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The effectiveness of short film to reduce students bullying behavior in junior high school



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Abstract: The phenomenon of bullying behavior is behavior that is very close to students. Prevention of bullying is one of the tasks of guidance and counseling teachers through classical guidance services. One of the media that can be used by guidance and counseling teachers is a short movie. This study aims to determine the effectiveness of short movie to reduce bullying behavior. This research is quantitative research with experimental methods. The research design uses a one-group design with a random sampling subjects. There are 36 subjects for class VIII junior high school students in Sleman. Researchers distributed anti-bullying questionnaires for the pre-test and post-test and analyzed them using the T test. The result is an increased understanding of bullying behavior in students after watching a short movie, so the use of a short movie is considered effective to reduce bullying behavior because of the influence of vicarious learning theory. Based on the results of the T-test, there is a 30.200 difference in the pretest and posttest scores, which indicates effectiveness. The N-Gain test results also yielded a score of 63%, which is in the quite effective category.

Keywords: Bullying Prevention; Short Movie Effectiveness; Guidance and Counseling; Quantitative Experimental Research

INTRODUCTION

The phenomenon of bullying cases is a behavior that is very close to students, this is indicated by the rise of bullying cases that occur in the school environment. Based on data from KPAID Yogyakarta in 2022, Sleman Regency was recorded as providing assistance to 88 victims of bullying. Providing assistance to victims of bullying aims to reduce the impact of bullying behavior. Bullying behavior is an iceberg phenomenon, the recorded data is a small part of the total incidents of bullying behavior in schools. Bullying is a desire to hurt. This desire is shown in action, causing one to suffer. This action is carried out directly by a person or group of people who are stronger, irresponsible, usually repeated, and carried out with the aim of seeking satisfaction (Masdin, 2013). Bullying behavior that is carried out repeatedly against victims will have a physical and psychological impact.

Bullying is a condition where there has been an abuse of power by an individual or group. The abuse of power is carried out by the strong, not only physically but also mentally (Sejiwa, 2008). This means that bullying is not only limited to physical actions such as hitting or kicking but also tries to damage the victim's mentality. Suwarjo (2009) has almost the same opinion, where he defines bullying as verbal and physical behavior that is intended to disturb someone who is weaker. Besides being physically and mentally damaging, bullying is also often done through words (verbal) by ridiculing or mocking excessively.

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Olwes (in Wiyani, 2012) says bullying is a negative behavior that results in someone being uncomfortable or injured and usually happens repeatedly. In line with that, Wiyani (2012) stated that bullying is the aggressive and negative behavior of a person or group of people who repeatedly abuse an imbalance of power with the aim of hurting the target (victim) mentally or physically.

Bullying cases in schools have tarnished the world of education. Schools should be a comfortable place to learn for students and provide a sense of security. Bullying behavior often causes anxiety, depression, social withdrawal, poor academic performance, and social personality disorder (Asif, 2016). Based on preliminary research conducted by researchers at a school in Sleman, 70% of students claimed to have been victims of bullying but never reported it to the teacher (Setiawan et al, 2022). This happens because bullying behavior is often seen as a joke.

Students today are very close to social media, especially audio-visual-based applications such as YouTube and TikTok. This indicates that students like and have an interest in audiovisuals, one form of which is film. To provide an understanding of bullying in order to reduce bullying rates, the researchers developed short film media. The short film medium developed was carried out through research on classical guidance services. Students who can understand bullying behavior are expected to be able to apply this understanding to aspects of anti-bullying behavior. Providing short films aims to reduce bullying behavior among students. Short films are used as educational cinema materials in classical tutoring services. The provision of media was due to initial research, which stated that 58% of students felt bored if the guidance and counseling teacher only gave lectures. There are several studies that examine the use of films. Based on research conducted by Hamumpuni (2016), the use of film media has proven to be effective in overcoming the learning saturation experienced by class XI high school students because there was a decrease in post-test results in the experimental group by 23.70%, while in the control group it was 2.00%. In addition, based on research by Linasari (2016), it was found that the use of video therapy proved to be more effective than bibliotherapy in raising anti-bullying awareness for fifth grade elementary school students, with the average post-test result in the experimental group using video therapy being 126.6 and the mean post-test score in the control group using bibliotherapy being 125.5. This study indicates that the use of short film media has proven effective in promoting behavior change in students.

