



THE EFFECT OF AUDIOVISUAL MEDIA ON THE LEVEL OF ANTI BULLYING KNOWLEDGE AMONG ELEMENTARY SCHOOL CHILDREN IN PEKALONGAN REGENCY

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Bullying is a deviant behavior that often occurs in elementary school environment and can have negative psychological, physical, and social impact. Students' lack of knowledge about bullying is one of the reasons this action often occurs. This study aims to determine the effect of audio-visual media on the level of anti-bullying knowledge among elementary school children in Pekalongan District. This type of research is a pre-experiment with a one-group pretest-posttest design. The sample consisted of 100 student from two elementary schools in Pekalongan District. The intervention was health education through audio-visual media. Data collection using questionnaires were analyzed by Wilcoxon statistic test. The results showed a significant increase in the level of knowledge of students after being given health education through audio-visual media (p-value 0.000). the average knowledge increased from before and after the intervention. These findings indicate that audio-visual media can be an effective educational tool for enhancing students' understanding of bullying and promoting anti-bullying awareness. Elementary schools are encouraged to integrate audio-visual health education into their anti-bullying programs to improve students' knowledge and awareness. Further research should involve a control group, larger and more diverse samples, and follow-up assessments to evaluate the long-term retention of knowledge and the impact of audio-visual education on students' actual bullying-related behaviors.

Keywords: Health Education, Bullying, Audio Visual, Knowledge, Elementary School

INTRODUCTION

Bullying is a form of deviant behavior that is intentionally carried out to hurt others, either physically, verbally, or socially. This behavior is generally perpetrated by individuals or groups who possess greater physical or psychological power over individuals or groups perceived as weaker. Bullying is carried out repeatedly and irresponsibly, accompanied by a sense of enjoyment or satisfaction on the part of the perpetrator (Asrorurrosyidin et al., 2024).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported in 2020 that the number of school-aged children worldwide reached 618 million, or approximately 8.2%. Meanwhile, data from the Ministry of Education, Culture, Research, and Technology of Indonesia (Kemendikbudristek) indicated that in 2022, there were approximately 25.49 million school-aged children in Indonesia, accounting for around 56.26%. Furthermore, according to Statistics Indonesia (Badan Pusat Statistik/BPS), a total of 1,427 cases of violence against children were recorded in Central Java in 2020 (Lestari et al., 2023). In 2019, the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI) reported that, over a nine-year period from 2011 to 2019, there were 37,381 complaints of violence against children. In addition, 2,473 cases of

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bullying were reported to have occurred through social media and in educational settings (Romadhoni et al., 2023).

There are several ways in which schools can prevent bullying among students. One approach is to provide education on bullying prevention using engaging learning media that can attract students' interest and encourage their active participation in the learning process. In today's increasingly digital era, schools can utilize various digital platforms to deliver educational content on bullying prevention, including social media (Juan Frido Manihuruk & Malida Putri, 2023).

Bullying prevention in schools is essential to ensuring that every student has the right to learn in a safe and supportive environment, free from fear. These efforts require the involvement of various parties, including schools and parents. Schools serve as trusted institutions responsible for providing quality education, establishing boundaries for interactions among students, and monitoring bullying cases that occur within the school environment. Meanwhile, parents also have a responsibility to raise their children appropriately by providing positive examples of behavior (Natalia et al., 2024).

Based on a literature review of a previous study conducted among fourth- to sixth-grade students at SDN 2 Sumurjomblangbogo, 10 out of 15 students reported that they already understood the definition of bullying. However, when asked questions regarding the types of bullying, its contributing factors, and its potential impacts, all 15 students reported that they were unfamiliar with these aspects. The principal of SDN 2 Sumurjomblangbogo also stated that the school did not have an anti-bullying curriculum and had never conducted educational activities on bullying (Noviasari, 2024).

Based on the literature review findings presented above, health education plays an important role in preventing bullying among elementary school students. Although social media can serve as a platform for delivering educational content in this increasingly advanced technological era, the educational media used need to be further developed to ensure that the information is engaging, accessible, and appropriate for children's learning needs. Therefore, the researcher is interested in conducting a study entitled "The Effect Of Audiovisual Media on The Level Of Anti Bullying Knowledge Among Elementary School Children In Pekalongan Regency".

