

Audiovisual Approaches to Prevent Bullying Behavior in Schools

Devi Fahwi Kurniastuti¹, Ratna Wulan Valentina², Risky Eka Pratama³,
Yessa Ayu Agista⁴, Aris Prio Agus Santoso⁵

Article Info

Article history:

Received : 22 January 2024

Publish : 01 March 2024

Keywords:

Bullying behavior

Perpetrator concept

Social environmental support

Info Article

Article history:

Terima : 22 Januari 2024

Publish : 01 Maret 2024

Abstrac

Bullying is a serious social problem in Indonesia, especially among children and adolescents. Based on data from the Ministry of Women's Empowerment and Child Protection, in 2023, there will be 20,000 cases of bullying reported to the authorities. This case of bullying can hinder children from learning at school, as well as negatively affect the physical and psychological development of victims. This study aims to determine the understanding, impact, division, and how to overcome bullying. This research uses a literature study method by collecting data from various sources, such as books, journal articles, and previous research results. The results showed that the audiovisual method focuses heavily on the sense of hearing, vision so that it can streamline the ability of the child's senses, namely brain stimuli that can change behavior.

Abstrak

Bullying merupakan masalah sosial yang cukup serius di Indonesia, terutama di kalangan anak-anak dan remaja. Berdasarkan data dari Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, pada tahun 2023, terdapat 20.000 kasus bullying yang dilaporkan ke pihak berwajib. Kasus bullying ini dapat menghambat anak belajar di sekolah, serta berdampak negatif terhadap perkembangan fisik dan psikologis korban. Penelitian ini bertujuan untuk mengetahui pengertian, dampak, pembagian, dan cara menanggulangi bullying. Penelitian ini menggunakan metode studi literatur dengan mengumpulkan data dari berbagai sumber, seperti buku, artikel jurnal, dan hasil penelitian sebelumnya. Hasil penelitian menunjukkan bahwa metode audiovisual sangat berfokus pada Indera pendengaran ,penglihatan sehingga dapat mengefektifkan kemampuan Indera anak yaitu rangsangan otak yang dapat merubah perilaku.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Devi Fahwi K

Duta Bangsa University Surakarta

Email: devifahwikurniastuti@gmail.com

1. INTRODUCTION

Bullying is an act used to intimidate another person by hurting physically, verbally, emotionally, or socially. This action can cause a person to become depressed and lose patience, because they feel afraid, ashamed, and insecure. Bullying can be repeated over the years, and can become a life-threatening habit or tradition. Acts of bullying, even intimidation or subtle threats, are not a matter of ordinary violence. These actions can have very serious repercussions, both for the victim and the perpetrator. Children who are quiet and difficult to get along with friends around them are more vulnerable to becoming victims of bullying. This is because such children are often perceived as weak and easily bullied. Bullying is also known as "envy" and is a sign of weakness in coping with physical strength and sexual arousal. Bullies often feel jealous of the victim, because the victim has something that the perpetrator does not have. In addition, bullies also often bully to increase their popularity among their peer group. This is because bullies feel that by bullying, they will be perceived as more powerful and powerful. Conversely, children who are victims of bullying are children who have problems, such as parents who force their children excessively.

This can make children feel insecure and unloved, making them more vulnerable to becoming victims of bullying. These children will also learn and imitate bullying behavior when observing conflicts that occur in parents. This is because they assume that conflict is the normal way to solve problems. Therefore, our article focuses on how to handle and prevent bullying that is rife with this audiovisual method, children will easily understand about the dangers of bullying, because it can damage mental and physical children due to depression, with audiovisual methods we convey practically and specifically. Then the child will easily understand the purpose and intent to be conveyed. The trigger for bullying is not only from the behavior of parents alone from the environment alone is also very influential, unhealthy environments such as toxic friendships are also the main triggers of bullying that occur. Nowadays many children feel they have an advantage that makes bullying occur as the main source of bullying, lack of awareness of the importance of respecting and respecting others in the school environment.

