

Stories Against Silence: A Digital Literary Lab for Safer Schools

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Keywords: Anti-Bullying; Community Engagement; Digital Literacy Therapy; Reflective Literacy; School Well-Being.		Abstract. Bullying remains a significant school-community concern in Indonesia, where PISA 202 recorded recurrent victimisation among 25% of girls and 30% of boys. This community engagement program aimed to strengthen anti-bullying awareness, emotional reflection, and help-seeking capacity among 60 students at SMAN 1 Besuki, Situbondo. A participatory planning-implementation-monitoring-evaluation design combined a 75-item Safe School Survey, a 20-item pre-post instrument, anti-bullying focus-group discussion, guided application practice, mentoring, attendance monitoring, output assessment, and partner validation. Planning involved three school representatives and seven university team members and generated 14 documented outputs across six components. Implementation recorded 58 orientation participants, 57 initial assessments, 52 FGD outputs, 51 application-practice outputs, 49 mentoring records, and 51 matched post-tests. Descriptive evaluation showed changes in bullying knowledge from 62 to 84, emotional well-being from 60 to 78, and reflective literacy from 58 to 81, alongside a decline in anxiety scores from 68 to 52; participant retention reached 85.0%, while sustainability readiness reached 80.0%. These are descriptive, single-group pre-post changes without inferential testing or a comparison group and should not be read as evidence of causal effect. The novelty of this program lies in integrating digital literary reflection, participatory bullying mapping, matched measurement, documented mentoring, and school-led follow-up within a single data-informed community-engagement model.	
Katakunci: Antiperundungan; Kesejahteraan Sekolah; Literasi Reflektif; Pengabdian kepada Masyarakat; Terapi Sastra Digital.		Abstrak. Perundungan masih menjadi persoalan penting dalam lingkungan sekolah di Indonesia. PISA 2022 mencatat bahwa viktimisasi berulang dialami oleh 25% siswa perempuan dan 30% siswa laki-laki. Program pengabdian kepada masyarakat ini bertujuan untuk memperkuat kesadaran antiperundungan, kemampuan refleksi emosional, dan kapasitas mencari bantuan (<i>help-seeking</i>) pada 60 siswa SMAN 1 Besuki, Situbondo. Program menggunakan desain partisipatif yang mencakup tahap	

perencanaan, pelaksanaan, pemantauan, dan evaluasi dengan memadukan Survei Sekolah Aman yang terdiri atas 75 butir, instrumen *pre-post* 20 butir, diskusi kelompok terarah (FGD) mengenai antiperundungan, praktik penggunaan aplikasi secara terbimbing, pendampingan, pemantauan kehadiran, penilaian luaran, serta validasi oleh mitra. Tahap perencanaan melibatkan tiga perwakilan sekolah dan tujuh anggota tim perguruan tinggi serta menghasilkan 14 luaran terdokumentasi yang mencakup enam komponen. Pada tahap pelaksanaan, tercatat 58 peserta mengikuti orientasi, 57 peserta menyelesaikan asesmen awal, 52 luaran dihasilkan melalui FGD, 51 luaran melalui praktik penggunaan aplikasi, 49 catatan pendampingan, serta 51 data *post-test* yang dapat dipadankan dengan data awal. Hasil evaluasi deskriptif menunjukkan peningkatan pengetahuan tentang perundungan dari 62 menjadi 84, kesejahteraan emosional dari 60 menjadi 78, dan literasi reflektif dari 58 menjadi 81, disertai penurunan skor kecemasan dari 68 menjadi 52. Tingkat retensi peserta mencapai 85,0%, sedangkan kesiapan keberlanjutan program mencapai 80,0%. Kebaruan program ini terletak pada integrasi refleksi sastra digital, pemetaan perundungan secara partisipatif, pengukuran berpasangan, pendampingan yang terdokumentasi, serta tindak lanjut yang dipimpin oleh sekolah dalam satu model pengabdian kepada masyarakat berbasis data.

1 Introduction

Bullying remains a persistent threat to educational safety because it combines peer aggression with unequal power, emotional distress, and reluctance to seek adult support. Indonesia's 2015 Global School-based Student Health Survey indicated that more than 21% of students aged 13-17 years, equivalent to approximately 18 million adolescents, experienced bullying within the previous month. PISA 2022 further recorded recurrent victimisation among 25% of girls and 30% of boys, placing school belonging and psychological security at the centre of educational quality debates (OECD, 2023). In Situbondo, administrative reporting documented 38 violence cases in 2023 and 28 in 2024, including 13 child victims, while school-level disclosure remained vulnerable to fear, stigma, and fragmented reporting. Systematic evidence associates bullying and cyberbullying with anxiety, depressive symptoms, and deteriorating social functioning (Agustiningsih et al., 2024). The 14 media-reported cases summarised in Figure 1 were compiled from publicly available news coverage between 2012 and 2025

as a supplementary, cross-checkable illustration alongside the administrative figures above; they are not a substitute for the official Situbondo administrative records and are presented for descriptive context only. These converging indicators justify an intervention that treats disclosure, reflection, and data mapping as complementary components of a safer-school ecology.

