CYBERBULLYING EDUCATION USING THE VIDEO METHOD ON THE KNOWLEDGE AND ATITUDES OF ADOLESCENTS AT SMAN 9 PEKANBARU IN 2024

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Abstract

The phenomenon of cyberbullying in Indonesia has become a serious concern because of its significant negative impact on victims, especially among teenagers. Education using the video method is very effective in overcoming cyberbullying among teenagers. It is increasingly recognized as an important component of prevention and intervention strategies. The aim of this research is to determine the effectiveness of cyberbullying education using the video method on the knowledge and attitudes of teenagers at SMAN 9 Pekanbaru in 2024. This research is a quantitative research, with a quasi-experimental research design (Quasy Experiment Method) with a pre-test and post-test Nonequivalent Control Group Design approach. The sample consisted of 44 people using a stratified random sampling technique. The instruments used were a youth knowledge questionnaire, an attitude questionnaire and a cyberbullying educational video. The results of statistical tests for knowledge show p value = 0.000 < 0.05, so the hypothesis Ho is rejected and Ha is accepted, which means there is an influence of cyberbullying education on teenagers' knowledge and there is an influence of cyberbullying education on teenagers' attitudes at SMAN 9 Pekanbaru.

Keyword: *Teenagers, Cyberbullying, Health Education, Video Method*

INTRODUCTION

Adolescence is a confusing and confusing time in a person's life, and conflicting emotions can develop into aggressive behavior such as school bullying and bullying in [1].With the advancement and development of information technology today, it is no surprise that adolescents, as social media users, tend to spend more time online. This has serious consequences and can trigger criminal acts of *cyberbullying* .

According to *the World Health Organization* (2024), there has been a worrying increase in cases of *cyberbullying* , where the number of male teenagers *cyberbullying* others has increased from 11% to 14% and female teenagers from 7% to 9%. Thus also, report about *cyberbullying* has increase from 12% to 15% in male adolescents and from 13% to 16% in female adolescents.

The impact of *cyberbullying* is significant, affecting educational attainment. Victims often lose motivation to study, and their concentration is disrupted by constant anxiety and stress. Furthermore, victims are at risk of psychological trauma, such as post-traumatic stress disorder, which can affect their mental and emotional functioning long-term. It can even increase the risk of suicide, leading to a lack of knowledge about [2].

Awareness and knowledge about *cyberbullying* among Indonesians, particularly adolescents, remains very low. Despite the increasing prevalence of *cyberbullying incidents* , many individuals do not fully understand its implications or recognize their role in preventing such behavior. This lack of awareness is crucial, as it contributes to the ongoing cycle *of cyberbullying in the digital landscape. One strategy is to educate people about cyberbullying* through educational videos in schools [3].

The highly effective effectiveness of narrative instructional videos in addressing cyberbullying among adolescents is increasingly recognized as a critical component of prevention and intervention strategies. Narrative instructional videos represent a powerful tool in combating cyberbullying, but their

success depends on thoughtful integration into broader educational frameworks and community support systems. Psychoeducational interventions using narrative videos have been shown to significantly improve adolescents' knowledge and understanding of cyberbullying [4].

This study is in line with previous research conducted by [5] "Description of *Cyberbullying Behavior* in Adolescents at SMAN 9 Pekanbaru". Identified using *the Cyber Victim and Bullying Scale* (CVBS) questionnaire where the results of the study showed that most respondents showed a level of tendency to be perpetrators and victims *of cyberbullying* in the moderate category, namely 137 respondents (54.8%) and 145 respondents (58%).

Based on a preliminary study conducted at SMAN 9 Pekanbaru in October 2024 through interviews with 5 grade 10 students, it was found that 4 out of 5 students had committed acts of *Cyberbullying.* 4 students said they had been the perpetrators *of cyberbullying.* Their reasons for doing it included joking, being annoyed with the victim, defending a close friend, retaliating against the person who also *cyberbullied* them and not meeting the victim in person. The impacts felt included embarrassment, irritation, lack of enthusiasm for school and normal. One student who admitted to having been a victim *of cyberbullying* said he had skipped school for two days.

The purpose of this study is to determine the effectiveness of cyberbullying education using the video method on the knowledge and attitudes of adolescents at SMAN 9 Pekanbaru.

