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The Effectiveness of Content Mastery Services Using Educational Cinema Videos to Reduce Student Bullying Behavior

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Abstract
This research was motivated by the continued occurrence of bullying behavior in the school environment, both in verbal and physical forms. This study aimed to determine the effectiveness of content mastery services using the educational cinema video method in reducing bullying behavior among eleventh-grade students at SMA Negeri 1 Batanghari. This study employed a quantitative approach with a quasi-experimental design and involved 66 students, consisting of 33 students in the experimental group and 33 students in the control group. Data were collected using a bullying behavior instrument consisting of 26 statement items. Data analysis was conducted using the Wilcoxon Signed-Rank test and the Mann-Whitney U test because the research data did not fully meet the assumption of normality. N-Gain analysis was used as additional information to examine changes in scores. The results showed that the average bullying behavior score in the experimental group decreased from 53.33 in the pretest to 27.58 in the posttest, representing a decrease of 25.76 points. All 33 students in the experimental group experienced a decrease in their scores. Meanwhile, the control group experienced a decrease in the average score from 37.09 to 35.88, or a decrease of 1.21 points. The results of the Wilcoxon test in the experimental group obtained a Z value of -5.021 with a significance level of $p < 0.001$, indicating that H_0 was rejected and H_1 was accepted. Furthermore, the results of the Mann-Whitney test on the change scores obtained $U = 21.00$ with $p < 0.001$, indicating a significant difference in changes between the experimental group and the control group. These results indicate that content mastery services using the educational cinema video method are effective in helping to reduce bullying behavior among eleventh-grade students at SMA Negeri 1 Batanghari. In this study, educational cinema videos served as a supporting method in content mastery services through the delivery of material, observation of bullying situations, discussion, and reflection on intentional harm, the recurrence of actions, and power imbalance.

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1. INTRODUCTION

In Indonesia, formal education from the elementary to secondary levels is expected not only to provide academic knowledge but also to play a role in shaping students' character, social skills, and moral values. Schools are expected to be environments that not only educate but also develop individuals with strong character, who are prepared to face global challenges and uphold moral values. However, in practice, behavioral problems such as bullying remain a major challenge in many schools.

A safe, comfortable, and conducive school environment will help students learn effectively and develop positive social interactions. Conversely, an unconducive school

environment can hinder students' development, both academically and socially and emotionally.

In practice, schools cannot be separated from various student behavioral problems, one of which is bullying. Bullying behavior is an aggressive act carried out intentionally and repeatedly against individuals who are considered weaker, whether in verbal, physical, or social forms. This phenomenon has become a serious problem because it directly affects the learning climate at school. Victims of bullying tend to feel afraid, uncomfortable, and inferior, and may even be reluctant to participate in learning activities. This, of course, will affect students' motivation and academic achievement.

In addition to affecting victims, bullying behavior also has negative impacts on perpetrators, such as low empathy, poor self-control, and the development of aggressive behavior patterns. If not addressed properly, this condition can interfere with students' personality development and create an unhealthy school environment. Therefore, systematic and well-planned efforts are needed to prevent and reduce bullying behavior in the school environment.

Based on data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA), from January to February 2024, 1,993 cases of violence against children were recorded, including cases of bullying. In educational settings, a report from the Indonesian Child Protection Commission (KPAI) in 2023 stated that there were 861 cases of violence in schools, including physical violence, psychological violence, bullying, and sexual violence. This condition indicates that schools have not yet fully become safe and comfortable places for students.

The same condition was also found by the researcher at SMA Negeri 1 Batanghari. The researcher conducted direct observations and interviews from June 21 to 23, 2025, with several informants, including a guidance and counseling (BK) teacher, Mr. Alamsyah, S.Pd., and several students.