Existing scholarship provides three relevant insights. First, whole-school anti-bullying initiatives tend to reduce perpetration and victimisation when they combine student participation, adult supervision, and consistent institutional procedures (Gaffney et al., 2021; George et al., 2024). Second, digital mental-health interventions can broaden adolescent access to structured psychoeducation and self-reflection, although effectiveness varies with facilitation, usability, safeguarding, and implementation context (Lehtimäki et al., 2021; Chen et al., 2024). Third, creative bibliotherapy and narrative engagement provide developmentally appropriate pathways for recognising emotion, perspective, and coping without requiring immediate direct disclosure (Redman et al., 2024; Liao et al., 2025). Nevertheless, many school programs remain event-based, depend on one-way socialisation, omit baseline and matched post-assessment, or separate digital activities from local counselling structures. Participatory co-design is also frequently invoked without specifying how student evidence influences instruments and follow-up (Putri, 2026). This gap calls for a measurable, mentored, and institutionally anchored model.

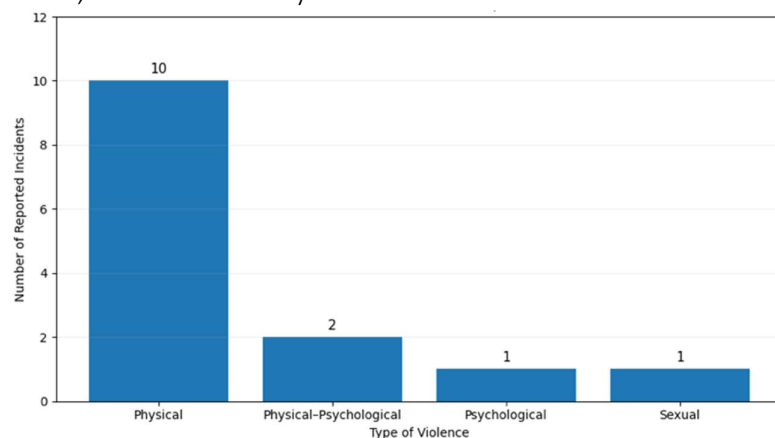


Figure 1. Reported Violence in Educational Settings in Situbondo Based on 14 Documented Cases in Various Media Sources, 2012-2025

This community engagement program addressed that gap through the Virtual Literary Therapy Lab, an Android-based environment that combined literary reading, guided emotional reflection, peer discussion, anonymous case mapping, and referral information. Conducted with SMAN 1 Besuki in Situbondo, this program targeted an initial mapping population of 120 students and an intensive cohort of 60 students aged 15-18 years. Its objectives were to map perceived school safety, strengthen anti-bullying knowledge, support emotional well-being, improve reflective literacy, reduce self-reported anxiety, and reinforce confidence in help-seeking. Evaluation therefore examined at least six indicators: attendance and retention; completion of the 75-item Safe School Survey; matched scores from the 20-item pre-post instrument; completion of FGD and application-based reflective outputs; mentoring participation; and validation of follow-up actions by school partners. Interactive learning and structured reflective tasks can support critical thinking, self-management, and collaborative meaning-making when human facilitation remains explicit (Fawaid et al., 2024; Fawaid & Huda, 2024; Fawaid et al., 2025).

Conceptually, this community-based intervention positioned literature not as a decorative learning resource but as a protected mediating space through which students interpreted bullying, named emotion, and considered response options. Digital literary studies similarly emphasise the analytical possibilities created when narrative practices, interfaces, and data traces are examined together (Fawaid, 2025). The practical contribution lies in integrating intervention activities with participatory evidence: initial mapping informed facilitation; pre-post measurement established a descriptive comparison; mentoring supported the translation of reflection into practice; and partner validation connected student outputs with institutional follow-up. Such integration responds to concerns that digital access alone does not guarantee inclusion or appropriate support (Abdillah, 2026). Evaluation focused on implementation records and directional change rather than final causal impact. Accordingly, this program offers a replicable basis for assessing whether literary-digital engagement can support safer dialogue, accountable monitoring, and school ownership under real-world community-engagement conditions.



Figure 2. School and university partners at the Virtual Literary Therapy Lab community-engagement site, SMAN 1 Besuki, Situbondo.

2 Method

This community engagement program adopted a participatory planning-implementation-monitoring/evaluation design at SMAN 1 Besuki, Situbondo, East Java, in partnership with the principal and two counselling teachers. Initial school-safety mapping targeted 120 students, while the intensive intervention recruited 60 students. Seven university facilitators supported implementation. A participatory design was selected because bullying disclosure and digital reflection required contextual safeguarding, local scheduling, and shared interpretation rather than externally imposed delivery. Activities comprised one 90-minute planning meeting and six student-facing sessions lasting 90-120 minutes each across four weeks. This structure linked empirical needs assessment with iterative facilitation, documented mentoring, and school-level review, consistent with participatory community-work approaches that connect digital literacy to locally negotiated practice (Darmawan, 2026; Noorhayati, 2026; Putri, 2026).