RESEARCH METHODS

This research is a quantitative research, with a quasi-experimental research design (Quasi Experiment Method) with a Pre-test Post-test Nonequivalent Control Group Design approach, namely a design that provides a pre-test to the treatment group and the control group, as well as a post-test to the treatment group and the control group. This research was conducted at State Senior High School 9 Pekanbaru. This research was carried out from the planning stage to the preparation of the final report which was carried out from September 2024 to February 2025. The population of this study was adolescents, both male and female, in grades 10 and 11 at SMAN 9 Pekanbaru. Based on interviews conducted with curriculum staff, SMAN 9 Pekanbaru total number of students There are 370 students in class X, divided into 8 classes. Meanwhile, there are 342 students in class XI, divided into 9 classes. Each class has 370 students. different, So amount total overall from class X and XI at risk are 712 people. The sampling technique uses a formula and the number of samples obtained is 44 respondents. In this study, the minimum number of samples required for each treatment group and control group is 65 students (22 students from the treatment group and 22 students from the control group).

RESEARCH RESULTS

Univariate Analysis

A. Respondent Characteristics

1. Gender and Age

Table 1. Overview of Respondent Distribution Based on Respondent Age

AGE OF EXPERIMENTAL KNOWLEDGE AND ATTITUDE

Variables	Frequency	Percentage
Early Adolescents Knowledge Experiments(12-16 yrs)	3	6.5%
Late Adolescence Knowledge Experimentation (17-25th)	19	41.3%
Early Adolescents Attitude Experiments (12-16 years)	3	6.5%
Attitude Experiment Late Adolescents (17-25 years)	19	41.3%
Total	22	

AGE OF EXPERIMENTAL KNOWLEDGE AND ATTITUDE		
Variables	**Frequency**	**Percentage**
Early Adolescent Knowledge Control (12-16th)	11	23.9%
Late Adolescence Knowledge Control (17-25th)	11	23.9%
Early Adolescent Attitude Control (12-16th)	11	23.9%
Late Adolescence Attitude Control (17-25th)	11	23.9%
Total	22	

Source: Primary Data

Table 1 shows that the age of the knowledge and attitude intervention group shows that the majority of respondents were in their late teens, namely 19 respondents. (41.3%), and for early adolescence there were 3 respondents (6.5%). Meanwhile, in the knowledge and attitude control group, there were 11 respondents (23.9%) in early adolescence, and 11 respondents (23.9%) in late adolescence.

Tabel 2. Gender Of The Knowledge And Attitude Intervention Group

Gender Knowledge And Attitude Experiment		
Variables	**Frequency**	**Percentage**
Woman	12	26.1
Man	10	21.7
Total	22	
Gender Control Of Knowledge And Attitude		
Variables	**Frequency**	**Percentage**
Woman	14	30.4
Man	8	17.4
Total	22	

Source: Primary Data

Table 2 shows that the gender of the knowledge and attitude intervention group is female, with 12 respondents (26.1%), and 10 respondents (21.7%) are male. Meanwhile, the gender of the knowledge and attitude control group is female, with 14 respondents (30.4%), and 8 respondents (17.4%) are male.

2. Average Value Of Knowledge And Attitudes In The Intervention And Control Groups

Table 3. Frequency Distribution of Knowledge Before and After Cyberbullying Education with Video Media at SMAN 9 Pekanbaru

Intervention	N	Mean	Elementary School	Min	Max
Pre-Test	22	9.00	1,380	7	12
Post-Test	22	15.50	2,064	12	19
Control	**N**	**Mean**	**Elementary School**	**Min**	**Max**
Pre-Test	22	17,55	1,738	14	20
Post-Test	22	17,95	1,362	15	20

Source: Primary Data

Based on the data results from table 3, it shows that the average value of knowledge in the *pretest intervention group* is 9.00, *standard deviation 1.380, minimum* value 7, and *maximum value* 12. Meanwhile, the average value of *posttest knowledge* is 15.50, *standard deviation 2.064, minimum* value 12, and *maximum value* 19. Based on the results of the average value of knowledge in the *pretest control group* , it is 17.55, *standard deviation* 1.738, *minimum value* 14, and *maximum value* 20. Meanwhile, the average value of *posttest knowledge* is 17.95, *standard deviation* 1.362, *minimum value* 15, and *maximum value* 20.

