

**THE EFFECT OF BULLYING EDUCATION USING AUDIO-VISUAL
MEDIA ON STUDENTS' KNOWLEDGE AND ATTITUDES AT SDN 108
PEKANBARU****Desri yuwaldi^{1*}, Emul Yani¹, Yureya Nita¹, Afrida Sriyani¹**^aDepartment Nursing^a Faculty of Nursing Science^a IKes Payung Negeri, Pekanbaru, Indonesia^a***Corresponding author: Desriyuwaldi06@gmail.com****Abstract**

The prevalence of bullying issues in schools has been increasing over time. The impact of bullying behavior on victims can affect both their physical and psychological well-being, with some victims even experiencing depression and becoming socially withdrawn. The importance of bullying education is crucial to reducing incidents of violence in schools. Education about bullying is not only important to prevent bullying actions themselves but also to understand the psychological consequences experienced by the victims, perpetrators, and witnesses. The aim of this study is to determine the effect of bullying education using audiovisual media on students' knowledge and attitudes at SDN 108 Pekanbaru. This study is quantitative, with a quasi-experimental design (Quasi-experiment method) using a one-group pre and post-test without control design. Sampling in this study was determined using total sampling, where the sample size is the same as the population. The instrument used was a questionnaire on knowledge and attitudes. The results of the statistical test for the pretest and posttest showed a p-value of $0.000 < 0.05$, meaning that H_0 is rejected, which indicates that there is an effect of bullying education using audiovisual media on the knowledge of students at SDN 108 Pekanbaru. The researcher recommends conducting a study comparing the effectiveness of audiovisual media with other media (such as books, posters, or group discussions) in educating students about bullying.

Keywords: Bullying Education 1; Audiovisual Media 2; Bullying Prevention 3; Knowledge and Attitudes 4.

INTRODUCTION

Elementary school (SD) is the most fundamental level of formal education in Indonesia and plays a crucial role in the continuity of subsequent educational processes (P. Y. A. Dewi, 2020). Among today's youth, many deviant behaviors occur due to a lack of moral education. Sadly, these deviant behaviors are often considered normal and not serious. However, if these deviant behaviors begin at a young age, they become habits that persist into adulthood and can become character traits that are very difficult to change. A common example of deviant behavior is bullying. This deviant behavior is a result of weak moral character education and environmental conditions that allow bullying to occur (Purnaningtias et al., 2020).

Bullying in schools has become a global problem. Many parents and schools believe that bullying only occurs among junior high and high school students. However, in fact, it also occurs in children between the ages of 3 and 12. It is at this age that bullying cases receive less attention because they are considered normal (Ramadhanti & Hidayat, 2022). Bullying in schools has become a global problem. Many parents and schools believe that bullying only occurs among junior high and high school students, when in fact, it also occurs in children between the ages of 3 and 12. It is at this age that bullying cases receive less attention because they are considered normal (Ramadhanti & Hidayat, 2022).

Research conducted by Pratiwi et al., 2021, found that 53% of school children and adolescents in Pekanbaru had experienced bullying. 52.8% of children experienced physical bullying, 51.8% experienced verbal bullying, and 62.3% experienced psychological/mental

bullying. The majority of bullying incidents frequently occur among school-aged children, including verbal bullying, such as name-calling, name-calling, insulting, and body-shaming, as well as physical bullying, such as hitting, spitting, and kicking.

The impact of bullying on victims can have both physical and psychological consequences, with some victims even experiencing depression and social isolation. Bullying can lead to children feeling threatened, feeling low and worthless, having difficulty concentrating on their studies, having difficulty socializing, being unwilling to go to school, having difficulty socializing, and developing a lack of self-confidence, difficulty thinking, and ultimately declining academic performance (Oktaviany & Ramadan, 2023).