Planning combined partner consultation, baseline mapping, short interviews, initial observation, and participant selection. Eligible participants were enrolled at SMAN 1 Besuki, aged 15-18 years, able to use an Android device during guided activities, and willing to provide assent alongside the required school or parental permission. Counselling teachers used purposive and inclusive recruitment to represent different grades, genders, and prior exposure to anti-bullying activities without identifying alleged victims publicly. The baseline procedure used the 75-item Safe School Survey, a semi-structured interview guide, and an

observation checklist. Planning evidence was used to adapt literary materials, session timing, facilitation language, privacy procedures, and evaluation instruments to the partner's operational context.



Figure 3. Stages and evaluation framework of this community engagement program.

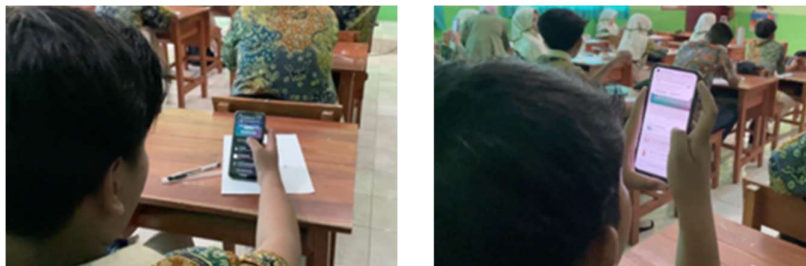


Figure 4. Students complete the baseline assessment under facilitator and counselling-teacher supervision.

Program information came from students, school partners, university facilitators, session documents, attendance sheets, photographs, reflective products, mentoring logs, observation notes, and participant reflections. The quantitative corpus comprised attendance and completion records, responses to the 75-item survey, and a 20-item matched pre-post instrument containing five knowledge questions, five anxiety items, five emotional well-being items, and five reflective-literacy items; reliability (internal consistency) of this locally adapted instrument was not formally assessed and is noted as a measurement limitation. The qualitative corpus comprised FGD notes, written or digital reflections, anonymous mapping entries, facilitator observations, and partner validation comments. Coded participant identifiers connected repeated measures without displaying personal names. This mixed program corpus enabled numerical summaries to be read alongside contextual accounts while preserving the educational, non-diagnostic scope of the application (Chen et al., 2024).

Implementation began with orientation and safeguarding, followed by the initial survey and pre-test, an anti-bullying FGD, application socialisation, guided literary practice, mentoring, post-test completion, and repeat survey or validation. Across six student-facing sessions, facilitators used literary excerpts and structured prompts to support recognition of bullying forms, emotional vocabulary, perspective-taking, help-seeking, and safe reporting. Guided practice involved application navigation, case mapping, reflective response, rehearsal of supportive communication, peer discussion, and facilitator feedback. Mentoring occurred in small groups and through counselling-teacher coordination. Target outputs comprised completed assessments, FGD records, application-based reflections, mentoring logs, and a school-validated follow-up plan. Experiential digital activities were used as facilitated learning objects rather than stand-alone technological exposure (Fawaid & Huda, 2024; Fawaid et al., 2025; Redman et al., 2026).

Monitoring and evaluation assessed attendance, participant retention, instrument completion, knowledge, anxiety, emotional well-being, reflective literacy, quality of reflective products, mentoring completion, community validation, partner commitment, and sustainability readiness. Evidence included pre-test and post-test forms, observation sheets, an analytic product rubric, attendance records, one validation FGD, partner confirmation, and a documented follow-up matrix. Descriptive statistics summarised frequencies, proportions, means, and completion rates; percentage or point change described pre-post movement; cross-tabulation examined participation across stages;

and visual comparison displayed indicator patterns. Qualitative notes were organised through thematic reflection around safety, voice, usability, mentoring, and institutional follow-up. No inferential significance claim was attached to this practice-based, single-site design.

3 Results

Designing a Data-Grounded School Engagement Framework

Planning connected institutional coordination, student needs mapping, participant selection, instrument development, implementation scheduling, and reflection design within a single preparatory architecture. Rather than treating planning as administrative work, this community engagement program used it to align safeguarding, measurement, and educational delivery. The principal, two counselling teachers, and seven university team members clarified responsibilities, while the initial mapping target of 120 students established the wider evidence base from which 60 intensive participants were recruited. A 75-item Safe School Survey, a 20-item pre-post instrument, and an FGD guide translated the school partner's concerns into measurable domains. The resulting framework tied every activity to actors, empirical outputs, indicators, and documentary evidence.