METHOD

This study employed a pre-experimental design using a one-group pretest-posttest design. The study aimed to assess knowledge of bullying among elementary school students in Pekalongan Regency before and after the intervention. The population consisted of all elementary school students in Pekalongan Regency, totaling 68,449 students, while the sample comprised 100 students. Primary data were collected directly from respondents using a research instrument in the form of a bullying knowledge questionnaire consisting of 14 items. The questionnaire employed a Guttman scale to assess respondents' knowledge of bullying.

RESULTS AND DISCUSSION

This study aimed to determine the effect of health education on the level of anti-bullying knowledge among elementary school students in Pekalongan Regency using developed audiovisual media. Knowledge was assessed through a



pretest administered before the intervention and a posttest conducted after the intervention. The results of the data analysis, including respondent characteristics, the normality test, and the Wilcoxon signed-rank test, are presented in the following tables:

Table 1. Respondent Characteristics (n = 100)

Characteristics	Frequency (f)	Percentage (%)
Age		
9 years old	19	19%
10 years old	30	30%
11 years old	39	39%
12 years old	12	12%
Gender		
Male	54	54%
Female	46	46%
Living Arrangement		
Parents	97	97%
Mother	1	1%
Father	0	0%
Grandmother	2	2%
Other relatives	0	0%
Information about bullying		
Never	0	0%
Ever	100	100%
Source of Information		
Social Media	27	27%
Friends	9	9%
Teachers	46	46%
Parents	18	18%
Neighbors	0	0%

Table 2. Normality Test

Uji Kolmogorov-Smirnov			
	Statistic	Df	Sig.
Pre test	.160	100	.000
Post test	.190	100	.000

Table 3 Uji Wilcoxon Test

		Wilcoxon Test				
		N	Mean Rank	Sum of Rank	Z	Asymp Sig (2-tailed)
Post test	Negative Rank	24	31.25	375.000	-5.078	.000
Pre test	Positive Rank	55	35.79	2040.00	.000	
	Ties	31				
	Total	100				

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DISCUSSION

1. Respondent Characteristics

Based on the study findings, the largest group of respondents was 11 years old, comprising 39 respondents (39%), followed by those aged 10 years, with 30 respondents (30%), those aged 9 years, with 19 respondents (19%), and those aged 12 years, with 12 respondents (12%). According to Mubarak (2011), age is one of the factors influencing knowledge. As a person grows older, their cognitive abilities and patterns of thinking develop. According to Jean Piaget's theory of cognitive development (as cited in Santrock, 2012), this age range represents an important period for developing knowledge and understanding social values, including recognizing bullying as unacceptable behavior.

Based on gender, male respondents accounted for a slightly higher proportion (54%) than female respondents (46%). This difference indicates that male students were slightly more represented in this study on bullying. This finding is consistent with previous research.

Based on the findings from 100 respondents, 97 children (97%) lived with both parents. Meanwhile, 1 respondent (1%) lived with their mother only, and 2 respondents (2%) lived with their grandmother. These findings indicate that the majority of the children were raised within an immediate family consisting of both parents. This is consistent with the study by Prayunika and Rahma (2016), in which the majority of respondents, totaling 77 children (70.6%), lived with both parents. Similarly, Fitriani, Yuniarti, and Yulianti (2020) stated that support from the immediate family, particularly the presence of both parents, plays an important role in children's psychosocial development. Furthermore, according to Wulandari and Puspitasari (2021), children living with both parents tend to have better emotional well-being than those living with guardians or other relatives.

A study conducted by Suharni and Muthmainah (2022) found differences between children raised by their parents and those raised by their grandmothers. The parenting style adopted by both parents was authoritative, whereas the parenting style applied by grandmothers was permissive. Authoritative parenting involves providing children with freedom, attention, and appropriate control while prioritizing their best interests. This parenting style aims to ensure that children remain under parental guidance while being encouraged to develop greater independence, as characterized by parental supervision and warmth.

Meanwhile, permissive parenting emphasizes self-regulation and self-expression by allowing children to develop freely without strict prohibitions, numerous rules, coercion, or commands. This parenting style may influence children's cognitive development, which refers to the process through which individuals enhance their knowledge and develop their thinking abilities (Suharni & Muthmainah, 2022).