Addressing this problem requires collaborative efforts between schools, parents, and the community (Rahim, 2024). Education aims to provide a comprehensive understanding of bullying, its types, its impact on victims and perpetrators, and effective ways to prevent and handle bullying cases. Bullying education plays a crucial role. Bullying education can reduce incidents of violence in schools. Bullying education is crucial not only for preventing bullying itself but also for understanding the psychological consequences experienced by victims, perpetrators, and witnesses (Hidayatullah & Najib, 2024).

This education can be delivered in several ways, one of which is using audio-visual media. Audio-visual media can be used to carry out health promotion activities that have been prepared. In such a way that the message's content is easily understood by the recipient (Abdullah & Ilmiah, 2023). The purpose of using audio-visual media in learning is to reconstruct students' knowledge by providing stimuli in the form of moving images and sound and to clarify the presentation of the message the educator wants to convey. One of the goals of using audio-visual media is to attract students' interest in the delivery of learning materials, to enable learning to take place without being limited by space, time, or the senses, to motivate students to learn, and to provide learning experiences through conclusions from the audio-visual media presented (Alti et al., 2022).

Based on a field study conducted by the author using interviews with the principal and teachers at SDN 108 Pekanbaru, located on Jalan Merak, Tengkerang Labuai, Bukit Raya District, on October 28, 2024, it was stated that at SDN 108 Pekanbaru. This school has never received bullying education, so no research has been conducted on bullying education in this school regarding students' knowledge and attitudes. The author also interviewed and observed 10 students at SDN 108 Pekanbaru. The author asked the 10 students about their attitudes and behaviors if a friend was bullied. Seven (70%) students said they didn't know what to do, two (20%) students said they would report the incident to a teacher, and one (10%) student said they would immediately defend a friend who was being bullied. Based on the above background, the author is interested in conducting the study "The Effect of Bullying Education Using Audio-Visual Media on Students' Knowledge and Attitudes at SDN 108 Pekanbaru. The purpose of this study was to determine the effect of bullying education on students' knowledge and attitudes at SDN 108 Pekanbaru.

METHODS

This research is a quantitative study, using a quasi-experimental design with a one-group pre- and post-test approach without control. This research will be conducted at Pekanbaru 108 Public Elementary School, Pekanbaru City. The research will be conducted from the planning stage to the final report, from September 2024 to February 2025. The sample will be all 59 fifth-grade elementary school students at Pekanbaru 108 Public Elementary School. Total sampling is used to select the sample. Total sampling is a sampling technique where the sample

size is equal to the population. The research instrument used is a knowledge and skills questionnaire. Bullying attitudes. The Bullying Behavior Knowledge Questionnaire is a questionnaire used to measure students' knowledge about bullying behavior. This questionnaire, created by Prayunika (2016), consists of 17 closed-ended questions and uses the Guttman scale: 1 for correct, 0 for incorrect, and 0 for unknown. The questionnaire will be interpreted as good (76-100%), sufficient (56-75%), and less than ideal (<55%). This attitude questionnaire consists of 21 statements, all of which are unfavorable. The scale used is a Likert scale with values ranging from (1) strongly agree (2), agree (3), somewhat disagree (4), disagree (5), and strongly disagree. This questionnaire will be interpreted as positive (>75%), negative (<55%), and neutral (56-74%).

RESULTS

The prevalence of bullying issues in schools has been increasing over time. The impact of bullying behavior on victims can affect both their physical and psychological well-being, with some victims even experiencing depression and becoming socially withdrawn. The importance of bullying education is crucial to reducing incidents of violence in schools. Education about bullying is not only important to prevent bullying actions themselves but also to understand the psychological consequences experienced by the victims, perpetrators, and witnesses. The aim of this study is to determine the effect of bullying education using audiovisual media on students' knowledge and attitudes at SDN 108 Pekanbaru. This study is quantitative, with a quasi-experimental design (Quasi-experiment method) using a one-group pre and post-test without control design. Sampling in this study was determined using total sampling, where the sample size is the same as the population. The instrument used was a questionnaire on knowledge and attitudes. The results of the statistical test for the pretest and posttest showed a p-value of $0.000 < 0.05$, meaning that H_0 is rejected, which indicates that there is an effect of bullying education using audiovisual media on the knowledge of students at SDN 108 Pekanbaru. The researcher recommends conducting a study comparing the effectiveness of audiovisual media with other media (such as books, posters, or group discussions) in educating students about bullying.