Table 4. Frequency Distribution of Attitudes Before and After Cyberbullying Education with Video Media at SMAN 9 Pekanbaru

Intervention	N	Mean	Elementary School	Min	Max
Pre-Test	22	21.36	1,814	18	25
Post-Test	22	22.82	2,575	15	27
Control	**N**	**Mean**	**Elementary School**	**Min**	**Max**
Pre-Test	22	21,50	2,577	16	25
Post-Test	22	22,55	2,262	19	26

Source: Primary Data

Based on the results of the data from table 4, it shows that the average value of Attitude in the pretest intervention group is 21.36, standard deviation 1.814, minimum value 18, and maximum value 25, while the average value of Posttest Attitude is 22.82, standard deviation 2.575, minimum value 15, and maximum value 27. Based on the results of the average value of Attitude in the *pretest control group* , it is 21.50, *standard deviation* 2.577, *minimum value* 16, and *maximum value* 25. While the average value of *Posttest Attitude* is 22.55, *standard deviation* 2.262, *minimum value* 19, and *maximum value* 26

Table 5. ***The Influence of the Average Pre-test and Post-test Scores on the Effectiveness of Education on the Knowledge and Attitudes of Adolescents***

		N	Mean	Elementary School	Δ %	SE		P Value
						Lower	Upper	
Intervention	Pre-test knowledge experiment	22	9.00	1,380	36	-7,446	-5,554	0,000
	Post-test of knowledge experiment		15.50	2,064				
Intervention	Pre-test of attitude experiment	22	21.36	1,814	48	0.762	0.056	0.025
	Post-test of attitude experiment		22.82	2,575				

Source: Primary Data

The research results in table 4.5 show the average knowledge value in the intervention group with *the pre-test.* 9.00 and *post-test* 15.50 with standard deviation *pre-test* s 1.380 and *post-test* 2.064. Practically (**Δ)** a difference of 36% was found. Meanwhile, the average attitude score in the intervention group was 21.36 *in the pre-test* and 22.82 *in the post-test* . with standards deviation on pre-test 1,814 and *post-test* 2,575. In general practical(Δ**) a difference of 48%** was found in the average knowledge value of the control group with *the pre-test* 17.55 and *post-test* 17.95 with standard deviation *pre-test* 1.738 and 1.362 *for the post-test* . Practically (**Δ)** a difference of 49% was found. Meanwhile, the average attitude score in the *pre-test control group* was 21.50 and *the post-test* was 22.55. with standards deviation on pre-test 2,577 and *post-test* 2,262. In general practical(Δ**)** a difference of 48% was obtained .

DISCUSSION

Univariate Analysis

1. Respondent Characteristics

a. Gender

Based on the research results obtained from the study, the distribution of respondents according to gender can be seen. In the knowledge and attitude intervention group, 12 respondents (26.1%) were female, and 10 respondents (21.7%) were male. Meanwhile, in the knowledge and attitude control group, most of the respondents were female. as many as 14 respondents (30.4%), and male gender as many as 8 respondents (17.4%).

Differences in intelligence between men and women are often associated with differences in brain physiology, although this is not necessarily the case. Gender identity is directly related to differences in intelligence. Gender identity involves awareness, understanding, knowledge, and acceptance of being

male or female. Women tend to be more sensitive and sensitive than men[6]. This research aligns with that conducted [7], who stated that the influence of gender on adolescents' knowledge and experiences of *cyberbullying* varies, revealing significant differences in implementation, victimization, and emotional responses.

The results of this study align with research conducted by which found that adolescents' understanding of *cyberbullying* is significantly influenced by gender, influencing their experiences and responses to incidents. Research shows that girls often demonstrate heightened awareness and concern about cybersecurity, while boys may be more likely to engage in *cyberbullying behaviors* . This gender perspective is crucial for developing effective interventions.

According to research assumptions, gender influences adolescent knowledge. Female adolescents have higher levels of knowledge than male adolescents, particularly in the learning process, due to their higher motivation and consistency in learning.

b. Age

Based on the research results obtained from the study, the distribution of respondents according to age can be seen in the age of the knowledge and attitude intervention group that the majority of late adolescents were 19 respondents (41.3%), and for early adolescents there were 3 respondents (6.5%). Meanwhile, in the knowledge and attitude control group, there were 11 respondents (23.9%) in early adolescence, and 11 respondents (23.9%) in late adolescence. Knowledge is influenced by several factors, including age. Age describes physical, psychological, and social maturity that affects the teaching and learning process. This means that age is one of the factors that influences the capture of information which ultimately affects the increase in a person's knowledge [9]

Besides information sources, knowledge is also determined by age. Age plays a significant role in a person's acquisition of knowledge. As a person ages, their comprehension and thought patterns develop, resulting in better knowledge acquisition

This research aligns with that conducted [10] who found that age significantly influences a person's knowledge. This indicates that adolescents' knowledge about *cyberbullying* is still low, and that adolescents within this age range have less mature thinking skills.