Based on observations conducted over several days in the school environment, it was observed that social interactions among students varied considerably. On several occasions, particularly during breaks and outside the classroom, actions such as teasing friends, giving demeaning nicknames, and embarrassing other students in public were observed to occur spontaneously and were seemingly regarded as normal in their daily interactions. Meanwhile, interviews with the BK teacher strengthened these findings. One BK teacher stated that there had indeed been several cases of bullying reported by students or discovered by the teacher, either directly, through social media, or through the complaint box. The most common forms of bullying were verbal, such as insults and harsh nicknames, as well as social bullying, such as exclusion. The BK teacher also revealed that approximately 60% of bullying behavior occurs at this school, and some students who are victims of bullying tend to withdraw and are reluctant to report the incidents because they fear being further excluded by their peers.

Interviews with several students also provided concerning information. An eleventh-grade student revealed that they had been teased because of their physical appearance and different speaking accent. The student felt that they did not have close friends and often chose to be alone during breaks. Another student stated that actions such as insulting and mocking their physical appearance frequently occurred to them. From the overall results of this preliminary research, it can be seen that bullying remains a real problem at SMA Negeri 1 Batanghari. Although it does not always occur openly, its impact on victims is quite significant, both psychologically and academically. This situation demonstrates the importance of more integrated and effective character education in preventing and addressing bullying behavior in schools.

One effort that can be undertaken to address this behavior is through Guidance and Counseling (BK) services. BK services play an important role in helping students understand themselves, develop positive attitudes, and form behaviors that are consistent with moral values. In the context of preventing and addressing bullying, a relevant service to provide is content mastery services.

Content mastery services aim to provide students with an understanding of the negative impacts of bullying and foster awareness of the importance of respecting one another. In order for this information to be effectively received by students, the method of delivery needs to be adapted to the characteristics of the current generation, which tends to be visual and digital. In this context, the use of educational cinema videos is a potential alternative because they are attractive, communicative, and directly engage students' affective aspects.

According to Surya Dharma (2020), educational media that are visually powerful can strengthen character messages such as empathy, tolerance, and self-control. This is in line with the findings of Wiyani (2021), which state that visual methods are effective in helping teachers and counselors deliver moral messages in a more touching and meaningful way to students.

Through content mastery services delivered using the educational cinema video method, students are expected to gain a deeper understanding of the negative impacts of bullying and be motivated to change their behavior toward a more positive direction. Educational videos not only provide knowledge but also engage students' emotional aspects, which can encourage changes in attitudes. Thus, educational video-based services have the potential to become an effective means of reducing bullying and creating a safe and comfortable school environment.

Based on the description above, the researcher is interested in conducting a study entitled "The Effectiveness of Content Mastery Services Using the Educational Cinema Video Method in Reducing Students' Bullying Behavior." This study aims to examine the extent to which content mastery services through educational videos influence the reduction of students' bullying behavior and to explore students' responses to the method of delivering content mastery services. It is expected that the results of this study will contribute to the development of more innovative and effective guidance and counseling programs in school environments.

This study focuses more specifically on examining the effectiveness of instilling moral values through content mastery services provided by BK teachers to students at SMA Negeri 1 Batanghari. The values referred to in this study include empathy, tolerance, and mutual respect, which are relevant to preventing bullying behavior. The content mastery services examined are limited to services systematically designed by the researcher using audiovisual media. Bullying behavior in this study focuses only on physical and verbal bullying occurring at the school. The subjects of this study are eleventh-grade students at SMA Negeri 1 Batanghari.

2. RESEARCH METHODS

This study employed a quantitative approach with a quasi-experimental method. According to Sutja et al. (2017:64), experimental research is research that implements a treatment on certain subjects and does not provide the same treatment to other subjects as the control group.

The design used in this study was a non-equivalent control group design. This design was selected because the researcher used two existing groups, namely the experimental group and the control group, without random assignment. Both groups were given an initial measurement (pretest) to determine the condition of bullying behavior before the treatment.

The experimental group was then provided with content mastery services using the educational cinema video method, while the control group did not receive the same treatment. After the treatment was completed, both groups were given a final measurement (posttest).

The population in this study consisted of all Grade XI students at SMA Negeri 1 Batanghari, with a total of 306 students.