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Research conducted by Pratiwi et al., 2021, found that 53% of school children and adolescents in Pekanbaru had experienced bullying. 52.8% of children experienced physical bullying, 51.8% experienced verbal bullying, and 62.3% experienced psychological/mental bullying. The majority of bullying incidents frequently occur among school-aged children, including verbal bullying, such as name-calling, insulting, and body-shaming, as well as physical bullying, such as hitting, spitting, and kicking.

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RESULTS

A. Univariate Analysis

1. Respondent Characteristics

a) Age

Table 1. Frequency Distribution of Respondents Based on Age

Age Category	Frequency (<i>f</i>)	Age Category
10 Year	17	28,8
11 Year	30	50,8
12 Year	11	18,6
13 TYear	1	1,7
Total	59	100

Source: Primary Data Analysis 2025

Table 1. shows that of the 59 respondents, more than half (30 respondents) were 11 years old.

Table 2. Frequency Distribution of Respondents Based on Gender

Gender	Frequency (<i>f</i>)	Percentage%
Man	28	47,5
Woman	31	52,5
Total	59	100

Source: Primary Data Analysis 2025

Table 2 shows that of the 59 respondents, more than half were female (31 respondents (52.5%).

2. Specific Data

a. Average Bullying Knowledge Score Before and After Bullying Education

Table 3. Distribution of Average Bullying Knowledge Scores Before and After Bullying Education

	N	Mean	SD	Min	Max
<i>Pre-Test</i>	59	10,73	2,734	4	16
<i>Post-Test</i>	59	12,37	3,782	2	17

Source: Primary Data Analysis 2024

Table 3 shows the average pretest bullying knowledge score of 10.73, with a standard deviation of 2.734, a minimum score of 4, and a maximum score of 16. Meanwhile, the average posttest bullying knowledge score was 12.37, with a standard deviation of 3.782, a minimum score of 2, and a maximum score of 17.

Table 4. Distribution of Average Bullying Attitude Scores Before and After Bullying Education

	N	Mean	SD	Min	Max
<i>Pre-Test</i>	59	75,27	16,873	37	105
<i>Post-Test</i>	59	81,53	17,000	39	105

Source: Primary Data Analysis 2024

Table 4 shows the average pretest bullying attitude score of 75.27, with a standard deviation of 16.873, a minimum score of 37, and a maximum score of 105. Meanwhile, the average posttest bullying attitude score was 81.53, with a standard deviation of 17.000, a minimum score of 39, and a maximum score of 105.

B. Bivariate Analysis

A bivariate analysis was conducted to examine the effect of bullying education using audiovisual media on students' knowledge and attitudes at SDN 108 Pekanbaru. The results of this study were considered effective if the P-value was <0.05 .

1. Normality Test

The normality test is used to determine whether the data is normally distributed. To determine whether the data is normally distributed, the Kolmogorov-Smirnov test can be used analytically. The Kolmogorov-Smirnov test requires a p-value >0.05 . If the normality test results are normally distributed, then this study uses statistical testing Using the Paired T-Test. If the normality test results are not normal, the study uses the Wilcoxon and Man-Whitney statistical tests. In this study, normality tests were conducted on the pre- and post-tests. The results of the normality test are as follows:

Table 5. Results of the Normality Test for Bullying Knowledge

<i>Kolmogorov-Smirnov</i>				
	Frekuensi	Statistik	Df	P Value
<i>Pretest</i>	59	0,124	59	0,025
<i>Posttest</i>	59	0,210	59	0,000

Source: Primary Data Analysis 2025

Table 5 shows that the data is normally distributed if the p-value is >0.05 . In this study, the pre-test value was 0.025 and the post-test value was 0.000. Therefore, it can be concluded that the data is not normally distributed.