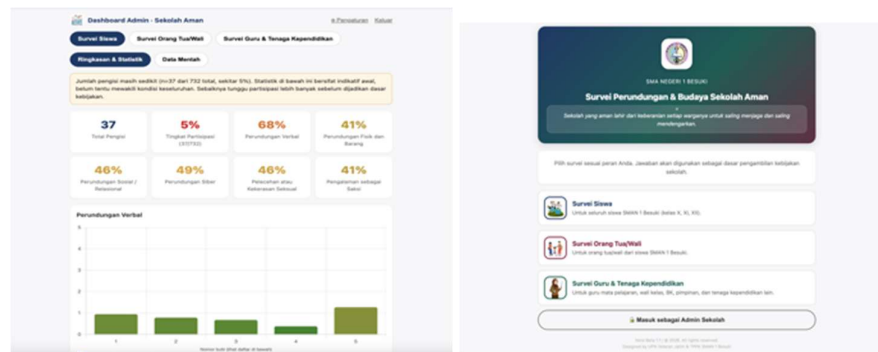


Figure 5. A Google-Script-based survey of bullying situation and safer schools. The questionnaire was developed by adapting the indicators of bullying in WHO's Global School-based Student Health Survey (GSHS), the school-safety atmosphere indicators from the Programme for International Student Assessment (PISA) by the OECD, and Permendikdasmen Nomor 6 Tahun 2026.

Table 1. Planning activities, actors, empirical outputs, and indicators.

Planning activity	Actors	Empirical outputs/evidence	Indicator
Partner coordination	1 principal; 2 counselling teachers; 7 university team members	Meeting minutes; agreed program plan	2 outputs
Needs assessment	120 targeted students; school representatives	Survey protocol; interview guide; observation checklist	3 instruments
Participant mapping	Counselling teachers; facilitators	Eligibility criteria; coded participant roster	2 documents
Instrument preparation	University evaluation team; counsellors	75-item survey; 20-item pre-post instrument; FGD guide	3 instruments
Monitoring schedule	School coordinator; program coordinator	Four-week timetable; monitoring matrix	2 documents
Reflection forum design	School partners; facilitators	Validation protocol; follow-up template	2 documents

The planning record comprised six interrelated components and 14 documented outputs. Partner coordination involved 10 actors: one principal, two counselling teachers, and seven university team members. Needs assessment targeted 120 students and prepared three instruments, while participant mapping produced two documents: eligibility criteria and a coded roster for the 60-person intensive cohort. Instrument preparation generated the 75-item school-safety survey, the 20-item pre-post measure, and one FGD guide. Scheduling produced a four-week timetable and one monitoring matrix. Reflection design added

one validation protocol and one follow-up template. Thus, the documentary set included meeting records, recruitment and safeguarding materials, measurement instruments, an implementation schedule, and validation tools; each item was connected to a specified planning indicator.

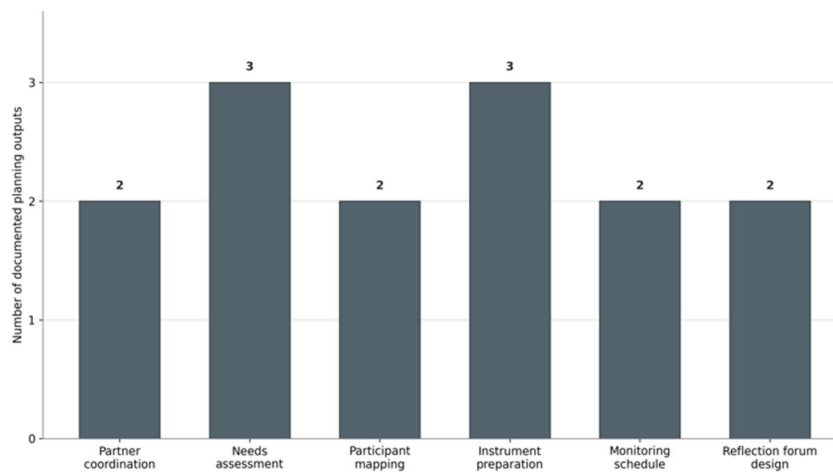


Figure 6. Distribution of planned outputs across planning components.

This configuration positioned planning as participatory governance because school actors shaped the practical rules through which evidence was collected and interpreted. The inclusion of three school representatives within a 10-person coordination group distributed responsibility beyond the university team, while the mapping of 120 potential participants prevented the intensive cohort from being selected solely through facilitator convenience. Linking 14 outputs to explicit indicators also strengthened transparency: each decision about recruitment, measurement, scheduling, or reflection left a reviewable record. Participatory mapping can increase local ownership when community-generated evidence is connected to subsequent advocacy or action rather than stored as an isolated dataset (Noorhayati, 2026). In this program, adaptive capacity derived from the school partner's ability to revise materials, timing, and safeguards before implementation, although planning records alone did not establish whether these arrangements improved student outcomes.

