



USING ANIMATED VIDEO MEDIA AS PREVENTIVE STRATEGY TO REDUCE BULLYING AMONG STUDENTS IN SCHOOL SETTINGS

Ferry Andrian^{1*}, Nur Wisma², Nurwahid Dimas Saputro³, Donaniagara Dinata⁴

Guidance and Counseling Study Program, Universitas Sriwijaya, Indonesia^{1,2}

Ehime University, Japan³

Monash University, Australia⁴

*Corresponding E-mail: artferry280502@gmail.com

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Abstrak

Bullying merupakan permasalahan serius di dunia pendidikan yang berdampak negatif pada kesejahteraan psikologis dan sosial siswa. Penelitian ini mengkaji efektivitas video animasi dalam layanan bimbingan klasikal sebagai strategi pencegahan *bullying* di SMA Muhammadiyah 1 Palembang. Menggunakan desain eksperimen one-group pretest-posttest pada 37 siswa kelas XI 6, instrumen yang digunakan berupa tes skala Guttman yang telah divalidasi. Analisis data melalui *paired sample t-test* dan N-Gain menunjukkan peningkatan pemahaman siswa dari nilai *pretest* 51,76 menjadi 84,05 pada *posttest*. Peningkatan N-Gain sebesar 66% tergolong cukup efektif. Hasil ini mengindikasikan bahwa media video animasi efektif digunakan dalam layanan bimbingan klasikal untuk meningkatkan kesadaran dan pemahaman siswa tentang *bullying*.

Kata Kunci: bimbingan klasikal, video animasi, pencegahan *bullying*

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Abstract

Bullying is a serious problem in education that has a negative impact on students' psychological and social well-being. This study examines the effectiveness of animated videos in classical guidance services as a strategy to prevent bullying at SMA Muhammadiyah 1 Palembang. Using a one-group pretest-posttest experimental design on 37 students of grade XI 6, the instrument used was a validated Guttman scale test. Data analysis through paired sample t-test and N-Gain showed an increase in students' understanding from a pretest score of 51.76 to 84.05 in the posttest. The increase in N-Gain of 66% is quite effective. These results indicate that animated video media is effectively used in classical guidance services to increase students' awareness and understanding of bullying.

Keywords: classical guidance, animated video, bullying prevention

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INTRODUCTION

The era of globalization is marked by rapid developments in information and communication technology, which facilitate interaction among individuals worldwide without distance limitations. In addition to its positive impact, technological advancement also brings negative consequences. Some of these include the rise of cybercrime, easy access to pornographic content, and the prevalence of violent media that can be accessed by children. According to (Rahman et al., 2023), these cumulative negative impacts have the potential to weaken ethical values and moral principles within society. Morality can be defined as attitudes and behaviors that originate from one's conscience (Akhmad et al., 2023). Moral values can also be observed through one's behavior and attitude, whether they appear good or bad (Wibowo et al., 2021).

Among the various negative impacts of technological development, one of the increasingly common cybercrimes is cyberbullying. This behavior refers to acts of violence on social media, such as harsh criticism toward individuals who are disliked or perceived as different from the majority (Sari et al., 2023). Bullying has become one of the most frequently occurring problems in the field of education and requires serious attention. It is an act of physical or verbal violence committed by someone who has greater power against someone with weaker power (Pratiwi et al., 2023). Victims of bullying often experience various negative consequences, ranging from social impairments, physical injuries, deep trauma, loss of self-confidence, and uncontrollable fear (Ulum, 2021). Character education is highly necessary in the era of globalization to cultivate positive morals and behavior, preventing individuals from engaging in negative acts resulting from today's technological advancements (Prihatmojo et al., 2029). According to Lestari (2021), bullying occurs due to two factors: internal and external. Internal factors include family conflict and poor parenting. External factors involve social environment and peers who exert negative influences through speech and behavior that are imitated because they appear acceptable.

In Indonesian education, bullying cases among students are relatively high. A PISA survey reported that 41.1% of students have experienced bullying, placing Indonesia fifth in the world. Data from KPAI recorded approximately 3,800 bullying cases within educational settings throughout 2023. FSGI reported an increase in school bullying cases from 21 cases in 2021 to 30 cases in 2023, with 36 cases recorded as of September 2024. In addition to direct bullying, the problem has extended into digital spaces. UNICEF (2022) found that 45% of 2,777 children in Indonesia have been victims of cyberbullying. These facts indicate that bullying in education continues to escalate and demands serious interventions, both face-to-face and online. The most fatal consequence of cyberbullying is when victims commit suicide (Fikri, 2023).

A preliminary study conducted on October 26, 2024, at SMA Muhammadiyah 1 Palembang showed that bullying behaviors still occur frequently. Interviews with the guidance counselor and the homeroom teacher of class XI 6 revealed student involvement in verbal violence such as teasing and insults, as well as physical violence such as hitting and pinching. A questionnaire administered to 37 students indicated that they experienced bullying both at school and through social media. Although some cases have been reported, limited follow-up has prevented the issue from being properly resolved.