Research conducted by Setiawan (2023) regarding the development of short film media for the prevention of sexual harassment resulted in a 65% difference in the N-Gain score at the pretest and posttest, which is in the moderately effective category. Short film media can provide education on preventing sexual harassment in high school students, thus fostering anti-bullying behavior. Short film media is a type of audio-visual media that has audio and visual elements to produce sounds and images that can be seen and heard. Showing a short film can have an impact on students because it displays bullying behavior in order to provide an understanding of the forms and impacts of bullying as well as display anti-bullying behavior as a preventive measure to reduce bullying behavior in students. Hitchcock & Graeme Turner (Suwasono, 2014: 1) stated that film is a medium for re-presenting reality based on the codes, conventions, and ideology of a culture. This makes film a medium to look back at the reality that has happened in a place by adjusting the ideology or culture that exists in that environment.

Students who watch short films can get the feeling that the stories contained in short films are almost the same as the real life experienced by the audience, so that the audience will unconsciously accept and become increasingly convinced of the values contained in the story of a film because short films can reflect the realities that exist in society (Ratni et al, 2023). There are various types of short films, and researchers use short film media with fictional short films to become media in guidance and counseling services to reduce bullying behavior. Setiawan and Suwarjo (2023) state that short films can be used as a medium to exert influence because they have the power to instill positive behavior in the audience. This is in line with Aminah and Setiawan's opinion (2021) that film media has an influence on cultivating behavior in accordance with the objectives of making short films. The short film developed by the researcher aims to be a medium for preventing bullying behavior among junior high school students. Based on the background that has been explained, the aim of this research is to determine the effectiveness of short film media in reducing bullying among junior high school students.

METHOD

The method in this research uses a quantitative approach with a pre-experimental model. The research design uses a one-group design for pretest and posttest calculations. The subjects in this research were students at SMP Negeri 2 Ngaglik in Sleman Regency, with a total of 36 students. The sampling technique for 36 students used simple random sampling for grade 8 students. The short film was developed by Antonius Ian Bayu Setiawan and has received IPR with number EC00202027735. This short film has also been validated for its suitability in previous research entitled "The Development of Short Films to Reduce Bullying among Students" (Setiawan et al, 2022).

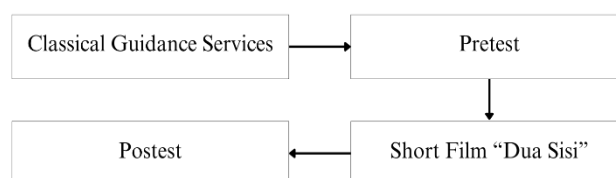


Figure 1. Treatment Process

The short film "Dua Sisi" has a duration of 3.51, this duration is considered appropriate for providing guidance and counseling services. The media development of the short film "Dua Sisi" is divided into three processes, namely pre-production, production, and post-production stages. Then, after the short film media was finished, validation was carried out on the lecturers to assess the media and material aspects. To determine the effectiveness of the short film "Dua Sisi", measuring bullying behavior uses an anti-bullying scale. Anti-bullying scale has passed validity and reliability tests. Based on the AIKEN V test, the expert judgment's validity test results from a total of 32 were valid. The reliability test on 32 items using alpha cronbach obtained a score of 0.864, which means reliable. The results of measuring the anti-bullying attitude scale were analyzed using a Likert scale with five alternative answers. Data analysis techniques use the T test and the N-Gain test. The N-Gain test is divided into two tests, namely to find out the N-Gain score and to find out the percentage N-Gain score. The following is the categorization for N-Gain scores and the categorization for percentage N-Gain scores (Lestari & Setiawan, 2015):

Table 1. Categorization for N-Gain scores

Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Moderate
$g < 0.3$	Low

Table 2. Categorization for percentage N-Gain scores

Percentage	Category
<40%	Not effective
40% - 55%	Less effective
56% - 75%	Quite effective
>76%	Effective

RESULTS

This research took place over 3 weeks. In the first week, the researcher gave a pretest questionnaire to junior high school students to find out their tendency towards bullying. In the second week, researchers collaborated with guidance and counseling teachers to provide treatment to classical guidance by showing a short film entitled "Dua Sisi" to reduce bullying behavior for one session. In the third week, students were asked to fill out the posttest again to find out trends towards bullying. The

pretest and posttest data that have been collected are then tested for normality to find out whether the data is normally distributed or not. The following are the results of the normality test:

Table 3. Normality test results

	Statistic	df	Sig.
Pretest	.087	35	.200
Posttest	.109	35	.200

The normality test was carried out using the Kolmogorov-Smirnov test. Based on the results of the normality test, it is known that the significance value in the table is 0.200 based on the results of the pretest and posttest, which indicates that the value meets the criteria because it is > 0.05 . So, it can be concluded that the pretest and posttest data on the anti-bullying attitude scale are normally distributed. Data processing was continued with the T test to determine the effectiveness of short film media to reduce bullying. The following are the results of the T-test performed using SPSS:

Table 4. T-test results

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	57.69	35	4.357	.737
Posttest	27.49	35	4.566	.772

Based on the results of the T-test, the average score in the pretest was 57.69, while the average posttest score was 27.49, with 35 students as the research subjects. So, it can be concluded if the posttest average score is lower than the pretest average score, which is $27.49 < 57.69$, indicates that there is a decrease in attitudes towards bullying behavior.