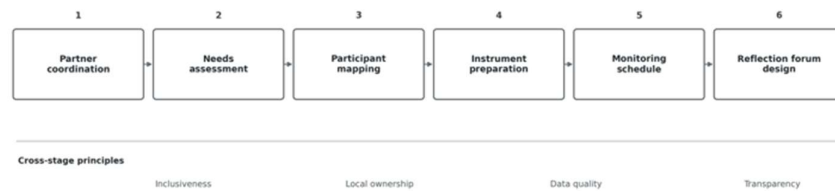


Figure 7. Planning workflow for data-grounded community engagement.

Facilitating Literary and Digital Engagement for Anti-Bullying Capacity

Implementation was conducted as a practice-based engagement process rather than a one-directional training event. Students moved from orientation and initial assessment to facilitated anti-bullying dialogue, application-based literary reflection, mentoring, and matched post-assessment. The sequence combined knowledge clarification with experiential tasks in which participants interpreted narratives, mapped school-safety concerns, rehearsed supportive responses, and documented reflection through the Virtual Literary Therapy Lab. Counselling teachers and university facilitators maintained safeguarding oversight and recorded attendance, task completion, mentoring contact, and student products. Because each stage required an observable action, the implementation record captured both participation and output completion, enabling attrition and incomplete work to remain visible rather than being absorbed into a single attendance total.

Table 2. Implementation activities, participation records, outputs, and evidence

Activity/ session	Participants preceding stage	Participants engaged	Completed outputs	Evidence
Orientation and safeguarding	60	58	58 orientation records	Attendance ; orientation checklist
Initial survey and pre-test	58	57	57 matched baseline records	Survey; pre- test forms

Activity/ session	Participants preceding stage	Participants engaged	Completed outputs	Evidence
Anti-bullying FGD	57	55	52 group reflection outputs	FGD notes; products; photograph s
Application socialisation and guided practice	55	54	51 application -based reflections	Usage checklist; digital outputs
Mentoring and feedback	54	52	49 mentoring records	Mentoring log; observation notes
Post-test and repeat survey	52	51	51 matched post-tests	Post-test; follow-up survey

Six student-facing sessions were recorded across the four-week implementation period. Of 60 registered students, 58 attended orientation; 57 completed the initial survey and pre-test; 55 participated in the anti-bullying FGD; 54 joined guided application practice; 52 received mentoring; and 51 completed the post-test and repeat-survey stage. Output completion did not always equal attendance. The FGD generated 52 group or individual reflection outputs, application practice produced 51 digital reflections, and mentoring created 49 documented logs. Photographs, observation notes, attendance sheets, application checklists, and coded assessment forms accompanied these records. The progressive participant counts preserved a transparent account of engagement across stages and supplied the denominator for subsequent retention and completion indicators.

The implementation pattern is consistent with experiential and situated learning because students encountered bullying concepts through narratives, dialogue, role-play, and supported application in their own school context. Creative bibliotherapy is most credible as a school intervention when narrative engagement is facilitated and linked to emotional or behavioural learning rather than assumed to operate automatically (Redman et al., 2024, 2026). Here, 52 FGD outputs and 51 application-based reflections created opportunities to externalise difficult experiences without requiring public disclosure of personal victimisation. The reduction from 58 orientation attendees to 49 mentoring records also reveals an operational limitation: sustained engagement demanded repeated participation, device access, and comfort with guided reflection. Counselling-teacher involvement therefore functioned as a bridge between short university-led sessions and the school's continuing support system, a mechanism relevant to institutional ownership in university-community partnerships (Tholib, 2026).

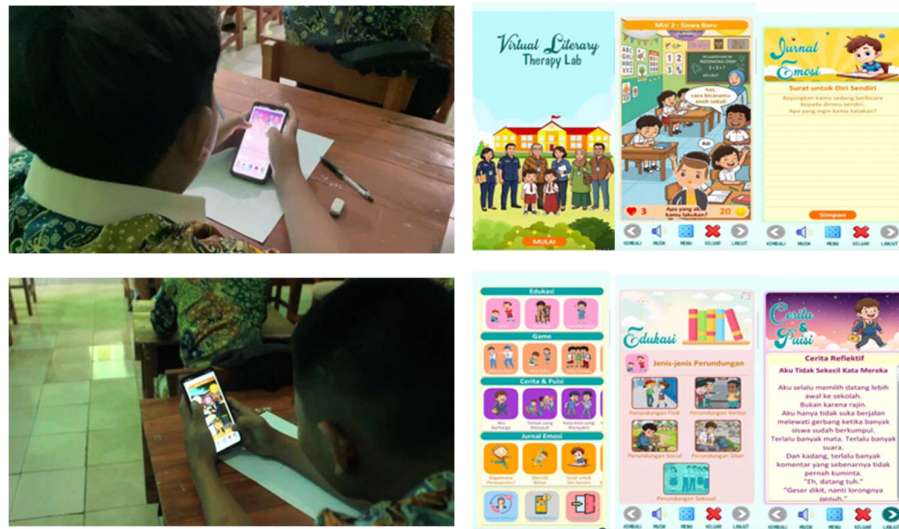


Figure 8. Students practise reflective activities in the Virtual Literary Therapy Lab with facilitator support.