Table 1. Population Distribution

No	Kelas	Jumlah
1.	XI Fase 1	36
2.	XI Fase 2	36
3.	XI Fase 3	36
4.	XI Fase 4	36
5.	XI Fase 5	36
6.	XI Fase 6	36
7.	XI Fase 7	30
8.	XI Fase 8	30
9.	XI Fase 9	33
Total Number		306

The sampling technique used in this study was purposive sampling. According to Sutja et al. (2024:72), purposive sampling is a sampling technique in which the sample is determined based on a specific purpose, or selected because the subjects are in close proximity and have knowledge of the information or problems being studied. The criteria used in selecting the sample were as follows:

The research sample consisted of 66 students from Grade XI Phase 5 and Grade XI Phase 9. Based on the research data used in the pretest and posttest analysis, each group consisted of 33 students. The experimental group consisted of 33 students, while the control group consisted of 33 students. The assignment of the groups was determined according to the requirements of the research design and considerations related to the implementation of the study at the school.

Table 2. Research Sample

Kelompok	Kelas	Jumlah
Eksperimen	XI Fase 5	33
Kontrol	XI Fase 9	33

The criteria for sample selection in this study included:

1) students belonging to the classes designated as the research groups;
2) students who participated in both the pretest and posttest measurements;
3) students who were willing to participate in the entire series of research activities;
4) students who were able to follow the predetermined research schedule; and students whose data were complete and could be used in the research analysis process.

The data used in this study consisted of pretest and posttest data obtained from an instrument in the form of a questionnaire on bullying behavior, consisting of 26 statement items. The questionnaire used a Likert Scale as the response alternative, in which each positive statement item was assigned a score of Always = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1, while items containing negative statements were scored in the reverse order.

The data collection instrument used in this study was a non-test instrument in the form of a questionnaire. The development of the instrument referred to the core components of

bullying behavior used in the study, namely intentionality, repetition, and power imbalance. Data processing was conducted using IBM SPSS. Before hypothesis testing, the data were first examined through a normality test.

3. RESULTS AND DISCUSSION

3.1.Research Results

The results of the data collection showed that each respondent had a total bullying behavior score obtained from 26 statement items. The pretest scores represented the respondents' initial conditions, while the posttest scores represented their conditions after the series of research activities had been conducted. Data from both groups were used to examine changes in scores and differences in the patterns of change between the experimental group and the control group.

Table 3. Research Sample

Kelompok	Pengukuran	N	Mean	Median	SD	Min	Max	Rentang
Eksperimen	Pretest	33	53.33	53.00	6.02	44.00	61.00	17.00
Eksperimen	Posttest	33	27.58	28.00	1.17	26.00	29.00	3.00
Kontrol	Pretest	33	37.09	40.00	7.51	26.00	51.00	25.00
Kontrol	Posttest	33	35.88	36.00	7.92	26.00	52.00	26.00

The mean score of the experimental group decreased from 53.33 in the pretest to 27.58 in the posttest. This represented a decrease of 25.76 points. In the control group, the mean score changed from 37.09 to 35.88, or decreased by 1.21 points. The difference in the magnitude of these changes indicates a stronger pattern of change in the experimental group.

