

# The Development of Short Films to Reduce Bullying among Students

Antonius Ian Bayu Setiawan<sup>1,\*</sup> Nuni Nurajizah<sup>2</sup> Kafani Maya Kholida<sup>3</sup> Suwarjo  
Suwarjo<sup>4</sup>

<sup>1,2,3,4</sup>Guidance and Counselling, Post-Graduate Program, Universitas Negeri Yogyakarta, Indonesia

\*Corresponding author. E-Mail: [antoniusian.2021@student.uny.ac.id](mailto:antoniusian.2021@student.uny.ac.id)

## ABSTRACT

Bullying is a phenomenon that often occurs in junior high school. Based on observations in one of the junior high schools in Sleman Regency, as many as 70.6% of students claimed to have been victims of bullying. The phenomenon of bullying is like an iceberg, which is only some numbers of cases are recorded. This research and development study aims to produce a short movie as a suitable medium to reduce bullying in junior high school students. The participants were 13 school counsellors and the object is a short movie entitled "Label (Label), Dua Sisi (Two Sides), and Kursi Kosong (Empty Chair)". Procedures for this study referred to Borg & Gall theory where the study implemented the 6 steps out of the 10 stages. Questionnaires were used for collecting data. The final product evaluation was a short movie examined by an expert on bullying and an expert of guidance and counselling media. Furthermore, a small-scale test to review the movie was completed by one school counsellor and a large-scale test was done by 12 school counsellors. The data were analyzed using descriptive statistics. Output for this research and development study was a short movie that can be used to reduce the potential bullying behaviours in junior high school students. Evaluation results showed a score of 8 and 18 respectively, which is considered a feasible score for a movie to be categorized as a suitable media. For small-scale tests, results showed a score of 36, meaning the subjects agreed on the use of the short movie as a suitable medium for reducing bullying in junior high school. Field tests result on the 12 school counsellors also showed a score of 367, meaning the subjects "strongly agree" with the use of short movie as a suitable medium to reduce bullying. Then, field tests result on the 14 junior high school students also showed score of 319, meaning the subjects "strongly agree" in the use of short movie as a suitable medium to reduce bullying in the school. In conclusion, the use of the short movie as a suitable medium for reducing bullying in junior high school students was appropriate.

**Keywords:** *Development, Short films, Bullying.*

## 1. INTRODUCTION

Guidance and counselling in schools have an important role to develop the students' potential so that they can grow and develop optimally and can complete all of their development tasks. Students can develop optimally if they are able to fulfil Maslow's hierarchy of needs, namely 1) physiological needs, 2) safety needs, 3) love and belongings, 4) self-esteem, and 5) self-actualization [1]. Related to the need for security, it becomes a challenge for students because of the widespread of bullying behavior.

Olwes [2] said that bullying is a negative behavior that caused someone in an uncomfortable state to get hurt and is usually done repeatedly by the perpetrator.

Bullying behavior is carried out directly by a person or group of people who are stronger, irresponsible, usually repetitive and carried out with the aim of seeking satisfaction [3].

According to KPAI, the number of complaints of children the victims of bullying in schools in Indonesia at 2019 to 2020 increased from 46 bullying victims in 2019 to 76 bullying victims on 2020. Bullying is caused by the differences inherent in victims and perpetrators, so that it triggers problems and results in bullying [4]. One form of bullying that often occurs is cyberbullying. Despite bringing people more opportunities to acquire information and communicate with others, devices like

smartphones and computers also raise the risks of cyberbullying [5].

Bullying behavior resembles an iceberg phenomenon, where what is seen, handled, and recorded is not much compared to what is not recorded [6]. In fact, bullying behavior itself is one of the three major sins in education in Indonesia according to the Ministry of Education and Culture. The Indonesian government has established child protection as a national priority as regulated in Law no. 35 of 2014. In fact, one of the Roots Indonesia programs is currently being promoted by UNICEF with the Indonesian government through the Ministry of Education and Culture as a program to prevent bullying as well as to strengthen the character of students and create a safe and comfortable school climate for students. Bullying behavior often causes anxiety, depression, social withdrawal, poor academic performance, and social personality disorder [7]. Bullying sometimes sounds trivial, but the impact is very large for the victim.