Based on data collected from 100 respondents, all respondents (100%) had previously received information about bullying. The sources of information included teachers, reported by 46 respondents (46%); social media, reported by 27 respondents (27%); parents, reported by 18 respondents (18%); and friends, reported by 9 respondents (9%). These findings are consistent with the study conducted by Maisaroh (2023), which indicated that information about bullying was most frequently obtained through formal educational sources, such



as teachers, as well as social media, which provides a fast and accessible means of communication for students. Furthermore, Maisaroh found that the family environment and peers also contributed to disseminating information about bullying, although their proportions were lower than those of teachers and social media.

2. The Effect Of Audiovisual Media on The Level Of Anti Bullying Knowledge Among Elementary School Children In Pekalongan Regency

The Wilcoxon signed-rank test showed an Asymp. Sig. (2-tailed) value of 0.000, which is below the significance level of 0.05. This indicates a statistically significant difference in anti-bullying knowledge before and after the intervention. Therefore, health education using developed audiovisual media had a statistically significant effect on the level of anti-bullying knowledge among elementary school students in Pekalongan Regency.

These findings are consistent with a study by Lusiana and Siful Arifin (2022), which demonstrated that the use of audiovisual media was effective in improving elementary school students' understanding of character education, including bullying prevention. Audiovisual media deliver messages in a more engaging and easily understandable manner, thereby positively contributing to improvements in students' knowledge. Furthermore, Yuliani and Suhartini (2020) stated that the use of audiovisual-based media among school-aged children can enhance attention, comprehension, and retention of the information presented, as such media are better suited to children's learning styles.

The use of audiovisual media in health education has been shown to be effective in improving students' knowledge. This media can convey information in a more engaging and easily understandable manner than conventional methods. According to Putri Suryanida (2022), audiovisual media can present information in an attractive format, thereby increasing students' interest in the learning process and helping them receive and understand the information more effectively.

According to a study by Safitri et al. (2022), compared with other media, the benefits and effects of watching audiovisual learning videos can be understood more quickly. This is because the learning process helps individuals maintain focus and can influence students' emotions and psychological well-being. Consequently, students can understand the material more easily when audiovisual media are used. In addition, it is important to ensure that the learning materials, indicators, and objectives are adequately addressed. In this study, a question-and-answer session was conducted to give respondents the opportunity to ask questions about concepts they had not fully understood or topics that had not been covered in the educational video.

The findings of this study are supported by Suryolelono et al. (2020), whose statistical analysis yielded a p-value of 0.001, which was below the significance threshold of 0.005. This indicates a significant difference in respondents' knowledge before and after the intervention, which consisted of health education on bullying delivered through audiovisual media.

Overall, the findings of this study confirm that health education using audiovisual media is an effective method for improving students' knowledge of bullying. This learning approach not only makes the learning process more



engaging and interactive but also ensures that important information is delivered in a way that students can understand and retain effectively. The results of this study demonstrate that health education using developed audiovisual media has a significant effect on the level of anti-bullying knowledge among elementary school students in Pekalongan Regency.

CONCLUSION AND RECOMMENDATION

CONCLUSION

This study found that the majority of respondents were within an important stage of cognitive development, lived with both parents, and obtained information about bullying primarily from teachers and social media. These sources may contribute to students' understanding of bullying.

The findings indicate that health education using audiovisual media significantly improves anti-bullying knowledge among elementary school students in Pekalongan Regency. This is supported by the Wilcoxon signed-rank test, which yielded a significance value of 0.000 ($p < 0.05$). Audiovisual media proved effective in delivering information in an engaging, easily understandable manner that aligns with children's learning styles. This approach not only enhances students' attention and comprehension but also strengthens their information retention and engagement in the learning process.

RECOMMENDATION

1. For Students

Students are expected to understand the definition of bullying, its various forms, and its negative impacts. They are also encouraged to have the courage to report incidents of bullying when they experience or witness them and to support peers who become victims of bullying.

2. For Schools

Schools are encouraged to use audiovisual media as a regular educational resource in the learning process, particularly for character education and bullying prevention.

3. For Future Researchers

Future researchers are encouraged to develop anti-bullying educational media with a wider range of variations, such as educational games and interactive platforms, or to expand the target population to junior high school students. Future studies may also employ the Research and Development (R&D) method to further develop the educational media and evaluate its long-term effectiveness.

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advancement of scientific knowledge, the improvement of educational quality, and efforts to prevent bullying in the school environment.

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