Gambar 1. Comparison of Mean Pretest and Posttest Scores

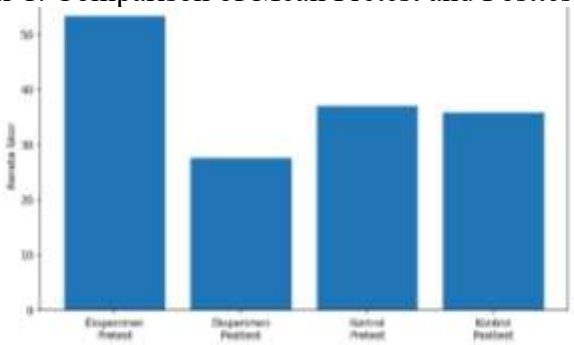


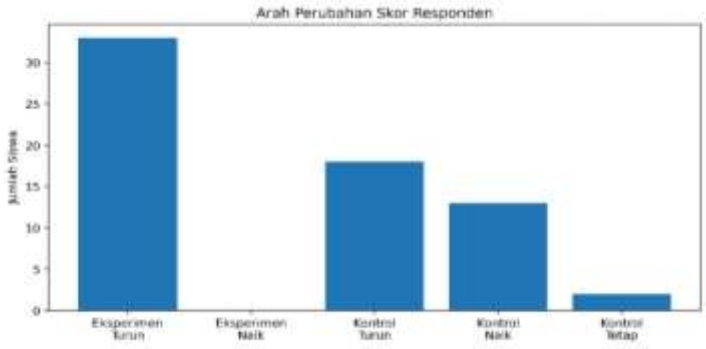
Figure 1 illustrates a clear visual difference between the pretest and posttest conditions in both groups. The mean score of the experimental group showed a more substantial decrease, while the change in the control group was relatively small.

Table 4. Research Sample

Rentang Skor	Kategori	Pretest Eksperimen	Posttest Eksperimen	Pretest Kontrol	Posttest Kontrol
26-46	Sangat Rendah	6	33	30	30
47-67	Rendah	27	0	3	3
68-88	Sedang	0	0	0	0
89-109	Tinggi	0	0	0	0
110-130	Sangat Tinggi	0	0	0	0

Based on the theoretical classification of the instrument, scores of 26–46 are categorized as very low, 47–67 as low, 68–88 as moderate, 89–109 as high, and 110–130 as very high. The actual distribution showed that all posttest scores of the experimental group fell into the very low category. In the experimental group's pretest, 6 students were in the very low category and 27 students were in the low category. The control group showed 30 students in the very low category and 3 students in the low category, both in the pretest and posttest.

Gambar 2. Direction of Respondents' Score Changes



This distribution shows that the most notable categorical change occurred in the experimental group. Before the treatment, most students were in the low category, whereas after the treatment, all students were in the very low category.

Table 5. Comparison of Mean Scores Between Groups

Kelompok	Rerata Pretest	Rerata Posttest	Perubahan Rerata	Persentase Perubahan
Eksperimen	53.33	27.58	-25.76	48.30%
Kontrol	37.09	35.88	-1.21	3.27%

The experimental group experienced a decrease in the mean score of 25.76 points, or approximately 48.30%. The control group experienced a decrease of 1.21 points, or approximately 3.27%. Descriptively, the decrease in the experimental group was greater than that in the control group.

Gambar 3. Changes in Mean Scores in the Experimental and Control Groups



Table 6. Direction of Respondents' Score Changes

Kelompok	**Posttest < Pretest**	**Posttest > Pretest**	**Posttest = Pretest**	**Proporsi Penurunan**
Eksperimen	33	0	0	100.00%
Kontrol	18	13	2	54.55%

In the experimental group, all 33 students experienced a decrease in scores, with no students showing an increase or no change. In the control group, 18 students experienced a decrease, 13 students experienced an increase, and 2 students showed no change. This pattern indicates that the changes in the experimental group were more consistent.

Table 7. Direction of Respondents' Score Changes

Butir	**Eks. Pre**	**Eks. Post**	**Δ Eks.**	**Kon. Pre**	**Kon. Post**	**Δ Kon.**
P01	3.70	1.00	-2.70	1.42	1.21	-0.21
P02	3.18	1.00	-2.18	1.33	1.09	-0.24
P03	1.67	1.03	-0.64	1.15	1.30	0.15
P04	2.21	1.12	-1.09	1.61	1.39	-0.21
P05	1.97	1.12	-0.85	1.79	1.64	-0.15
P06	2.00	1.15	-0.85	1.70	1.67	-0.03
P07	2.76	1.12	-1.64	1.64	1.33	-0.30
P08	1.73	1.03	-0.70	1.06	1.27	0.21
P09	1.52	1.03	-0.48	1.06	1.12	0.06
P10	1.79	1.06	-0.73	1.52	1.39	-0.12
P11	1.64	1.00	-0.64	1.21	1.30	0.09
P12	1.79	1.00	-0.79	1.39	1.45	0.06
P13	1.85	1.12	-0.73	1.64	1.36	-0.27
P14	2.18	1.06	-1.12	1.15	1.12	-0.03
P15	2.03	1.06	-0.97	1.15	1.09	-0.06