According to the researcher's assumption , a person's knowledge is influenced by age. As a person gets older, their knowledge and ability to understand learning will increase, because the older they get, the more knowledge they gain.

2. Average score of *cyberbullying knowledge and attitudes*

a. The average knowledge score before and after being given *cyberbullying education* in the intervention group and control group

Based on the *Paired t-test,* the research results showed that the average knowledge in the *pretest intervention group* was 9.00, *standard deviation 1,380, minimum* value 7, and *maximum value* 12. While the average *posttest knowledge value* was 15.50, *standard deviation* 2,064, *minimum value* 12, and *maximum value* 19. There was a difference that showed an increase in the average score before and after being given *cyberbullying education* using the video method.

The results of the *Paired t-test* obtained a p value of 0.000, which means <0.05. So it can be concluded that there is a significant difference in *cyberbullying education* with the video method in the pre-test and post-test data. Meanwhile, the *Paired t-test statistical test* shows the results of the average knowledge value in the *pre-test control group* which is 17.55, *standard deviation* 1.738, *minimum value* 14, and *maximum value* 20. While the average value of *post-test knowledge* is 17.95, *standard deviation* 1.362, *minimum value* 15, and *maximum value* 20. The results of the study showed no significant difference between *the pre-test* and *post-test.* without any intervention.

From the pre-test and post-test knowledge data in the treatment group, several questionnaire items were found to have increased respondents' knowledge regarding several aspects after the intervention. Specifically, in the social media section, 70% of respondents understood the impact, function, and ethics of using social media. In the *cyberbullying section* , 60% of respondents understood the concept, impact, and ways to overcome cyberbullying. In addition, in the form of *cyberbullying*

section , 50% of respondents understood the various types *of cyberbullying* that can occur, as well as ways to recognize and prevent it.

This study aligns with [11] findings, which showed an increase in adolescents' knowledge about *cyberbullying* and their ability to stimulate psychological development in the intervention group. Intervention is essential to prevent further *cyberbullying problems.*

The pre- and post-test results for the control group show no significant increase in the number of respondents whose knowledge increased. This research aligns with research conducted which showed that in the control group, respondents' knowledge did not experience a significant increase, but only by 2-3%.

Knowledge about *cyberbullying* among Indonesians, particularly adolescents, remains very low. Despite the increasing prevalence of *cyberbullying incidents* , many individuals do not fully understand its implications or recognize their role in preventing such behavior. This lack of awareness is crucial, as it contributes to the ongoing cycle *of cyberbullying in the digital landscape. One strategy is to raise awareness about cyberbullying* through educational videos [3].

Narrative learning videos are highly effective in addressing *cyberbullying* among adolescents and are increasingly recognized as a critical component of prevention and intervention strategies. These videos utilize storytelling to engage young viewers, fostering empathy and understanding of the impact of *cyberbullying* . Narrative learning videos represent a powerful tool in combating *cyberbullying* , but their success depends on thoughtful integration into broader educational frameworks and community support systems. Psychoeducational interventions using narrative videos have been shown to significantly improve adolescents' knowledge and understanding of *cyberbullying.*

b. Average attitude scores before and after being given *cyberbullying education* in the intervention group and control group

Based on the *Paired t-test,* the results of the study showed that the average attitude in the pretest intervention group was 21.36, standard deviation 1.814, minimum value 18, and maximum value 25, while the average posttest attitude value was 22.82, standard deviation 2.575, minimum value 15, and maximum value 27. There was a difference that showed an increase in the average score before and after being given *cyberbullying education* using the video method.

Meanwhile, the results of the average attitude value in the *pretest control group* were 21.50, *standard deviation* 2.577, *minimum value* 16, and *maximum value* 25. Meanwhile, the average knowledge value *of the posttest* was 22.55, *standard deviation* 2.262, *minimum value 19, and maximum* value 26.

Based on pre-test and post-test attitude data for the group, several questionnaire items revealed increased respondents' knowledge. This increased knowledge focused on *cyberbullying* , where respondents learned how to respond *to cyberbullying* and who to report *it to* .

This study is in line with that conducted by [13]who stated that positive attitudes towards *cyberbullying* significantly mediate the relationship between moral disengagement and *cyberbullying behavior* , indicating that attitudes influence the frequency of *cyberbullying involvement* , highlighting the need for attitudinal changes in prevention programs.

From the pre and post results of the control group, it can be seen that there was no significant increase in the number of respondents whose knowledge increased.