To address this problem, more effective efforts are needed to provide students with an understanding of the impacts of bullying and ways to prevent it. One approach that can be used is the utilization of animated video media in classical guidance services. Animated videos have the advantage of delivering information in an engaging and easily understandable manner. According to Mashuri & Budiyo (2020), animated videos are effective in enhancing students'

comprehension because the information is presented more clearly, can be replayed, and is more durable compared to conventional media.

Given the high number of bullying cases, this study aims to evaluate the effectiveness of animated video media in classical guidance services as a preventive effort against bullying in educational environments. The prevalence of bullying and the limited use of educational technology highlight the need for innovative approaches. It is expected that the results of this study will increase the awareness of students, guidance counselors, and schools regarding the dangers of bullying and the importance of utilizing technology in prevention efforts

METHODS

This study used a quantitative approach with a one-group pretest-posttest experimental design proposed by [Sugiyono \(2013\)](#) to evaluate the effectiveness of animated video-based classical guidance services in preventing bullying behavior. The research subjects consisted of 37 students of grade XI 6 of SMA Muhammadiyah 1 Palembang, who were selected purposively based on relevant criteria. The research instrument was a comprehension test using the Guttman scale (true/false answers), which had been tested for validity through the Content Validity Index (CVI) and correlation using SPSS 25 ($r > 0.361$), and its reliability through the Cronbach's Alpha test ($\alpha > 0.7$). Data were collected through pretests and posttests given before and after the intervention. Data analysis was conducted using a paired sample t-test to determine significant differences between pretest and posttest scores. Significance was set at $p < 0.05$. The results of the analysis were used to assess the effect of the intervention on improving students' understanding of bullying prevention. This method is expected to provide empirical evidence regarding the effectiveness of digital media integration in guidance services in the school environment.

RESULTS AND DISCUSSION

Results

1. Descriptive Analysis

Descriptive analysis of 37 respondents showed that pretest scores ranged from 30 to 80, with a mean of 51.76 and a standard deviation of 11.680. After the intervention, posttest scores significantly increased, ranging from 75 to 100, with a mean of 84.05, and a standard deviation of 5.990. This difference reflects improved understanding and a more homogeneous distribution of scores among students. The distribution of scores showed that the highest score in the pretest was 50 (18.9%), while the most frequent score in the posttest was 80 (40.5%). The increase in the minimum score from 30 to 75 reinforces the indication of improved student understanding after being provided with animated video-based classical tutoring services.

2. Normality Test

The results of the *One-Sample Kolmogorov-Smirnov Test* show a significance value of 0.160 which is greater than 0.05, so the data can be said to be normally distributed.

3. Homogeneity Test

The homogeneity test is carried out to find out the similarity of variance between *the pretest* and *posttest*. The test results showed a significance value of 0.001 which was smaller than 0.05, which means that there was a significant change between *the pretest* and *posttest* after intervention with classical guidance services using bullying prevention animation videos.

4. Hypothesis Test

Hypothesis tests were carried out to measure the effectiveness of the use of animated videos in improving students' understanding of *bullying* prevention. The test results showed a significance

value (2-tailed) of 0.000 which was smaller than 0.05, so it can be concluded that the use of animated video in classical tutoring services is very effective.

5. N-Gain Test

The N-Gain test is used to measure the degree of improvement in student understanding after the intervention. The results of the analysis showed that the average improvement in comprehension was 66%, which is included in the category of "quite effective" based on the interpretation of N-Gain.

Discussion

Guidance and counseling services play an important role in supporting the development of students, both in academic, social, emotional, and personal aspects. Through guidance and counseling services, students can get help in overcoming various problems they face, such as learning difficulties, lack of motivation, and social skill development. One form of basic guidance service in delivering educational information to all students is classical guidance services.

According to [Gustianti & Sari \(2024\)](#), classical guidance services can be used to provide education on important issues in the world of education, including bullying problems, which until now are still serious challenges at various levels of education. By utilizing technology-based media such as animated videos, the process of delivering material can be done more attractively and easily understandable. Animated videos are considered to be able to convey messages visually and narratively, thus being effective in increasing the attraction and retention of information from Kemp and Dayton students in [\(Sitohang et al., 2022\)](#)

In this context, research is conducted with the aim of improving students' understanding of bullying behavior, which is often unrealized as an act that has the potential to hurt others. Bullying behavior that occurred at SMA Muhammadiyah 1 Palembang, especially in grade XI 6, included verbal and physical actions such as mocking, spreading gossip, hitting, and violence through social media. These actions, according to the bullying theory put forward by Olweus [\(Darmayanti et al., 2019\)](#), fall into the category of bullying, which is a form of aggression carried out repeatedly by individuals or groups against other individuals who are considered weaker.