Butir	Eks. Pre	Eks. Post	Δ Eks.	Kon. Pre	Kon. Post	Δ Kon.
P16	1.76	1.00	-0.76	1.15	1.12	-0.03
P17	1.94	1.12	-0.82	2.00	1.79	-0.21
P18	2.18	1.06	-1.12	1.39	1.58	0.18
P19	1.55	1.00	-0.55	1.30	1.39	0.09
P20	1.97	1.15	-0.82	1.61	1.58	-0.03
P21	1.55	1.03	-0.52	1.06	1.18	0.12
P22	1.82	1.03	-0.79	1.27	1.12	-0.15
P23	2.06	1.06	-1.00	1.70	1.64	-0.06
P24	2.36	1.06	-1.30	1.61	2.03	0.42
P25	1.88	1.15	-0.73	1.52	1.36	-0.15
P26	2.27	1.00	-1.27	1.67	1.33	-0.33

At the item level, the changes in the experimental group consistently tended toward lower scores. The mean of each item can be used to show that the decrease occurred not only in the total score but was also reflected in the response patterns across a number of statements. Meanwhile, the control group showed more varied changes, as some items decreased, increased, or remained relatively unchanged.

The interpretation of individual items was still presented as a descriptive analysis. Hypothesis testing in this study was conducted using the total scores, in accordance with the analysis design employed. Therefore, changes in each individual item were not used separately to determine effectiveness.

Table 8. Score Frequency Distribution

Interval Skor	Eks. Pretest	Eks. Posttest	Kontrol Pretest	Kontrol Posttest
26-30	0	33	7	12
31-35	0	0	7	4
36-40	0	0	9	7
41-45	5	0	6	7
46-50	8	0	2	2
51-55	7	0	2	1
56-60	8	0	0	0
61-65	5	0	0	0
66-70	0	0	0	0

The frequency distribution shows a shift in scores in the experimental group from higher score intervals toward lower score intervals. Most of the experimental

group's pretest scores were within the range of 47–61, whereas the posttest scores were concentrated within the range of 26–30. In the control group, the pretest and posttest scores remained distributed within relatively similar ranges. This pattern is consistent with the results of the mean scores and the analysis of the direction of change.

Tabel 9 Magnitude of Mean Changes and Differences Between Groups

Indikator	**Eksperimen**	**Kontrol**	**Selisih**
Perubahan rerata (posttest-pretest)	-25.76	-1.21	24.55
Penurunan rerata	25.76	1.21	24.55
Persentase penurunan	48.30%	3.27%	-

The experimental group showed a mean decrease of 25.76 points, whereas the control group showed a decrease of 1.21 points. Thus, there was a difference of 24.55 points in the mean decrease between the two groups. In percentage terms, the decrease in the experimental group was approximately 48.30%, while that in the control group was approximately 3.27%. This difference provides a strong descriptive overview of the pattern of change between the groups.

The hypothesis for the experimental group states that there is a difference in bullying behavior before and after receiving content mastery services using the educational cinema video method. The hypothesis was tested using the Wilcoxon Signed-Rank Test because the distribution of the research data did not fully meet the assumption of normality.

Tabel 10. Results of the Wilcoxon Signed-Rank Test for the Experimental Group

Statistik	**Nilai**
N pasangan	33
Z	-5.021
Asymp. Sig. (2-tailed)	< 0,001
Taraf signifikansi	0,05
Keputusan	H0 ditolak

The results of the Wilcoxon Signed-Rank Test for the experimental group yielded a Z value of -5.021 with a significance level of $p < 0.001$. Since the p-value is less than 0.05, H0 is rejected. Thus, there is a significant difference between the pretest and posttest scores in the experimental group.

Tabel 11. Ranks of the Experimental Group

Jenis Perubahan	N	Mean Rank	Sum of Ranks
Negative Ranks	33	17,00	561,00
Positive Ranks	0	0,00	0,00
Ties	0	-	-
Total	33	-	-

All 33 students in the experimental group were included in the negative ranks because their posttest scores were lower than their pretest scores. The mean rank of 17.00 and the sum of ranks of 561.00 indicate that the direction of change was entirely toward lower scores.