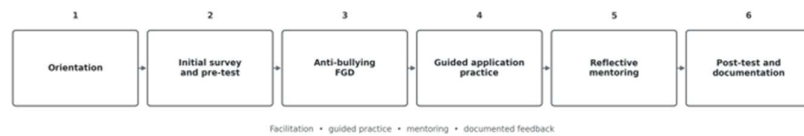


Figure 9. Implementation sequence of practice-based community engagement.

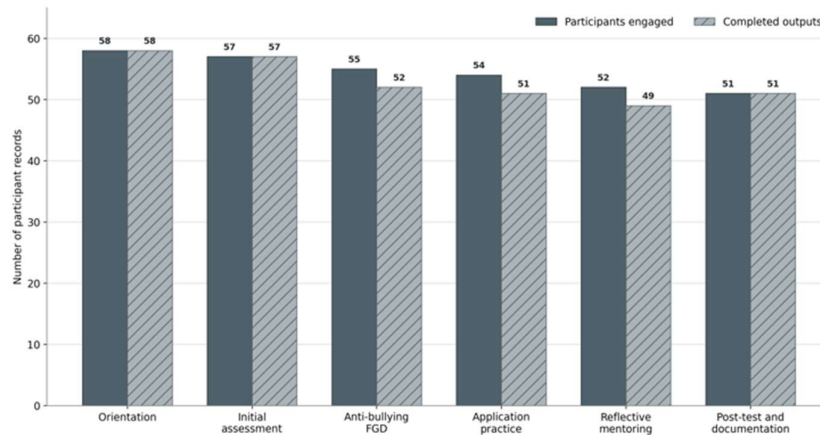


Figure 10. Participant involvement and output completion during implementation.

Assessing Capacity Change and Institutional Follow-Up

Monitoring and evaluation assessed participation, output quality, directional capacity change, community validation, and institutional follow-up as interconnected dimensions. Matched pre-post data described movement in knowledge, anxiety, emotional well-being, and reflective literacy, while attendance and mentoring records established how much of the intervention participants actually received. Product rubrics and follow-up surveys reviewed whether reflective work was completed and considered usable. One validation forum enabled school partners to review the evidence, confirm feasible responsibilities, and translate findings into an action matrix. This layered approach avoided reducing evaluation to a single post-test score; instead, quantitative indicators were compared with implementation records and partner reflection. Findings therefore represented descriptive program evidence rather than causal estimates.

Table 3. Monitoring-evaluation indicators, measurement tools, findings, and evidence

Indicator	Measurement tool	Descriptive finding	Evidence
Participant retention	Attendance records	51/60 (85.0%)	Coded attendance sheets
Bullying knowledge	5-item knowledge scale	62 to 84 (+22 points)	Matched pre-post forms
Anxiety	5-item anxiety scale	68 to 52 (-16 points; lower is favourable)	Matched pre-post forms
Emotional well-being	5-item well-being scale	60 to 78 (+18 points)	Matched pre-post forms
Reflective literacy	5-item reflective-literacy scale	58 to 81 (+23 points)	Matched pre-post forms
Follow-up survey completion	Repeat Safe School Survey	50/51 (98.0%)	Survey database
Reflective output quality	Analytic product rubric	82/100	Scored products
Mentoring completion	Mentoring log	49/60 (81.7%)	Signed mentoring records
Community validation	Validation FGD	1/1 forum (100%)	Minutes; validation notes
Partner commitment	Partner confirmation	3/3 school representatives (100%)	Commitment statement

Indicator	Measurement tool	Descriptive finding	Evidence
Sustainability readiness	Follow-up matrix	4/5 actions prepared (80.0%)	Institutional action plan

Evaluation retained 51 of the 60 registered participants, equivalent to 85.0%; baseline scores and attendance patterns of the nine non-completing participants were not compared with those of completers, so the possibility that attrition was non-random cannot be ruled out. Mean index scores changed from 62 to 84 for bullying knowledge, from 68 to 52 for anxiety, from 60 to 78 for emotional well-being, and from 58 to 81 for reflective literacy. The repeat school-safety survey was completed by 50 of 51 post-test participants (98.0%). Reflective products received an aggregate rubric score of 82/100, while 49 of 60 participants had completed mentoring records (81.7%). The school conducted one planned validation forum, obtained confirmation from all three school representatives, and documented four of five proposed follow-up actions, producing an 80.0% sustainability-readiness indicator. These values were analysed descriptively and were not treated as inferential evidence of causality.



Figure 11. School partners review monitoring evidence and validate the institutional follow-up plan.