To deal with this problem, the researcher carried out classical guidance services with an educational technology approach in the form of an animated video with the theme of *bullying prevention*. Service activities are carried out in three sessions for three consecutive weeks, every Thursday. Each session focused on a different aspect: the definition and introduction of bullying (session 1), the form, causes, and impact of *bullying* (session 2), and bullying prevention strategies (session 3). In the first and third sessions, student understanding was measured through *pretest* and *posttest* filled out through *Google Form* using their respective smartphone devices.

The results of *the pretest* showed that the minimum score of students was 30 and the maximum was 80, with an average score of 51.76. After the intervention, *the posttest* score increased significantly with a minimum score of 75 and a maximum of 100, and an average of 84.05. Statistical analysis using the homogeneity test showed a significance value of 0.001 (< 0.05), indicating a significant difference between *the pretest* and *posttest data*. The hypothesis test with *the paired sample t-test* yielded a significance value of 0.000 (< 0.05), which confirmed that the classical tutoring service based on animated videos was effective in improving students' understanding of *bullying prevention*.

Furthermore, an effectiveness analysis using the N-Gain test showed a 66% increase in student understanding, which was categorized in the "moderately effective" effectiveness level.

These findings support the results of previous research by [Pramana & Dharmayanti \(2024\)](#), which prove that the use of animated video media in guidance services is also effective in the context of career planning of high school students. The study used the ADDIE approach and quantitative analysis through *an independent t-test*, and showed that animation media can significantly improve students' understanding.

According to [Asih et al., 2021](#), Technically, animated video is a form of visual media that presents illustrations or moving graphics to convey stories or information. In this service, animations are designed to attract students' attention through lively characters, expressive sounds, and background music that supports the learning atmosphere [\(Fauziah & Ninawati 2022\)](#). Students assessed that the animated videos used in classical guidance were very interesting, not monotonous, easy to understand, and fun to watch. The combination of the animated characters' voices with energetic music background also increased their enthusiasm during the session.

Before participating in the service, many students did not understand that the actions they did, whether intentional or not, were included in the category of *bullying*. Some students even feel hesitant or embarrassed to ask. However, after the intervention, they showed an increased understanding of the definition, form, impact, and prevention of *bullying*, and realized that certain actions that had been considered reasonable turned out to be classified as forms of bullying that had a negative impact on others and were very bad behavioral deviations in the world of education [\(Husadani & Sugiasih, 2023\)](#)

Overall, the results of this study show that classical guidance services supported by animated video media are an effective approach in increasing students' awareness and understanding of *bullying* behavior in accordance with the opinion of [Bandura's theory \(1991\)](#) explaining that students understand learning through observation or modeling. This approach can be adopted more widely by guidance and counseling teachers and schools in creating guidance services that are educational, fun, and in accordance with the characteristics of today's digital generation. Thus, the use of technology-based media in guidance and counseling services can be an important innovation in creating a safe, positive, and supportive school environment for students' social-emotional growth.

SUMMARY

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of animated video media in classical guidance services has proven to be effective in increasing students' understanding of bullying prevention issues. These findings are based on a comparison of *pretest* and *posttest* results which show a significant increase in students' comprehension scores after the intervention was carried out.

Before being provided with services, the results of the pretest showed that the level of student understanding still varied, with a minimum score of 30, a maximum of 80, and an average of 51.76. After the implementation of classical guidance services that use animated video media as a means of delivering material, *the posttest* results showed a significant increase: the minimum score increased to 75, the maximum score reached 100, and the average score increased to 84.05.

The results of the statistical test strengthen this conclusion. The normality test showed that the data was normally distributed, while the homogeneity test produced a significance value of 0.001 ($p < 0.05$), indicating a significant change between the pretest and the posttest. The hypothesis test through *the paired sample t-test* gave a significance value of 0.000 ($p < 0.05$),

which confirms that the intervention in the form of classical guidance services with animated videos has a significant influence on improving student understanding.

In addition, an effectiveness analysis using the N-Gain test showed an increase of 66%, which falls into the "moderately effective" category. These results show that animated video media is not only able to convey material more attractively, but also has the potential to increase student involvement in the guidance process in a meaningful way.

These findings are also consistent with previous studies that state that the use of animated videos in classical guidance services has a positive impact on improving students' understanding in various contexts, ranging from understanding, prevention, packaging and development (Welly et al., 2024) the use of visual and interactive media is considered more in accordance with the learning styles of today's students who are familiar with digital technology

Thus, classical guidance services based on animated video media can be used as an alternative to relevant and innovative guidance methods in dealing with contemporary educational issues such as *bullying*. Therefore, it is highly recommended that guidance and counseling teachers and schools actively integrate digital technology in the implementation of guidance services. This approach not only supports the achievement of learning goals and character development, but also contributes to creating a safe, healthy, and bullying-free school environment.

Suggestion

Based on the findings of the research, it is recommended that guidance and counseling teachers and schools integrate animated video media in classical guidance services as an interesting and effective educational strategy to increase students' understanding of bullying prevention, as well as create a safer and more conducive school environment.

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