Table 6. Results of the Normality Test for Bullying Attitudes

<i>Kolmogorov-Smirnov</i>				
	Frekuensi	Statistik	Df	P Value
<i>Pretest</i>	59	0,080	59	0,200
<i>Posttest</i>	59	0,123	59	0,027

Source: Primary Data Analysis 2025

Table 6 shows that the data are normally distributed if the p-value is >0.05 . In this study, the pre-test value was 0.200 and the post-test value was 0.027. Therefore, it can be concluded that the data are not normally distributed.

2. Wilcoxon Test

Based on the results of the normality test, which indicated that the data were not normally distributed, the bivariate analysis used in this study was a non-parametric Wilcoxon test. The Wilcoxon test results were used to determine the effect of bullying education using audio-visual media on the knowledge and attitudes of students at SDN 108 Pekanbaru. The Wilcoxon test results obtained in this study are as follows:

Table 7. Distribution of Wilcoxon Signed Ranks Test Results for Bullying Knowledge

		N	Mean Rank	Sum of Ranks	P Value
<i>Posttest-Pretest</i>	<i>Negative Ranks</i>	11	27,18	299,00	0,000
	<i>Positive Ranks</i>	42	26,95	1132,00	
	<i>Ties</i>	6			
	Total	59			

Source: Primary Data Analysis 2025

Table 7 explains that the Wilcoxon signed ranks test results showed changes in posttest and pretest scores. Negative ranks with an N value of 11 indicate that 11 respondents had posttest scores lower than their pretest scores, while positive ranks with an N value of 42 indicate that 42 respondents had posttest scores higher than their pretest scores, and ties with an N value of 6 indicate that 6 respondents had identical posttest and pretest scores. This indicates that many respondents experienced an increase in knowledge after being educated about bullying using audiovisual media. The results of the pretest and posttest statistical tests showed a p-value of $0.000 < 0.05$, indicating that H_0 was rejected, indicating that bullying education using audiovisual media had an effect on student knowledge at SDN 108 Pekanbaru.

DISCUSSION

A. Univariate Analysis

1. Respondent Characteristics

a. Age

The results show that of the 59 respondents, more than half (30 respondents) were 11 years old. This study aligns with research conducted by Wasito & Fauziah (2023), which found that out of 86 respondents, bullying was most frequently experienced by 11-year-old students, with 38 incidents. At school age, children spend most of their time at school, so incidents often occur at school, often during recess, while playing with friends, and after school. This occurs due to a lack of supervision from teachers and the school. Elementary school students at higher levels, such as 5th grade, already have concrete lives, so an interest in group activities becomes an important need at this age. Children face developmental tasks in play. During play, they begin to reconnect with established rules. Poor social relationships with peers and distrust can contribute to bullying. Children who are targets of bullying usually have internal characteristics such as low self-confidence and self-esteem which makes them targets. They are vulnerable to bullying (Arif & Novrianda, 2021).

School-age children enter the psychosocial development stage of industry versus inferiority. At this stage, children face and complete tasks or actions that ultimately lead to a result. At this stage, children develop judgments about others in various ways. Children who are rejected or unpopular may exhibit aggressive, hyperactive, inattentive, or immature behavior, often leading to behavioral and academic problems at school. This aggressive behavior can lead to bullying in school-age children, especially those in fifth grade.

According to researchers, there is a relationship between the age of 11 and bullying incidents because at this age, children begin to form friendships in groups, giving them more power to bully others they perceive as weaker. Furthermore, at this age, children are more often in the school environment with their peers, sometimes outside the supervision of teachers and parents.

b. Gender

The results showed that of the 59 respondents, more than half were female (31 respondents (52.5%). This research aligns with research conducted by Novitasari et al. (2023), which found that there were 21 more female respondents than male respondents (56.8%). Boys and girls exhibit different forms of bullying; girls tend to engage in physical bullying and are often involved in aggression. Relational bullying, such as avoiding, excluding friends, backbiting, spreading rumors, and cheating, is common.