The phenomenon of bullying is a challenge for guidance and counseling teachers to deal with victims and perpetrators of bullying. Handling bullying behavior is in accordance with one of the functions of guidance and counseling teachers, namely the repair function. The repair function is the function of guidance and counseling to help the counselee improve wrong thoughts, feelings, and behaviors [8]. Guidance and counseling teachers are expected to be able to correct deviant behavior in students, namely bullying behavior. Coloroso [9] has the opinion that there are 4 forms of bullying, namely physical, verbal, relational, and cyberbullying. Whatever the form of bullying, it still has a big impact on the victim. Junior high school age is included in the category of teenagers according to those that last around 13-17 years [10]. Adolescence is a period of transition from children to adulthood, so individuals have several problems. Adolescents are known as unstable individuals with emotions that tend to explode and are known as a period of storm and stress [11]. However, based on the previous research, it was found that as many as 58.8% of students claimed to be bored with the Guidance and Counseling service which was only delivered through the lecture method. Guidance and counseling teachers need interesting media, one of which is through short films. Based on the previous research as many as 94.1% of students expressed their interest in making short films as a medium in guidance and counseling services. Especially in a disaster situation such as the Covid-19 pandemic which requires education to be carried out through online media, short films can be used as an effective medium in providing education about bullying.

The short film itself is a medium of communication to the audience who is believed to have the power to provide value to the audience so that they can receive

certain values and even unconsciously the audience will internalize the values contained in a film [12]. Short films will later be used in the process of changing the behavior of a bully, because short films can be a model. According to Bandura [1] modeling is a process of learning action that is carried out by observing and imitating behavior. So that short films are considered appropriate in presenting behavior and can be a source of modeling. Based on research [13] on the effectiveness of videos on anti-bullying awareness in students, videos are considered to have the ability to raise anti-bullying awareness based on the results of the average pre-test and post-test scores.

Short films themselves can have an influence on three aspects of human psychology, namely cognitive, affective, and psychomotor. When students watch a short film, students will try to understand the contents of the short film, this will have an influence on the cognition of students [14]. Then students will feel every scene in the short film so that it has an influence on students' affection. After students understand and feel the scenes in the short film, students are expected to be able to take positive meanings and be able to internalize positive anti-bullying behavior, this includes psychomotor.

## 2. METHOD

The research used the Research and Development (R&D) method [15]. The research steps, namely; (1) research and data collection by conducting problem analysis and media analysis; (2) planning in the form of scripting, determining shooting locations and selecting players; (3) development which contains the process of making short films; (4) validation from experts to see the feasibility of the product by material experts and media experts as well as small-scale trials. The expert validation stage was carried out by two lecturers who were experts in the field of short films and bullying behavior and asked one guidance and counseling teacher as a user of the media to provide a feasibility assessment; (5) revision of test results based on assessments from media experts validators and material experts as well as input from guidance and counselling teachers and from the junior high school students; (6) presentation of the final product in the form of three short films entitled *Label, Dua Sisi, Kursi Kosong, dan Buku Panduan Media* [16].

Data analysis in this study used descriptive statistical analysis. The results of the validation of material experts and media experts were analyzed using the Guttman scale with two alternative answers "feasible" and "not feasible". This short film medium was also tested on a small scale involving one guidance and counseling teacher. Based on the results of the feasibility test of the two validators and a small field trial on one guidance and counseling teacher, a short film entitled *Label, Dua Sisi, and Kursi*

*Kosong* can be carried out on a large scale trial involving 12 guidance and counselling teachers and 14 students in junior high school.

### 3. RESULT AND DISCUSSION

The process of making short films covers three aspects, pre-production, production, and post-production. The pre-production process includes script writing, cast selection, and location determination. The production process includes taking pictures and the post-production process includes editing in the form of combining footage, selecting backsound, and coloring. This research produces three short films, namely a short film entitled *Label*, *Dua Sisi*, and *Kursi Kosong*. The purpose of the three short films was to prevent bullying behavior in junior high school students. The following was the explanation table of the three films:

**Table 1.** Short Film Description

<b>Title of The Film</b>	<b>Explanation</b>
<i>Label</i> (Label)	A short film entitled <i>Label</i> (Label) tells the story of a man who is considered weak and different from his friends. Bullying behavior is displayed through the writings pasted on his back. This video is used to provide an understanding of verbal bullying behavior. The film has a resolution so that victims of bullying can rise up and fight bullying behavior. Film <i>Label</i> provides a moral message not to silence bullying behavior.
<i>Dua Sisi</i> (Two Sides)	A short film entitled <i>Dua Sisi</i> (Two Sides) tells about the impact of bullying behavior, especially what happens in cyberspace. The film depicts the difference between two visuals of someone who gets bullying behavior and who doesn't get bullying behavior. The message contained in the short film <i>Two Sides</i> is so that students are wiser in playing social media and become a reinforcement of the first film regarding the impact of bullying behavior.
<i>Kursi Kosong</i> (Empty Chair)	A short film entitled <i>Kursi Kosong</i> (Empty Chair), which tells the story of a victim of bullying named

	Anggun. The focus in this short film is not on the perpetrators or victims, but on observers or their friends who see bullying behavior. The film has a backwards plot by providing a visual about the reason the victim chooses to commit suicide through a letter. This film shows the characteristics of victims of bullying and the impact of bullying behavior so that students can better understand that bullying behavior has a huge impact on victims. This film gives a message about the response that should be done when seeing bullying behavior.
--	---

Short films uploaded on Google Drive which can be accessed via <https://bit.ly/filmpendekBKK>. In addition, the use of the three films was regulated in *Buku Panduan Media* (Media Guidebook). In addition, the use of the three films was regulated in a *Buku Panduan Media* to make it easier for guidance and counseling teachers to provide bullying prevention services to students. The *Buku Panduan Media* contains barcodes and short film links, presentation of objectives, benefits, process of short films in psychological aspects, content of each film, and steps for using short films. The purpose of the three films were similar, to foster anti-bullying behavior in students by showing various visuals about the types of bullying, the impact of bullying, the characteristics of victims of bullying, and ways to rise from bullying behavior. The *Buku Panduan Media* can be accessed via <https://bit.ly/bukupanduanfilm>.

The development of this short film media was validated by two lecturers from Yogyakarta State University. The first is a lecturer in the Education Technology Study Program, namely Mr. Ariyawan Agung Nugroho S.T., M.Pd as a media validator and the second is a lecturer in the Guidance and Counseling study program, namely Mrs. Isti Yuni Purwanti S.Pd., M.Pd as a material validator.

Media expert validation was used to assess the appearance and technical aspects of the short film which included visual, audio, typography, language, cast, storyline and a guidebook made by the researcher. The results of the validation assessment were analyzed using the Guttman scale with two alternative answers, namely "feasible" and "not feasible". The score for the appropriate answer is 1 and the score for the inappropriate answer is 0. The items of the media validation statement are 19 with the number of experts being 1 person. Then obtained the minimum score ( $S_{min}$ )  $0 \times 19 = 0$ , and the maximum score ( $S_{max}$ )  $1 \times 19 = 19$ ,

the number of classes is 2 (feasible and not feasible), the length of the interval (P) 19: 2 = 9.5. The following were the results of media expert validation:

**Table 2.** Results Of Media Expert Validation

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Results
1	Feasible	$(S_{min} + P) \leq S \leq S_{maks}$	$9,5 \leq S \leq 19$
0	Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$0 \leq S \leq 8,5$

Based on the validation results from media experts, an overall score of 18 was obtained, so that when viewed in the table of eligibility criteria for short film media to reduce bullying behavior, it is included in the "feasible" category.

Validation of expert materials used to assess material about bullying in short films. There were four aspects in material expert validation, namely the relevance of the material, the quality of the material, the language, and the guidebook. The assessment results were analyzed using the Guttman scale with two alternative answers, namely "feasible" and "not feasible" [17]. The score for the appropriate answer is 1 and the score for the inappropriate answer is 0. However, the validation of the material is 8 with the number of experts being 1 person. Then the minimum score ( $S_{min}$ )  $0 \times 8 = 0$ , and the maximum score ( $S_{max}$ )  $1 \times 8 = 8$ , the number of classes is 2 (feasible and not feasible), interval length (P) 8: 2 = 4. Here were the results of media expert validation:

**Table 3.** Results Of Material Expert Validation

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Results
1	Feasible	$(S_{min} + P) \leq S \leq S_{maks}$	$4 \leq S \leq 8$
0	Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$0 \leq S \leq 3$

Based on the validation results from material experts, an overall score of 8 was obtained, so that when viewed

in the table of eligibility criteria for short film material to reduce bullying behavior, it was included in the "feasible" category.