The combined indicators supported participatory accountability by making both progress and incompleteness visible. Score changes of 22 points in knowledge, 18 points in emotional well-being, and 23 points in reflective literacy aligned with the content emphasised during facilitated narrative practice, while the 16-point decline in anxiety remained an evaluative signal rather than proof of therapeutic efficacy. The 98.0% repeat-survey completion strengthened data continuity among post-test

participants, yet 51 matched cases represented only 85.0% of the registered cohort. Institutional sustainability likewise remained partial: partner validation reached 100%, but readiness covered four of five actions. This distinction matters because commitment statements do not automatically establish implementation capacity. Participatory monitoring becomes most useful when descriptive evidence prompts adaptation, confirms responsibilities, and exposes unfinished work, thereby supporting reflective learning without overstating impact (Jamilah, 2026; Tholib, 2026).



Figure 12. Monitoring and evaluation sequence.

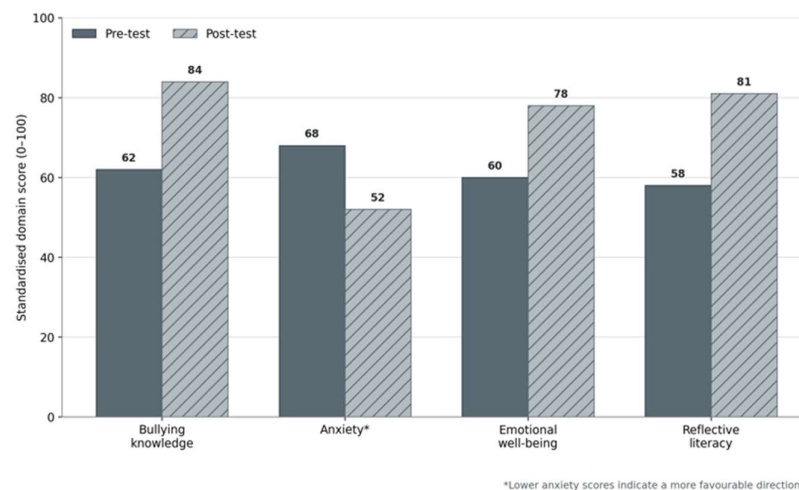


Figure 13. Pre-post comparison of participant capacity indicators.

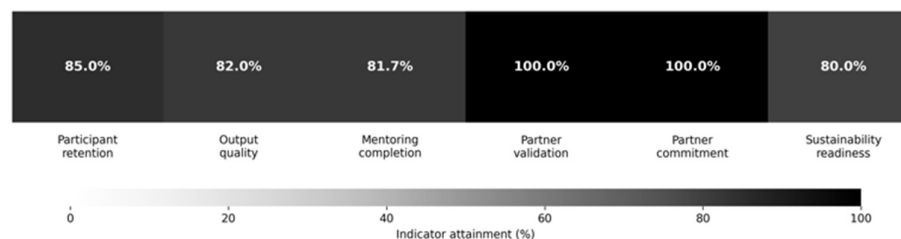


Figure 14. Monitoring-evaluation dashboard of program indicators.

4 Discussion

The planning architecture carried practical significance because it converted a broad concern about bullying into a bounded set of tasks, actors, instruments, and evidence. Six planning components generated 14 documented outputs, while one principal, two counselling teachers, and seven university team members participated in coordination. These indicators show that the intervention was not initiated as an isolated campus activity; it was negotiated through the school's safeguarding and counselling structures. Mapping 120 potential participants before selecting the 60-person intensive cohort also widened the informational basis for recruitment. Socially, this arrangement created space for school actors to define acceptable language, disclosure procedures, and timing, thereby reducing the risk that an externally designed activity conflicted with local realities. Participatory mapping literature suggests that locally generated evidence becomes consequential when communities can connect data collection to collective interpretation and action (Noorhayati, 2026). The planning evidence therefore clarifies a practical contribution: measurement, safeguarding, and ownership were designed together rather than treated as separate administrative requirements.

Several mechanisms explain the measurability of these planning outcomes. The participation of three school representatives alongside seven university team members created a dual structure in which contextual knowledge and evaluation expertise could interact. Baseline assessment relied on three principal tools-the 75-item Safe School Survey, the 20-item pre-post measure, and an FGD guide-so the program did not depend on a single retrospective account. Producing a four-week timetable and a monitoring matrix also linked indicators to specific moments of implementation. These mechanisms matter because multi-component anti-bullying interventions generally perform more consistently when responsibilities, supervision, and student participation are aligned across the school environment (Gaffney et al., 2021; George et al., 2024). Co-design likewise gains methodological value when participant criteria, instruments, and follow-up pathways are visible and revisable (Putri, 2026). In this case, 14 planning outputs provided an

audit trail for adaptation, although their existence alone could not confirm the quality of every decision or eliminate under-reporting.