Girls are more likely to experience verbal bullying because gender can directly or indirectly influence their character, personality, and emotions. Social environments also demand that boys be more assertive and active, which in turn makes them appear bolder and more confident (Pratiwi et al., 2021).

Boys experience and perpetrate verbal and physical bullying more often, while girls experience and perpetrate relational bullying more often than physical or verbal bullying. This difference is more related to the socialization of boys and girls in our culture than to physical prowess and size. Furthermore, boys' tendency to bully is due to the perception of bullying as a mechanism for interacting with peers, unlike girls, who perceive bullying as harmful and therefore tend to avoid such behavior (Kristika & Lestari, 2021).

According to the researcher's assumption, there is a relationship between women and bullying incidents because sometimes in female friendships, if one person doesn't like another person, the rest of the group will also dislike that person, so they have the courage to bully that person because many friends support them. In addition, women are more likely to spread rumors or slander about other people, which makes them The person becomes a victim of bullying.

2. Specific Data

a. Average Bullying Knowledge Score Before and After Bullying Education

The results of the study showed an average bullying knowledge score before the pretest of 10.73, while the average bullying knowledge score after the posttest was 12.37. This study aligns with research conducted by Widhawati et al. (2024), which found that the average score before education about bullying in the KKR was 8.2 and the average score after education was 8.77, indicating an increase in the average score before and after education and training on bullying of 0.57.

Knowledge is an important domain in shaping a person's actions (overt behavior). Knowledge is the result of human curiosity about anything through specific means and tools. There are six sources of knowledge: sensory experience, reasoning, authority, intuition, revelation, and belief. Of these six sources of knowledge, sensory experience is considered the most vital means of acquiring knowledge, as it is through these senses that individuals can connect with various external objects. Individuals are able to recognize objects in their surroundings. Through sound knowledge, deviant behavior can be prevented (Izaak & Violita, 2025).

Audiovisual presentations enable the audience to To improve concentration, videos can provide visual and auditory stimulation, adhering to psychomotor, behavioristic, and cognitive principles. Respondents can receive information through their sense of hearing (ears) and their sense of sight (eyes). This allows for optimal understanding of the information conveyed (Widhawati et al., 2024).

According to the researchers' assumption, providing audiovisual education can improve knowledge because information delivered using videos is easier to understand due to the presence of images and sound, making it easier to grasp the information provided.

b. Average Bullying Attitude Score Before and After Bullying Education

The results showed an average bullying attitude score in the pre-test of 75.27, while the average bullying attitude score in the post-test was 81.53. This study aligns with research conducted by Zakiah Zulfa et al. (2023). The results showed that the

majority of students' attitudes improved, from 28.6% to 54.3%, due to the role of health education in changing individual attitudes, which includes elements of communication. One factor that influences a person's attitude is their knowledge. The more knowledgeable a person is, the more positive their attitude will be toward an object. Furthermore, other factors influence a person's attitude. A child's perception of a particular object is a personal experience with the object in question (Fitiriana et al., 2022).

Education about bullying behavior in children is crucial to help children who bully become better socializers, and children who are victims of bullying develop positive social interactions and assertiveness in the face of potentially disruptive behavior and resolve their own problems (Nita et al., 2024).

According to the researchers' assumptions, providing audiovisual education can lead to positive attitude change because increased knowledge about bullying can lead to positive changes.

B. Bivariate Analysis

The results of the pretest and posttest statistical tests showed a p-value of 0.000 < 0.05. This means that H_a is accepted, indicating that bullying education using audiovisual media has an effect on the knowledge and attitudes of students at SDN 108 Pekanbaru. This research aligns with research conducted by Nafisah, Rini Julistia, and Dwi Iramadhani (2024), which found that the significance value of the results obtained was Asymp.Sig. (2-tailed), which was 0.000 < 0.5. Therefore, it can be concluded that providing psychoeducation through video media is effective in improving students' knowledge and attitudes about bullying after treatment.