Audio-visual media in the world of learning is defined as learning materials that can be presented in auditive form that can stimulate children's thoughts, feelings, attention, and abilities so that the teaching and learning process occurs (Riyana, 2012: 133). Based on learning development, audiovisual media is considered as teaching materials that are economical, fun, and easy to prepare and use by teachers and children. The subject matter can be sorted in presentation, and is fixed, definite, and can also be used for instructional media for independent learning.

The use of audio-visual media in learning is carried out as an effort to develop children's creativity. Early childhood creativity is natural creativity that is carried from birth. The natural creativity of an early childhood can be seen from his great curiosity. This can be seen from the many questions asked to his parents about something he saw. Experts affirm that creativity reaches its peak between the ages of 4 to 4.5 years. Preschool-aged children have a very rich imagination while imagination is the basis of all kinds of creative activities. They have a "natural creativity" that is evident from behaviors such as asking questions often, being interested in trying everything, and having strong imagination. Based on this problem, researchers are interested in knowing how audiovisual approaches can prevent bullying behavior in schools.

2. RESEARCH METHODS

This type of study employed uses qualitative descriptive methods. According to Sugiyono (2017: 10) qualitative descriptive is carried out to understand the value of a single or more variables without making comparisons or establishing relationships with other variables. The purpose of the study is to provide comprehensive information about a particular event or phenomenon, or to identify and clarify phenomena that have already occurred.

3. PROBLEM STATEMENT

Based on the background of the above problem, the following question is asked: "Is there an impact on the level of knowledge and regulation regarding bullying using knowledge through audiovisual aids in education?"

4. DISCUSSION

The occurrence of bullying can be stopped by using audiovisual education, which can distort respondents' understanding of bullying. Purnamasari (2013). This is in line with the findings of notoadmojo (2012) which states that the expected outcome of any education program about bullying is literacy or the process of improving and maintaining audiovisual critical behavior related to auditory perception; The perceived sounds will be translated

into auditory images, whether spoken (spoken in words or written) or unspoken. Visuals are things related to perception, which can be achieved or occur as symbols in understanding. An audiovisual device is a type of game that is usually played with a keyboard and mouse, which has a text field and graphics.

The media is also used for communication and entertainment, this media can be used as a means of education that is easily understood by the wider community ranging from the younger generation to adults because it is written in a language that is easily understood by all levels of society (Kartika 2011). Audiovisual functions were first described as teaching tools, or as tools that provide visual aids to children to motivate them to learn, clarify and simplify complex and abstract concepts so that they can be understood clearly and simply (Syukur, 2004)

Video is a teaching tool or discussion tool similar to an illustration tool (Audio Visual), a discussion tool similar to an illustrative tool (Audio Visual). Sanjaya (2008) defines video media as contemporary intracsaional that adapts to the rapid technological advances of the modern world and changes in knowledge, which includes visible and invisible media as present-day intracsaional media that adapt to the rapid advancement of technology and changes in science in the modern world, both visible media and invisible media. There are two types of audiovisual characteristics: stereo audiovisual media and stereo audiovisual media. Video is more capable because it has two types of media: audio and visual, audiovisual media displaying text and graphics is known as motion media. This media not only has a strong image, but also conveys messages clearly in a language that is easily understood by all levels of society

With the help of audiovisual can improve static and dynamic attitudes. As stated by Suleiman and Sadiman Arif, the purpose of the audiovisual function is to facilitate understanding and assimilation of the ease of finding information, as well as to identify and multiply the desire of learners for more understanding of what has not been learned video as audio-visual content that can provide messages and information simultaneously through graphics and text displayed simultaneously. Videos are widely used as a means of collecting and delivering information comprehensively.