Initial field trials were conducted on a small scale with one guidance and counseling teacher. Initial field trials were analyzed using a Likert scale with four alternative answers, namely "strongly agree", "agree", "disagree" and "strongly disagree". The small-scale trial got a score of 34 with the "strongly agree" category according to the feasibility table.

**Table 4.** Results Of Small Scale Trial

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Category
4	Strongly Agree	$(S_{min} + 3P) \leq S \leq S_{maks}$	$30 \leq S \leq 36$
3	Agree	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$23 \leq S \leq 29$
2	Disagree	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$16 \leq S \leq 22$
1	Strongly Disagree	$S_{min} \leq S \leq (S_{min} + P - 1)$	$9 \leq S \leq 15$

Furthermore, a large-scale field trial was conducted on 12 respondents of guidance and counseling teachers in Sleman Regency with the same assessment sheet in the initial small-scale field trial. The results of the assessment from the field trial were analyzed using a Likert scale with four alternative answers, namely "strongly agree", "agree", "disagree" and "strongly disagree". The score for the answer strongly agrees is 4, the score for agreeing answer is 3, the score for disagreeing answer is 2 and the score for the answer strongly disagrees is 1. The items of the media assessment statement at the field trial stage are 9 items with the number of respondents being 12 respondents.

Then obtained the minimum score ( $S_{min}$ )  $1 \times 9$  (items)  $\times 12$  (respondents) = 108, and the maximum score ( $S_{max}$ )  $4 \times 9$  (items)  $\times 12$  (respondents) = 432, the number of classes is 4, the length of the interval (P) 81. Following were the results of the field trial phase:

**Table 5.** RESULTS OF LARGE SCALE TRIAL

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Category
4	Strongly Agree	$(S_{min} + 3P) \leq S \leq S_{maks}$	$351 \leq S \leq 432$

3	Agree	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$270 \leq S \leq 350$
2	Disagree	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$189 \leq S \leq 269$
1	Strongly Disagree	$S_{min} \leq S \leq (S_{min} + P - 1)$	$108 \leq S \leq 188$

Based on the table of criteria for the results of field trials conducted on 12 respondents of guidance and counseling teachers, it can be seen that the results of field trials were as follows:

**Table 6.** Field Test Feasibility Results For Guidance And Counseling Teachers

Respondent	Total Score	Category
S	18	Strongly Disagree
SRK	30	Strongly Agree
SW	32	Strongly Agree
MA	28	Agree
DDK	28	Agree
M	36	Strongly Agree
R	29	Agree
GW	36	Strongly Agree
RJ	32	Strongly Agree
SA	35	Strongly Agree
LM	36	Strongly Agree
SS	27	Agree
<b>Total</b>	<b>367</b>	Strongly Agree

According to the results of the readability of the short film media that were tested on guidance and counseling teachers, the overall score of the respondents was 367. When viewed based on the table of eligibility criteria above, this value was included in the "strongly agree" category with a score range of  $351 \leq S \leq 432$ . So it can be concluded it was interpreted that the short film media to reduce bullying behavior is "feasible" to be used as a medium in guidance and counseling services.

After conducting a trial test for the guidance and counseling teachers, the researcher conducted a trial on

14 junior high school students with an assessment sheet that had been prepared by the researcher. The results of the assessment from the field trial were analyzed using a Likert scale as above. The following are the results of trials on junior high school students:

**Table 7.** Field Test Feasibility Results for Junior High School Students

Responden	Skor Total	Kategori
FA	21	Agree
AM	21	Agree
QK	26	Strongly Agree
MH	19	Agree
AMM	21	Agree
TS	21	Agree
NB	21	Agree
CF	21	Agree
RR	27	Strongly Agree
CN	28	Strongly Agree
AH	24	Strongly Agree
AS	25	Strongly Agree
AM	22	Strongly Agree
NN	22	Strongly Agree
<b>Total</b>	<b>319</b>	<b>Strongly Agree</b>

Based on the trial on the junior high school students and seen from the feasibility criteria table, the score of 319 is included in the "strongly agree". So, it can be interpreted that the short film media to reduce bullying behavior is "appropriate" to be used as a medium in counseling services at the junior high school level.