This research also aligns with research conducted by Abdillah & Rusman (2024), which showed that the analysis of the test results. The hypothesis was confirmed using a paired sample t-test, resulting in a t-test result of -23.853 with a significance level of 0.000. Based on these results, H_a is accepted and H_0 is rejected. Therefore, it can be concluded that the treatment of providing audiovisual media-based information services through video has an impact on increasing students' understanding of the dangers of bullying at MTs Parmiyatu Wassa'adah.

Message delivery in health education can be done not only face-to-face but also through video. With increasingly advanced technology, video has become an alternative method for disseminating health information. Video is an intermediary medium where material is absorbed through the senses of sight and hearing, thus creating conditions that enable students to acquire knowledge and skills. The material in the video is presented in moving image effects with an engaging storyline and sound, making the video media more realistic. Educational video material can also facilitate students' understanding of concepts and their ability to absorb material, and can help present material in a focused and engaging manner. Exposure to information or mass media also influences positive behavioral changes. Good knowledge possessed by students will enable positive changes in attitudes within the individual (Keni Novanto Mira Higa et al., 2024).

Visual media has several functions as a learning medium: attentional, emotional, cognitive, and compensatory. The attention-getting feature allows video media to capture attention and direct viewers' focus on the video material. The emotional function refers to video media's ability to stimulate viewers' emotions and attitudes. The cognitive function accelerates the achievement of learning objectives: understanding and

remembering messages and information contained in images and symbols. Furthermore, its complementary function is to provide context for audiences with weaker abilities in organizing and remembering the information they receive. Thus, video media helps audiences, especially students with weak and slow learning abilities, to more easily accept and understand the innovations presented. This is because video can combine visual (image) and audio (sound) elements (Sulistiyowati, et.al, 2024).

According to the researchers' assumptions, providing bullying education through audiovisuals is effective for knowledge and attitudes because educational video materials can facilitate students' understanding of concepts and absorption of material in receiving information, and can help present material in a focused and engaging manner.

C. Research Limitations

This research certainly faces limitations and constraints. A limitation of this research was the postponement of the scheduled implementation due to the proximity of exams and semester breaks.

CONCLUSION

From the results of the study of 59 respondents, it was found that respondents with female gender amounted to 31% and male amounted to 28%. Overall, respondents were included in the category of children (10-13 years) with ages 10 years 28.8% 11 years 50.8% 12 years 18.6% 13 years 1.7%. The results of the average value of bullying knowledge before (pre-test) bullying education using audio-visual media was 10.73 with an elementary school standard of 2.734. The results of the average value of knowledge after (post-test) bullying education using audio-visual media was 12.37 with an elementary school standard of 3.782. The results of the average value of bullying attitudes before (pre-test) bullying education using audio-visual media was 75.27 with an elementary school standard of 16.873. The average bullying attitude score after the post-test using audiovisual media for bullying education was 81.53, with a standard SD of 17,000. The Wilcoxon signed ranks test showed changes in scores between the posttest and pretest. Negative ranks, with an N value of 11, indicate that 11 respondents had posttest scores lower than their pretest scores. Positive ranks, with an N value of 42, indicate that 42 respondents had posttest scores higher than their pretest scores. Ties, with an N value of 6, indicate that 6 respondents had identical posttest and pretest scores. This indicates that many respondents experienced an increase in knowledge after being provided with bullying education using audiovisual media. The results of the pretest and posttest statistical tests showed a p-value of $0.000 < 0.05$, indicating that H_a was accepted, indicating that there was an effect of audiovisual media for bullying education on students' knowledge at SDN 108 Pekanbaru. Thank you to the Supervisor and SDN 108 for providing guidance, direction, suggestions, and contributions to the preparation of this thesis.

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