Implementation carried both practical and social implications because participation was attached to observable activity rather than attendance alone. Of 60 registered students, 58 attended orientation, 57 completed baseline assessment, 55 joined the anti-bullying FGD, 54 undertook guided application practice, 52 received mentoring, and 51 completed matched post-tests. The 52 FGD outputs and 51 application-based reflections indicate that most engaged students produced material that could be reviewed, rather than merely receiving information. Literary narratives created an indirect route for discussing bullying, while the application enabled structured reflection and anonymous mapping. This combination is consistent with bibliotherapy research that treats facilitated narrative engagement as a means of supporting emotional recognition, perspective-taking, and coping (Redman et al., 2024; Liao et al., 2025). Nevertheless, the decrease from 58 orientation participants to 49 documented mentoring completions shows that repeated engagement imposed practical demands. Digital access, emotional readiness, and scheduling therefore remained relevant constraints.

The implementation pattern can be understood through the interaction of intensity, guided practice, and local support. Six student-facing sessions, each lasting 90-120 minutes, allowed concepts to be revisited through orientation, discussion, role-play, application use, feedback, and post-assessment. This sequencing resembles experiential learning: students interpreted an experience, tested a response, received feedback, and reflected again. Digital interventions for adolescent mental health show stronger promise when they include facilitation and implementation support rather than relying on self-guided exposure alone (Lehtimäki et al., 2021; Chen et al., 2024). The 54 students engaged in application practice and 52 involved in mentoring suggest that technology and relational support reached overlapping but non-identical groups. Counselling teachers provided situated continuity, while university facilitators contributed structured prompts and documentation. Collaborative learning research similarly indicates that

structured peer interaction and facilitation matter when reflective tasks are translated into practice (Fawaid & Huda, 2024; Fawaid et al., 2025). Such an arrangement may support empowerment by treating students as interpreters and contributors, yet the single-cohort record does not isolate which component-literary texts, peer dialogue, application features, or mentoring-accounted for the observed changes.

Monitoring and evaluation expanded the meaning of accountability by comparing capacity indicators with participation, output quality, and institutional validation. Among 51 matched participants, knowledge changed from 62 to 84, emotional well-being from 60 to 78, reflective literacy from 58 to 81, and anxiety from 68 to 52. A further 50 participants completed the repeat school-safety survey, reflective output quality reached 82/100, and 49 of 60 registered students had mentoring records. These indicators provide convergent but not equivalent evidence: test scores describe directional change, the rubric captures the quality of produced work, and attendance records show intervention exposure. Without a comparison group or inferential testing, the pre-post pattern cannot establish causal impact. Even so, triangulating measures responds to concerns that community programs sometimes report activity counts without examining learning or practice. The one validation forum enabled partners to review this evidence and distinguish educational progress from claims of clinical or therapeutic effectiveness.

Sustainability depended on the relationship among data quality, reflective learning, partner commitment, and unfinished institutional work. Participant retention reached 85.0%, mentoring completion reached 81.7%, and follow-up readiness covered four of five actions, or 80.0%. These values show a strong implementation base while also identifying where continuity could weaken. All three school representatives confirmed their commitment during one validation forum, but formal agreement does not guarantee that staffing, scheduling, privacy protection, and referral procedures remain active after external facilitation ends. Research on university-community partnerships emphasises that long-term continuity depends on institutional ownership rather than repeated dependence on project

teams (Tholib, 2026). Accordingly, the unresolved fifth action should function as a monitoring priority, and future cycles should preserve coded longitudinal records, counsellor-led mentoring, and periodic student reflection. Overall, this community engagement program contributes a data-informed community-development model in which digital literary practice, participatory evidence, and school accountability are mutually reinforcing but empirically distinguishable.

5 Conclusion

This community engagement program demonstrated the practical value of integrating participatory planning, literary reflection, digital learning, and school-based mentoring within an evidence-informed anti-bullying framework. Six planning components produced 14 documented outputs, while 58 of 60 registered students attended the orientation and 51 completed matched post-tests. Descriptive comparisons showed changes in bullying knowledge from 62 to 84, emotional well-being from 60 to 78, and reflective literacy from 58 to 81, alongside a decline in anxiety scores from 68 to 52. These indicators support a community-engagement model that connects student participation, measurable learning processes, reflective practice, and institutional validation.

Interpretation remains constrained by the single-school setting, 60 registered participants, short implementation period, absence of a comparison group, and lack of long-term follow-up. The matched pre-post records indicate directional change but do not establish causal impact, while attrition to 51 participants limits complete-case representation. Sustainability readiness also reached 80%, indicating that one of five proposed institutional actions remained unresolved. Subsequent implementation should therefore expand the participant base, retain repeated measurements beyond the immediate post-test, examine non-completion systematically, and complete the outstanding institutional action. Replication across schools should preserve safeguarding, partner validation, and counselling-teacher mentoring while enabling cautious comparison across different educational contexts.

6 Reference

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