Through audiovisual methods can stimulate the conditions of the brain or one's way of thinking to behave if someone is interested and understands, there will be changes in my personality. From the audiovisual method to a very necessary tool for the prevention of bullying in schools because with this method we can attract the audience to make changes through brain nerve stimulation. Studies have shown that audio visuals can be an effective tool for reducing bullying behavior. A study conducted by the University of California, Los Angeles, found that students who watched movies about bullying had lower levels of bullying behavior than students who did not watch the movie. Another study conducted by the University of Texas, Austin, found that students who participated in anti-bullying campaigns that used audio visuals had lower rates of bullying behavior than students who did not participate in such campaigns.

However, keep in mind that audio visuals are just one way to reduce bullying behavior. Other important ways to do this include providing education about bullying to children, creating a safe and supportive environment, and providing support to children who are victims of bullying.

5. CONCLUSION

Audiovisual approach In general, it is a method that is often used by some researchers. The audiovisual method focuses heavily on brain disorders and behavior change. Learning using audio-visual media is related to the senses of sight and hearing so that it can streamline

the ability of children's sensory devices and children easily capture a material presented in the video. The goal is to develop cognitive abilities by providing stimuli in the form of moving images and sounds, as well as conveying messages to influence attitudes and emotions. In the use of audio-visual media this has disadvantages and advantages. Therefore, its use needs to consider several important aspects.

6. SUGGESTION

To overcome the problem of bullying in Indonesia, several steps need to be taken, such as increasing school attendance, conducting education programs through audiovisuals, educating the public about bullying, developing awareness about social media, and providing guidance in using social media. By making these efforts, it is hoped that a safe environment will be built, supporting the growth and development of children positively.

7. ACKNOWLEDGMENTS

There are no appropriate words other than gratitude for the presence of God Almighty, and thanks to Mr. Aris Prio Agus Santoso, S.H., M.H. as the supervisor in writing this article. Do not forget to thank colleagues who have been involved in the preparation and writing of this article.

8. BIBLIOGRAPHY

- Maria Natalia Bete, "Peran Guru Dalam Mengatasi Bullying Di Sma Negeri Sasitamean Kecamatan Sasitamean Kabupaten Malaka," *J. Ilmu Pendidik.*, vol. 8, no. 1, pp. 15–25, 2023.
- Aryono, A., & Prastyanti, R. A. (2020). Protection Of Children From Violence In Social Media In The New Normal Era. *Veteran Justice Journal*, 2(1).
- D.Tryastuti Fakultas Ilmu Kesehatan UIN Syarif Hidayatullah Jakarta, "Pengaruh Pendidikan Kesehatan dengan Media Audio Visual terhadap Perilaku Bullying Anak Usia Sekolah," *Indones. J. Heal. Sci.*, vol. 13, no. 2, 2021, doi: 10.32528/ijhs.v13i2.4329.
- E. D. Putri, "Kasus Bullying di Lingkungan Sekolah : Dampak Serta Penanganannya," *Kegur. J. Penelitian, Pemikir. dan Pengabd.*, vol. 10, pp. 24–30, 2022.
- E. Agisyaputri, N. A. Nadhirah, and I. Saripah, "Identifikasi fenomena perilaku bullying pada remaja," *J. Bimbingan. dan Konseling*, vol. 3, pp. 19–30, 2023, [Online]. Available: <https://jurnal.stkipmb.ac.id/index.php/jubikops/article/view/201/152>
- I. Fransiska, R. N. Yenita, and R. Mianna, "Efektivitas Pendidikan Kesehatan Melalui Audio Visual Tentang Bullying Terhadap Pengetahuan Dan Sikap Siswa Smp Negeri 38 Pekanbaru," *Al-Tamimi Kesmas J. Ilmu Kesehat. Masy. (Journal Public Heal. Sci.)*, vol. 9, no. 1, pp. 24–30, 2021, doi: 10.35328/kesmas.v9i1.1001.
- M. Siswati, N. Laili,) Program, and S. Psikologi, "Hubungan Antara Penerimaan Diri dengan Harga Diri Remaja Korban Perundungan di Sidoarjo," 2022..
- M. F. Shidiqi and V. Suprpti, "Pemaknaan Bullying pada Remaja Penindas (The Bully)," *J. Psikol. Kepribadian dan Sos.*, vol. 2, no. 2, pp. 90–98, 2013, [Online]. Available: <http://journal.unair.ac.id/download-fullpapers-jpk3ed32a0002full.pdf>
- Nugrahaningsih, W. and Yuliana, M.E., 2021. Klausula Baku Sebagai Bentuk Komunikasi Satu Arah yang Melanggar Kebijakan Perlindungan Konsumen. *COMSERVA: Jurnal Penelitian dan Pengabdian Masyarakat*, 1(7), pp.373-383.