This research aligns with that conducted by [14]which found that knowledge about *cyberbullying* does not significantly influence adolescents' attitudes or behavior. Despite having knowledge about *cyberbullying* , adolescents' attitudes remained unaffected, indicating that knowledge alone is insufficient to change attitudes toward *cyberbullying* .

Video education can significantly improve adolescents' attitudes toward *cyberbullying* by increasing their understanding and awareness of the issue. Several studies have shown that interactive and engaging video content can effectively change perceptions and behaviors related to *cyberbullying* among adolescents [15]

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engaging video content can effectively change perceptions and behaviors related to *cyberbullying* among adolescents [15].

While video education has been shown to be effective, it's important to consider that not all adolescents respond to video content in the same way. Factors such as individual learning styles and prior knowledge can influence the effectiveness of such educational interventions.

According to the researcher's assumption, the intervention group that was given *cyberbullying education* using the video method experienced an improvement in attitudes compared to the control group that was not given *cyberbullying education* using the video method.

Bivariate Analysis

Bivariate analysis was used to determine whether there was a difference in the average knowledge and attitude scores between the treatment group and the control group. Based on the statistical test in this study, namely the *Paired t-test* , the average score for the treatment group *in the pre-test* was 9.00. knowledge and *post-test* 15.50 knowledge. In the control group, the average *pre-test* knowledge score was 17.55 and *the post-test* knowledge score was 17.95. Based on the statistical test in this study, namely using the *Paired t-test,* the results obtained were the average *pre-test attitude score* of 21.36 and *the post-test attitude score* of 22.82 . In the control group, the average *pre-test* attitude score was 21.50 and *the post-test* attitude score was 22.55 .

This research is in line with previous research conducted by [16] " The Influence of Psychoeducation on *Cyberbullying Behavior* in Grade 7 Students of SMP Negeri 27 Surabaya" . Where from results study show *cyb bullying* ($\rho = 0.046$), there is an influence of attitudes and actions after psychoeducation to behavior *cyberbullying* (($\rho = 0.001$).

Education health functioning as mechanism important For inform individual And public about problem which are related with health , on Finally push more behavior Healthy And increase quality live . Video method in education has proven effective in various topic related health , improve knowledge And attitudes among diverse population [13].

According to the researchers' assumptions, the results of the study above indicate a significant difference between the treatment group and the control group. This can be seen from the difference in average knowledge scores before and after receiving health education using video media, where the treatment group had a higher average score than the control group ($6.5 > 0.4$). Thus, there was a much more significant increase in the treatment group compared to the control group

CONCLUSION

1. The average knowledge score of the treatment and control groups regarding cyberbullying education before (pre-test) cyberbullying education using the video method was 9.00 with a standard deviation of 1.380. The average knowledge score The average knowledge score of the treatment group regarding cyberbullying education after (post-test) cyberbullying education using the video method was 15.50, with a standard deviation of 2.064. Meanwhile, the average knowledge score of the control group (pre-test) regarding cyberbullying education using the video method among adolescents was 17.55, with a standard deviation of 1.738. The average knowledge score of the control group regarding cyberbullying education after (post-test) cyberbullying education was conducted using the video method was 17.95, with a standard deviation of 1.362. Translated with DeepL.com (free version)
2. The average score of the treatment group's attitude towards cyberbullying education before (pre-test) cyberbullying education was conducted using the video method on adolescents was 21.36, standard deviation 1.814 The average attitude score of the treatment group regarding cyberbullying education after (post-test) cyberbullying education using the video method was 22.82, standard deviation 2.575. Meanwhile, in the control group (pre-test), cyberbullying education was conducted using the video method on adolescents, with a mean score of 21.50 and a standard deviation of 2.577. The mean knowledge score of the control group regarding cyberbullying

education after (post-test) cyberbullying education was conducted using the video method was 22.55, with a standard deviation of 2.262. Translated with DeepL.com (free version)

3. Statistical test results for pre-test and post-test knowledge in group 58
4. intervention group showed a p-value = 0.000 < 0.05, so hypothesis H0 was rejected and Ha was accepted, meaning that there was an effect on the intervention group's knowledge. The statistical test results for the pre-test and post-test control group showed a P-value = 0.025 > 0.05, meaning that it was not normally distributed. Meanwhile, the statistical test results for the pre- and post-test for the intervention group showed a p-value = 0.000 < 0.05, so hypothesis H0 was rejected and Ha was accepted, meaning that there was an effect on the intervention group's knowledge. The results of the pre-test and post-test statistical tests for the control group showed a P-value = 0.007 > 0.05, meaning that the data was not normally distributed.

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