). In fact, in another study, a participatory educational approach was able to increase student understanding by up to 91% in the post-intervention evaluation (Josan et al., 2025). Thus, the results of this activity confirm that experience-based education and active participation are effective strategies for improving behavioral literacy in elementary school-aged children.

Identification of factors contributing to deviant behavior, including family environment, peer influence, and exposure to digital media, indicates that children's behavior is influenced by various social determinants. This finding is consistent with developmental ecology theory, which states that children's behavior is the result of interactions between individuals and their environment. Other studies also confirm that a lack of parental supervision and negative social influences can increase the risk of deviant behavior in children (Mukhlis et al., 2025). Furthermore, uncontrolled exposure to digital media also increases children's opportunities to imitate negative behavior, including bullying and aggressive behavior.

The roles of teachers and parents emphasized in this activity demonstrate the importance of a collaborative approach in preventing deviant behavior. Teachers serve not only as instructors but also as role models and facilitators in student character development. Meanwhile, families serve as the primary environment for internalizing values and norms. This aligns with research findings that suggest that active teacher and parent involvement can strengthen the effectiveness of deviant behavior prevention programs and foster a safer and more inclusive school culture (Fijannah et al., 2025); (Nggilu et al., 2025).

Learning through simulations, group discussions, and reflection has proven effective in instilling the values of empathy, responsibility, and respect for others. This approach not only improves students' cognitive aspects, but also their affective and psychomotor skills. Previous research has shown that role-play-based socialization

activities and interactive discussions can increase students' awareness of the impact of bullying and encourage more positive social behavior (Mukhlis et al., 2025). This confirms that the experiential learning approach is highly relevant for character education at the elementary school level.

Increased student awareness and commitment to positive behavior demonstrates the success of the intervention in shaping attitudes and behavioral intentions. Students not only understand the concepts but are also able to internalize these values in their daily lives, such as honesty, mutual respect, and concern for others. This finding aligns with research showing that moral and character education can increase students' awareness of acting according to norms and making more responsible decisions (Marpaung et al., 2025).

In addition to the prevention aspect, this activity also provides simple coping strategies that students can apply when facing deviant behavior in their environment. This approach is crucial for building resilience and moral independence in children. Previous studies have confirmed that education that focuses not only on knowledge but also on appropriate coping and reporting skills can improve students' ability to deal adaptively with risky situations (Fijannah et al., 2025). Thus, this activity contributes not only to increased knowledge but also to strengthening students' capacity to face social challenges in their environment.

Overall, the results of this activity demonstrate that participatory education is an effective approach to preventing deviant behavior in elementary school students. This approach can increase students' understanding and awareness, and comprehensively shape their attitudes and social skills. Therefore, the continued integration of similar programs into the school curriculum, along with the active involvement of parents and teachers, are important strategies for creating a healthy, safe, and character-building educational environment.

CONCLUSION

Participatory educational activities on preventing deviant behavior in Manado City elementary school students have proven effective in increasing students' understanding, awareness, and attitudes toward normative behavior. The interactive approach, through discussion, simulation, and reflection, encouraged active student involvement and fostered a commitment to implementing positive behavior in daily life. Furthermore, these activities emphasized the importance of the role of teachers and parents in supporting the sustainable development of children's character. Therefore, it is recommended that similar educational activities be implemented routinely and integrated into school programs, with the active involvement of teachers and parents. Furthermore, ongoing mentoring and reinforcement of practice-based character education are necessary to ensure consistent and sustainable changes in student behavior.

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