Table 5. Average T-Test results

	Mean	Lower	Upper	Sig. (2-tailed)
Pretest-Posttest	30.200	28.047	32.353	.000

Then, it is known that the value of sig. (2-tailed) is 0.000, which indicates that there is an average difference between the pretest and posttest because $0.000 < 0.05$ with a difference value of 30.200 indicates if there is a decrease in the posttest score. Based on the results of the T-test, it can be concluded that short film media is effective in reducing bullying behavior among junior high school students. To determine the level of effectiveness, researchers conducted the N-Gain test. Based on the results of the N-Gain test, the following results are obtained:

Table 6. N-Gain results

	Statistic	Std. Error
Mean	.6326	.01665
Lower Bound 95%	.5988	
Upper Bound 95%	.6664	
Median	.6538	
Std. Deviation	.09848	
Minimum	.41	
Maximum	.83	
Range	.42	

Based on the results above, the N-Gain score is 0.6326, which is included in the category $0.3 \leq g \leq 0.7$, which, based on the categorization of these values, is included in the moderate category. This indicates that the effectiveness of short film media to reduce bullying behavior is in the moderate category. The researcher calculated the N-Gain percentage to find out what percentage of the effectiveness of short film media was to reduce bullying behavior. The following is the percentage of the N-Gain test results:

Table 6. The percentage N-Gain results

	Statistic	Std. Error
Mean	63.2616	1.66465
Lower Bound 95%	59.8786	
Upper Bound 95%	66.6446	
Median	65.3846	
Std. Deviation	9.84821	
Minimum	40.91	
Maximum	83.33	
Range	42.42	

Based on the results above, the percentage N-Gain score is 63.2616%. This score is included in the category of "quite effective" because it is in the range of 56%–75%. It can be concluded that the short film media "Dua Sisi" is effective as a medium for reducing bullying behavior in junior high school students, as evidenced by a decrease in scores on the posttest compared to pretest scores in the category of quite effective.

DISCUSSION

Short films are one of the media that can be used for educational cinema techniques. The short film "Dua Sisi" tells about the meaning of bullying and the impact of bullying behavior. Short films developed by researchers as part of communication can convey messages and influence audiences with specific goals. The aim of the short film "Dua Sisi" is to provide an understanding of the impact of bullying. Strength in film, according to Asri (2020), is considered to be being able to touch the feelings and moral aspects of the audience. In an educational context, short films are proven to have benefits not only in communicating the contents of the film but also in making the audience reflect on the meaning of each scene (Wallbaum, 2018). Viewers who watch the short film are expected to be able to interpret the contents of the short film "Dua Sisi" so that the audience can behave anti-bullying. The values contained in the short film "Dua Sisi" make students feel that the story in the short film is similar to reality in the everyday life of the audience, so that the audience unconsciously internalizes and imitates the scenes in the film. According to Rengel et al (2019), film media has a strong relationship with providing an emotional influence on the audience so that it can be used as learning material and material for reflection for students. The reflection process has an influence on human psychology, so the reflection process can be interpreted as a predisposition to student behavior.

The short film developed can be used as a medium of communication to provide an understanding of bullying behavior and increase anti-bullying awareness. This is in line with the opinion of Dewandaru et al (2017), which states that short films can be well received from an aesthetic point of view and can convey messages well. Film offers a holistic and comprehensive visualization because it presents visual and audio shows simultaneously, which have an impact on the audience's feelings. Film also has flexibility and accessibility for learning for students at various age levels (Didkovska, 2018). If making short films about bullying behavior, both from an aesthetic point of view and the message conveyed, can be received by students of various age ranges, then bullying behavior can be reduced.

According to Trianton (2013), films can be used as media in education because short films can be used as ideal learning media because not all films can be used as learning media, these prerequisites include; (1) the films presented must be able to convey clear and enviable messages, (2) films must not conflict with the values of customs, norms, and manners that apply in society, (3) films must have the ability to shape the character of society; (4) the films presented must prioritize knowledge; and (5) the films presented must have a limited or short duration. Based on the description above, the researcher tries to assemble short film media that can be used in education by paying attention to the elements and prerequisites regarding ideal film studies in the world of education.

When students watch movies, an overflow of emotional expressions can occur in the brain. The audience is hit by magic, as if they are in the storyline of the film. Furthermore, the end point of the treatment is to find the meaning or purpose of the film's storyline. This discovery of meaning, which can then encourage people to appear like what is captured in a film plot, can be in the form of motivation,

self-confidence, or other problems. So in this process, films can be used as examples of models for learning so that someone watching can imitate things contained in a film through the roles played by the characters in the film. When students see a film, they will process what they receive through their visual impressions of the film. Human psychological aspects include cognitive, affective, and psychomotor. The process of viewing a film will influence an individual's cognitive ability to reflect on the contents of the film. Then the individual will get carried away and drift to follow and feel the events in the film. This indicates that the affective aspect of the individual is working to feel every scene that is shown. Then, individuals will internalize the values contained in the film and apply them in everyday life.

According to Asri (2020), film can be a reflection of social reality in society as well as an agent of reality construction. The purpose of this reality construction is that the filmmaker tries to build an objectivity regarding the idea, and then the idea is constructed in the form of a film that is contained in every scene shown. The presence of short films as a medium for education can encourage students to be more involved in the learning process when viewing films (Mayer et al, 2020). The short film presented must be clear to make students feel comfortable while watching it. According to Habsyah (2020), films have the benefit of being used in the therapeutic process. This therapeutic process is in the form of increasing the audience's knowledge of the values contained in the film so that the audience can imitate and modify the positive behavior contained in the film scene. According to Rowlins (2016), films evoke the senses, which trigger an emotional response in the audience.

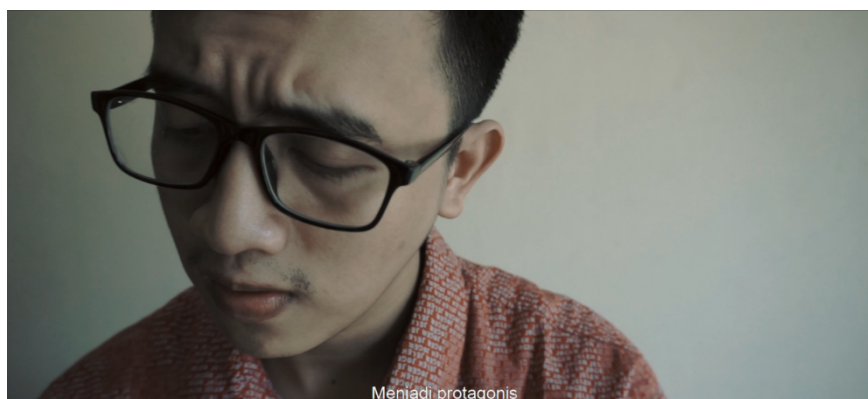


Figure 2. Footage Short Film

The short film "Dua Sisi" has a duration of 3 minutes and 50 seconds and tells of a female character named Risma. The concept of the short film "Dua Sisi" is to divide the story into one frame, where the frame on the right is when Risma's character does not get bullying behavior from the people around her, while the frame on the left of Risma's character gets bullying behavior. He gets bullied verbally, physically, relationally, and through cyberbullying. Researchers want to show forms of

bullying to provide understanding and awareness that bullying behavior is not an ordinary joke and can be justified. The end of the story of the short film "Dua Sisi" is that the character Risma, who was bullied, chose to end her life by committing suicide, and the character Risma, who did not experience bullying behavior, succeeded in achieving success because of the support from her friends.

Bullying behavior is not a genetic behavior but a behavior that is obtained by someone through the process of observing and imitating in their social environment. This suggests that if a person is able to imitate bullying behavior, then that person is also able to imitate anti-bullying behavior by viewing short film media that is reflected together with the guidance and counseling teacher. The short film "Dua Sisi" aims to foster anti-bullying behavior by inserting values of empathy and awareness of bullying behavior. Short films are used as models for behavior change. The use of short films can be a treatment that affects the human subconscious. Watching short films can affect the overflow of emotions that occur in the brain.

CONCLUSION

The short film developed can be used as a medium of communication to provide an understanding of bullying behavior and increase anti-bullying awareness. Appropriate short films can be used as learning media for students because one of the functions of film is educational. The short film "Dua Sisi" aims to raise awareness and understanding of anti-bullying behavior. Based on the results of the effectiveness test meaning that there was a decrease in the score after being given treatment. This decrease in score is a sign that students before watching the short film still have a high tendency to bully, but after seeing the short film "Dua Sisi," the tendency to bully decreases. The effectiveness of short films is 0.6326, which is included in the medium category with a percentage of 63% and is included in the quite effective category. Based on this, it can be concluded that short film media is effective in reducing bullying behavior among junior high school students.

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