- Nugrahaningsih, 2023. Analisa Yuridis Perlindungan Konsumen Atas Klausula Baku pada Surat Kuasa dari Perjanjian Kredit. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(12), pp.10870-10876.
- Prastyanti, R.A., Rezi, R. and Rahayu, I., 2023. Ethical Fintech is a New Way of Banking. *Kontigensi: Jurnal Ilmiah Manajemen*, 11(1), pp.255-260.
- Nugrahaningsih,, and Budiyo, A., 2023. Legal Reformulation and Ethics of Fintech Lending Companies In Indonesia. *International Journal of Global Community*, 6(1-March), pp.53-64.
- Nugrahaningsih,, Yafi, E., Wardiono, K. and Budiono, A., 2021. The Legal Aspect of Consumers' Protection from Pop-Up Advertisements in Indonesia. *Lentera Hukum*, 8, p.73
- O. Kelompok et al., “Rmk penentuan materialitas & risiko audit,” 2021
- PT Indofood Sukses Makmur Tbk, “Laporan Keuangan Konsolidasian PT Indofood Sukses Makmur Tbk dan entitas anaknya.” 2022.
- S. Keperawatan and S. Kep, “SKRIPSI PENGARUH PENDIDIKAN KESEHATAN DENGAN MEDIA VIDEO TENTANG PERSONAL HYGIENE TERHADAP TINGKAT KEMANDIRIAN PADA ANAK RETARDASI MENTAL DI SEKOLAH LUAR BIASA SIWI MULIA KOTA MADIUN Diajukan untuk memenuhi Salah satu persyaratan dalam mencapai gelar Oleh: DENIS FITNA SARI NIM: 201502046 PROGRAM STUDI KEPERAWATAN STIKES BHAKTI HUSADA MULIA MADIUN 2019.”
- S. Masruroh and M. Mukhoirotin, “Pendidikan Kesehatan Media Audio Visual Untuk Meningkatkan Pengetahuan, Sikap dan Psikomotor Ibu Tentang Tehnik Menyusui ,” *Midwifery J. Kebidanan*, vol. 8, no. 1, pp. 9–21, 2022, [Online]. Available: <https://midwifery.umsida.ac.id/index.php/midwifery/article/view/1357/1862>
- U. A. Widhowati Sri Siwi, Ningsih Ayu Desti, “Pengaruh Pendidikan Kesehatan Dengan Media Audio Visual Terhadap Pengetahuan Lansia Tentang Hipertensi,” vol. 7, no. 2, pp. 133–140, 2021, doi: 10.32528/ijhs.v13i2.4329.
- W. Suryaningseh, “Pengaruh Pendidikan Kesehatan Melalui Audiovisual Terhadap Perilaku Bullying Pada Anak Usia Sekolah Di SD Muhammadiyah Mlangi Gamping Sleman Yogyakarta,” *J. Univ. 'Aisyiyah Yogyakarta*, vol. 3, no. 2, pp. 8–16, 2022, [Online]. Available: http://digilib.unisayogya.ac.id/2278/1/NASKAH_PUBLIKASI.pdf
- Z. . Saleh, “BAB III analisis 2,” *1Lexy J. Meleong, Metodol. Penelit. Kualitatif (Bandung PT. Remaja Rosdakarya, 2007)*, vol. 1, pp. 9–25, 2021, [Online]. Available: <http://repository.iainpare.ac.id/2732/>