Tabel 12. Results of the Wilcoxon Signed-Rank Test for the Control Group

Statistik	Nilai
N pasangan	33
Z	-0.647
Asymp. Sig. (2-tailed)	0.523879
Taraf signifikansi	0,05
Keputusan	H0 tidak ditolak

The results of the Wilcoxon Signed-Rank Test for the control group yielded a Z value of -0.647 with p = 0.523879. Since the p-value is greater than 0.05, H0 is not rejected. This means that there is insufficient statistical evidence to conclude that there was a significant change between the pretest and posttest scores in the control group.

Tabel 13. Ranks of the Control Group

Jenis Perubahan	N	Mean Rank	Sum of Ranks
Negative Ranks	18	15.58	280.50
Positive Ranks	13	16.58	215.50
Ties	2	-	-
Total	33	-	-

The control group showed that 18 students experienced a decrease in scores, 13 students experienced an increase, and 2 students showed no change. This composition indicates that the direction of change was not uniform, resulting in no significant difference at the 0.05 significance level.

Tabel 14 Results of the Ranks for All Respondents

Jenis Perubahan	N	Mean Rank	Sum of Ranks
Negative Ranks	51	36,17	1.844,50
Positive Ranks	13	18,12	235,50

Jenis Perubahan	N	Mean Rank	Sum of Ranks
Ties	2	-	-
Total	66	-	-

Tabel 15. Wilcoxon Statistics for All Respondents

Statistik	Nilai
Z	-5,381
Asymp. Sig. (2-tailed)	0,000
Taraf signifikansi	0,05
Keputusan	H0 ditolak

The ranks results showed that 51 students, or 77.27%, experienced a decrease in scores, 13 students, or 19.70%, experienced an increase, and 2 students, or 3.03%, showed no change. The dominance of negative ranks indicates that the direction of change among the majority of respondents was consistent with the objective of the study, namely reducing the tendency toward bullying behavior.

A Z value of -5.381 with a significance level of 0.000 indicates a significant difference between the pretest and posttest scores across all 66 pairs of data. These results indicate that, overall, a meaningful change occurred after the research series was conducted. Hypothesis testing was performed using the Mann-Whitney U Test at a significance level of 5% ($\alpha = 0.05$). The Mann-Whitney test was used to compare changes in bullying behavior scores between the experimental and control groups. The change scores were obtained from the difference between the posttest and pretest scores for each respondent.

Based on the Mann-Whitney test results for the change scores, a U value of 21.00 was obtained with a significance level of $p < 0.001$. This significance value is lower than the significance level of 0.05 ($p < 0.001 < 0.05$). Therefore, H_0 is rejected and H_1 is accepted.

H_0: "There is no effectiveness of content mastery services using the educational cinema video method in reducing students' bullying behavior."

H_1: "There is effectiveness of content mastery services using the educational cinema video method in reducing students' bullying behavior."

Based on the hypothesis testing results, there was a change in students' bullying behavior between the conditions before and after the research was conducted. This change indicates that students' bullying behavior tended to decrease following the implementation of the services. The comparison of changes between the experimental and control groups showed a significant difference in change. The experimental group showed a greater decrease in bullying behavior than the control group.

Thus, **H_0 is rejected and H_1 is accepted.** This means that content mastery services using the educational cinema video method were effective in reducing students' bullying behavior.

Tabel 16. N-Gain Percentage Analysis Results

Kelompok	N	Mean N-Gain Persen	Std. Deviation
Eksperimen	33	-34.3383	9.8572
Kontrol	33	-2.0234	12.5217
Total	66	-18,1808	19,7511

Gambar 4. Comparison of Mean N-Gain Percentages



The mean N-Gain percentage for the experimental group was -34.3383, whereas that of the control group was -2.0234. In absolute terms, the change in the experimental group was greater. This is consistent with the decrease in the mean scores and indicates that the group receiving the treatment experienced a stronger change.

A negative N-Gain value is not interpreted as a poor result. In this study, lower scores indicate a reduction in bullying behavior. Therefore, the interpretation of N-Gain should be adjusted to the direction of the variable and should not be used as the sole basis for determining effectiveness.

3.2.Discussion

The results showed that before receiving content mastery services using the educational cinema video method, bullying behavior was still found in the interactions among Grade XI students at SMA Negeri 1 Batanghari. This condition was related to three main components of bullying according to Olweus and Rigby, namely intentionality, repetition, and power imbalance. Bullying behavior was not limited to physical actions but could also occur through teasing, name-calling, exclusion, group dominance, and behavior through social media.

After receiving the services, the experimental group showed changes toward a reduction in bullying behavior. The services helped students understand the forms and impacts of bullying, increase their awareness of others' feelings, and understand that actions perceived as jokes can have negative impacts when carried out repeatedly. The use of educational cinema videos provided situations that were close to students' everyday lives, making the material easier to understand. This process was reinforced through discussions and reflections that encouraged students to relate the content of the videos to their experiences in daily life.

These findings are consistent with previous studies showing that guidance and counseling services and the use of video media can help improve students' understanding and reduce bullying behavior. Susanti et al. (2022) demonstrated the

relevance of guidance and counseling services in reducing bullying behavior, while Condeng et al. (2025) showed that videos can be used to increase students' awareness of bullying. Rahmawati et al. (2020) also demonstrated the relationship between content mastery services and efforts to reduce bullying behavior. The difference in this study lies in the use of educational cinema videos as a method in content mastery services, as well as the use of experimental and control groups.

The effectiveness of the services cannot be separated from students' involvement during the service process, such as paying attention while watching the video, actively participating in discussions, and being able to engage in reflection. Nevertheless, changes in behavior may also be influenced by peer environments, the habit of perceiving teasing as a joke, and peer-group dynamics. Therefore, the results of this study should be understood as the impact of the overall content mastery service process, which included material delivery, educational cinema videos, discussions, and reflection, rather than being attributed solely to the use of videos.

Overall, the study showed that content mastery services using the educational cinema video method can help reduce bullying behavior among Grade XI students at SMA Negeri 1 Batanghari. However, these results should be interpreted by considering the limitations of the non-equivalent control group design, the use of a questionnaire as the research instrument, the limited number of subjects from a single school, and the absence of long-term measurements to determine the sustainability of behavioral changes.

4. CONCLUSION

Conclusion

Based on the research results, bullying behavior among students was still found in both the experimental and control groups before the implementation of content mastery services using the educational cinema video method. After the treatment was administered, the experimental group experienced a decrease in the mean score from 53.33 to 27.58, while the control group only decreased from 37.09 to 35.88. All students in the experimental group experienced a decrease in scores and were classified in the very low category after the treatment.

The results of the Wilcoxon Signed-Rank Test showed a significant difference in the experimental group ($Z = -5.021$; $p < 0.001$), whereas the control group did not show a significant change ($p = 0.524$). The comparison of changes between the two groups using the Mann-Whitney U Test also showed a significant difference ($U = 21.00$; $p < 0.001$). Thus, content mastery services using the educational cinema video method can help reduce bullying behavior among Grade XI students at SMA Negeri 1 Batanghari.

Suggestions

Guidance and counseling teachers can utilize content mastery services using educational cinema videos as an alternative in efforts to prevent and address bullying behavior. The use of videos should be accompanied by discussions, reflections, and reinforcement so that students can apply the values they gain in their daily lives. Schools are also expected to support guidance and counseling programs by creating a safe environment and fostering collaboration among guidance and counseling teachers, homeroom teachers, subject teachers, and school personnel. For future researchers, the study can be developed using different subjects, locations, methods, or numbers of sessions, as well as follow-up measurements to examine the sustainability of behavioral changes.

Implications for Guidance and Counseling

The results of this study imply that content mastery services using the educational cinema video method can serve as an alternative guidance and counseling service to help students understand and reduce bullying behavior. Videos can be used to present social situations concretely, making it easier for students to understand the impacts of bullying and reflect on their own behavior. The implementation of the services should be followed by discussions, reflections, as well as regular monitoring and evaluation to strengthen behavioral changes. Its implementation should still be adjusted to the characteristics of the students and the conditions of each school.

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