#### 4. CONCLUSION

Bullying behavior is an iceberg phenomenon, where what is seen is less than what is not seen and handled by the school. Currently, Indonesia is promoting various programs to prevent bullying, one of which is through the Roots Indonesia program. The three short films entitled *Label*, *Dua Sisi*, and *Kursi Kosong* have been validated by experts and tested on guidance and counselling teachers. The results of the validation and testing obtained the "feasible" criteria so that the three short films can be used in counseling services for bullying behavior prevention. The film can also be a supporting

media in the Roots Indonesia program which is being run by guidance and counselling teachers throughout Indonesia. Because films can have the power to change the mindset and influence the audience's behavior.

## AUTHORS' CONTRIBUTIONS

Greatest appreciation are addressed to the advisor for the guidance and correction as well as suggestion and the guidance and counselling teachers mentioned in this study who are willingly become the subject of this study.

## ACKNOWLEDGMENTS

Thank you to SMP Negeri 2 Ngaglik and SMP Al-Mujahidin for being allowed to look for initial data as preliminary research material. In addition, thanks are also expressed to the MGBK (*Musyawarah Guru Bimbingan dan Konseling* or Guidance and Counseling Teacher Consultation) of Sleman Regency for being willing to cooperate in the short film trial process.

## REFERENCES

- [1] Alwisol. (2016). *Psikologi Kepribadian (Rev. Ed)*. Malang: UMM Press
- [2] Wiyani, N.A. (2012). *Save Our Children from School Bullying*. Jogjakarta: Ar-Ruzz Media.
- [3] Masdin. (2013). Fenomena Bullying dalam Pendidikan. *Jurnal Al-Ta'dib*. Vol. 6 No. 2 Juli-Desember
- [4] Sari, Y. P., & Azwar, W. (2018). Fenomena bullying siswa: Studi tentang motif perilaku bullying siswa di SMP Negeri 01 Painan, Sumatera Barat. *Ijtima'iyya: Jurnal Pengembangan Masyarakat Islam*, 10(2), 333-367.
- [5] Feng, Z. (2021, December). Cyberbullying Prepertration and Victimization among Chinese Adolescents. In 2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021) (pp. 1506-1512). Atlantis Press.
- [6] Astuti, P.R. (2008). *Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan pada Anak*. Jakarta: Grasindo.
- [7] Asif, A. (2016). Relationship between Bullying and Behavior Problems (Anxiety, Depression, Stress) Among Adolescence: Impact on Academic Performance. *International Journal of Education and Learning*, 1-35
- [8] Kamaluddin, H. (2011). Bimbingan dan Konseling Sekolah. *Jurnal Pendidikan dan Kebudayaan*. Vol 17, Nomor 4.
- [9] Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang mempengaruhi remaja dalam melakukan bullying. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 4(2).
- [10] Hurlock, E. B. (1997). *Psikologi Perkembangan Suatu pendekatan rentang kehidupan*. Jakarta: Erlangga.
- [11] Jahja, Y. (2011). *Psikologi Perkembangan*. Jakarta: Kencana.
- [12] Purwono, J., Yutmini, S., & Anitah, S. (2014). Penggunaan Media Audio-Visual pada Mata Pelajaran Ilmu Pengetahuan Alam di SMP Negeri Pacitan. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 2(2) 127-144.
- [13] Linasari, T. (2016). Keefektifan Videotherapy dalam Menumbuhkan Kesadaran Anti Bullying Pada Siswa Kelas V. *Basic Education*, 5(36), 3-438
- [14] Trianton, T. (2013). *Film Sebagai Media Belajar*. Yogyakarta: Graha Ilmu
- [15] Gall, M. D. & Borg, W. R (1971). *Educational research: An introduction*. New York: David McKay Company
- [16] Setyosari, P. (2012). *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana Prenada Media Group
- [17] Sukardi. (2003). *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara