The Development of Short Film Entitled "*Kursi Kosong*": Media to Prevent Bullying

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Abstract. Bullying is a severe issue in the educational setting. Bullying is one of three primary educational challenges that must be abolished. According to UNICEF data from 2021, 21% of kids aged 13–17 years had been bullied, and however, this percentage does not entirely characterize bullying behavior at school. Bullying is only the tip of the iceberg. The purpose of this research is to create a short video called "Kursi Kosong" to reduce bullying among junior high school pupils. This research and development employ the Borg and Gall paradigm with modifications. There are two validators that helped to verify feasibility: the media validator and the material validator. Then, a field experiment was done on 12 guidance and counseling teachers to determine the practicality from the user's perspective. Based on the study findings, the media validator assigned a score of 16 in the "feasible" category and 6 in the "feasible" decent category. This demonstrates that the short film "Kursi Kosong" is worth further testing, particularly on guidance and counseling teachers. Tests on 12 guidance and counseling teachers scored 491 in the "highly agree" category.

Keywords: Development · Short Films · Bullying · Preventive

1   Introduction

Bullying cases that often occur imply that these cases are on the rise among school pupils. Bullying is an iceberg issue in which events and news do not completely depict bullying behavior, which is prevalent. According to UNICEF data, a delegate for Java Island, bullying behavior in Yogyakarta reached 21% of incidents between the ages of 13 and 17. This is corroborated by statistics from KPAID Yogyakarta in 2021 if bullying behavior is frequent and generates significant losses for students, particularly junior high students. "According to [1] bullying is a harmful act that causes someone in an unpleasant situation to be wounded and is generally repeated by the offender".

Bullying is a severe problem in schools, both short and long term, because bullying can lead to mental health and social difficulties [2]. These mental and social health problems are not trivial and can leave very painful scars for victims of bullying. Bullying behavior is a problem that cannot be underestimated because for some teachers this is considered a joke. However, bullying behavior carries risks for the victim in the long term, as does having psychosocial pressure [3].

Bullying behavior with jokes has limits, when someone does bullying behavior the victim will feel hurt and have psychosocial pressure, whereas when joking the victim will laugh too. Bullying conduct may be painful and dangerous to victims since it is hostile behavior that is repeated by a group of people or individuals and does not allow victims to protect themselves [4]. Schools, by the mandate of the law, should be safe and comfortable spaces for students to develop. However, the rampant bullying behavior makes the school a scary space.

Bullying is a condition where there has been an abuse of power or power by an individual or group and aims to hurt others. The abuse of power/power is carried out by the strong, not only physically but also mentally [5]. Bullying may be classified into three types: verbal bullying, physical bullying, and cyberbullying. Verbal bullying is when the attacker uses words to frighten the victim, such as curse words [6]. Verbal bullying does not physically hurt, but it can leave psychological scars on the victim. Physical bullying is done by physically hurting the victim and leaving scars. Cyberbullying is usually done through social media to demean the victim and can affect the self-esteem of the victim and make the victim psychosocially helpless [7] Cyberbullying behavior can cause victims to experience a decrease in self-esteem, depression, and even experience insomnia, and eating disorders [8]. However, all bullying behavior is an aggressive action that damages the mental and future of the victim in the long term, so bullying behavior needs to be prevented to create a safe and comfortable school [9]. Bullying is one of the three major sins in education in Indonesia, emphasizing the importance of taking preventive measures against bullying conduct.

The cause of rampant bullying occurs due to several differences inherent between victims and perpetrators, in this case, such as skin color, race, likes, and religion which make perpetrators intimidate victims [10]. These differences lead to a topdog-underdog situation, where the perpetrator becomes the topdog and can bully the victim who becomes the underdog. However, both behavior and victims of bullying experience problems because bullying behavior is a rotating cycle, meaning that a victim of bullying in the present can also become a perpetrator in the future. This resulted in both the perpetrator and the victim experiencing mental disorders [11].

It is challenging for guidance and counseling instructors to give treatments that target students' personal-social components in order to avoid bullying behavior. Interventions that can be carried out include school-level interventions, class-level interventions, individual interventions, and community interventions [12] Guidance and counseling teachers can intervene at the class level through classical guidance services using short film media.

According to preliminary study, guidance and counseling teachers require engaging material for their pupils, one of which is a short film. In an interview with MU (46), according her, short film media is useful as well as popular with students because it is considered not boring. In line with this, AM (23) expressed the same thing, that short film media is in great demand by students, according to him this will be effective in providing material related to bullying prevention in schools.

The same thing was also obtained from Kristanto's research [13] regarding the development of character-based short films. This study developed a short film to increase character in the aspects of moral and religious values in students. According to this

research, short films are considered to have the power to improve students' character based on field tests where the group that was not subjected to treatment and the group that was subjected to treatment had striking differences in results. This indicates that short films have a great influence as a learning medium. Short film media formed as part of this communication can convey messages and influence audiences with specific goals. Strength in the film is able to touch the feelings and moral aspects of the audience [14]. 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 [15].

The values contained in the story of a film make the audience feel that the story being developed is similar to the reality that exists in the everyday life of the audience so that the audience will unconsciously internalize and imitate the scenes in the film. Film media has a strong relationship in providing an emotional influence on the audience, so that it can be used as learning material for students [16]. The same thing was expressed by Nugraini [17] who stated that short films are one of the mass media that have a strong influence on forming audience perceptions so that they can influence behavior. The film also has flexibility for learning for students of various ages [13]. Researchers developed a short film media entitled "Kursi Kosong" which can be used by guidance and counseling teachers in providing education for bullying prevention in junior high school students.

2   Method

The Research and Development (R&D) approach was employed in the study. The research steps are as follows: (1) research and data collection through problem analysis and media analysis; (2) planning through scripting, determining shooting locations, and selecting players; (3) development through the process of making short films; and (4) validation from experts to determine the feasibility of the product through material experts and media experts, as well as small-scale trials. Two lecturers who were specialists in the fields of short films and bullying behavior carried out the expert validation stage; (5) revision of test findings based on evaluations from media experts, validators, and material experts; and (6) field trial of 12 guidance and counseling experts [18].

In this work, descriptive statistical analysis was employed to analyze the data. The Guttman scale with two alternative replies "feasible" and "not feasible" was used to examine the validation findings of material experts and media experts. This short video medium was also tested on a limited scale, with one guidance and counseling instructor participating. Based on the findings of the two validators' feasibility tests and a brief field trial on one guidance and counseling teacher, a short film named "Kursi Kosong" trial involving 12 guidance and counseling experts was created.

3   Finding and Discussion

This study resulted in the creation of a short film called "Kursi Kosong," which tries to decrease bullying behavior in junior high school adolescents. The following is a summary of the researchers' short film "Kursi Kosong" (Table 1).

Table 1. Short Film "Kursi Kosong" Description

Title of The Film	Explanatiom
Kursi Kosong	"Kursi Kosong" is a short film that portrays the narrative of Anggun, a victim of bullying. This short video focuses on witnesses or their companions who see bullying behavior rather than on offenders or victims. The film features a reverse narrative in that it shows the victim's motivation for committing suicide through a letter. This film depicts the characteristics of bullying victims as well as the consequences of bullying conduct so that students may better grasp how bullying affects victims. This film conveys a lesson about how to respond while seeing bullying behavior. The short video "Kursi Kosong" can be utilized in traditional services to avoid bullying in junior high school. The short film "Kursi Kosong" plays for 7 min.

The short film media product "Empty Chair" is uploaded via Youtube which can be accessed by guidance and counseling teachers via the link https://unyku.id/Media-Film-Pendek to make it easier to show short films to students. This short film media is part of classical guidance services in guidance and counseling services, short films are a complement to services.

Two Yogyakarta State University academics verified the production of this short film multimedia. Mrs. Isti Yuni Purwanti S.Pd., M.Pd as a material validator is a lecturer in the Guidance and Counseling study program. Mr. Ariyawan Agung Nugroho S.T., M.Pd as a media validator is a lecturer in the Education Technology Study Program (Fig. 1).

The aesthetic and technical features of the short film, including visual, audio, typography, language, cast, and plot, were evaluated using media expert validation. The outcomes of the validation evaluation were assessed using the Guttman scale with two possible replies, namely "feasible" and "not feasible". The accurate answer receives a score of 1, while the incorrect response receives a score of 0. The media validation statement has 17 elements, and the number of experts is one. The minimum score (Smin) is $0 \times 17 = 0$, and the maximum score (Smax) is $1 \times 17 = 17$, the number of classes is 2 (feasible and not feasible), and the interval length (P) is 17: 2 = 8.5. Table 2 shows the findings of media expert validation.

Based on the validation outcomes from specialists, a total result of 16 was achieved, putting it in the "feasible" category in the list of inclusion criteria for short film media can prevent bullying behavior.

Validation of professional materials used to evaluate bullying content in short films. Content expert validation included four components: the applicability of the product, the quality of the information and the terminology. The Guttman scale with two possible replies, "possible" and "not feasible," was used to examine the evaluation findings. The accurate answer receives a score of 1, while the incorrect response receives a score of 0. The validity of the material, on the other hand, is 6 with 1 expert. The minimum score (Smin) is 0×6, and the highest score (Smax) is 1×6, the number of classes is 2 (feasible and not feasible), and the interval length (P) is 6: 2 = 3. Table 3 shows the findings of media expert validation.
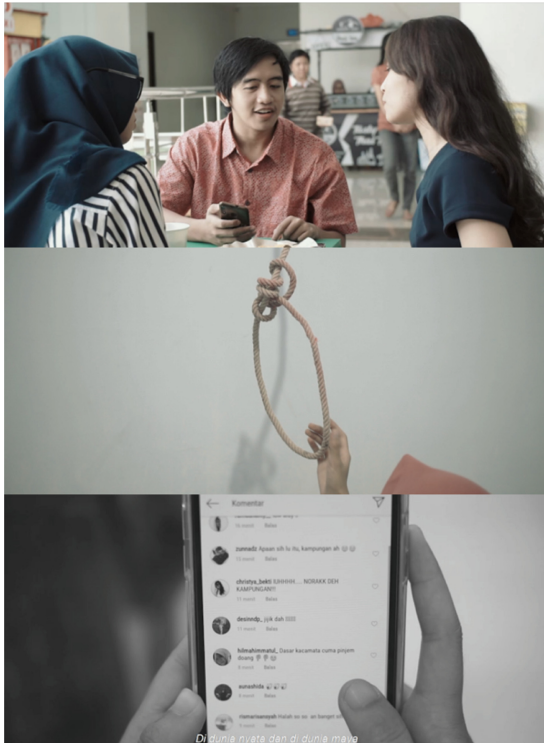
Fig. 1. Short Film "Kursi Kosong"

Table 2. Media Expert Validation Results

Score	The Criteria of Quality Assessment		
	Category	**Interval Score**	**Results**
1	Feasible	(Smin + P) ≤ S ≤ SMaks	8,5 ≤ S ≤ 17
0	Not Feasible	Smin ≤ S ≤ (Smin + P – 1)	0 ≤ S ≤ 8,5

Depending on the validation findings from material specialists, a total result of 6 was obtained, putting it in the "feasible" classification inside the table of inclusion criteria for short movie material to prevent bullying behavior.

Moreover, the identical evaluation sheet used in the original small-scale field trial was used in a large-scale field experiment on 12 participants of counseling and guidance instructors in Sleman Regency. The field trial evaluation data were examined using a Likert scale with four possible answers: "strongly agree", "agree", "disagree", and "strongly disagree". The response strongly agrees receives a score of 4, the answer

Table 3. Material Expert Validation Results

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Results
1	Feasible	(Smin + P) ≤ S ≤ SMaks	3 ≤ S ≤ 6
0	Not Feasible	Smin ≤ S ≤ (Smin + P – 1)	0 ≤ S ≤ 3

Table 4. Outcomes of a Large-Scale Trial

Score	The Criteria of Quality Assessment		
	Category	Interval Score	Category
4	Strongly Agree	(Smin + 3P) ≤ S ≤ Smaks	468 ≤ S ≤ 576
3	Agree	(Smin + 2P) ≤ S ≤ (Smin + 3P -1)	360 ≤ S ≤ 467
2	Disagree	(Smin + P) ≤ S ≤ (Smin + 2P - 1)	252 ≤ S ≤ 359
1	Strongly Disagree	Smin ≤ S ≤ (Smin + P – 1)	144 ≤ S ≤ 251

agrees receives a score of 3, the answer disagrees receives a score of 2, and the response strongly disagrees receives a score of 1. At the field trial phase, there are 9 elements in the media evaluation statement, and there are 12 responses.

The minimum score (Smin) is 1 × 12 (items) × 12 (participants) = 144, and the highest score (Smax) is 4 × 12 (items) × 12 (participants) = 576, using four categories and a length of gap (P) of 108. Table 4 shows the findings from the field-testing phase.

According to the table of parameters for the outcomes of field experiments conducted on 12 participants of counseling and guidance instructors, the field trial results are shown in Table 5.

The scoreline of the respondents was 491, according to the findings of the accessibility of the short film multimedia that were assessed on counseling and guidance teachers. Based on the table of qualifying criteria below, this value was classified as "strongly agree" with an average score of 468 S 576. So, it can be inferred that the short video "Kursi Kosong" to avoid bullying behavior was perceived as "feasible" to be utilized as a medium in counseling and guidance services.

The media short film "Kursi Kosong" is used as an education on bullying prevention. Films have the benefit of affecting the audience, namely an effect that affects human psychological aspects [14]. These psychological aspects include cognitive or thinking aspects, affective or feeling aspects, and behavioral or behavioral aspects. The influence of the cognitive aspect on the audience is being able to know and understand the storyline in the film. The effect of the affective aspect that occurs is that feelings arise when watching a film so these feelings give an impression and make the audience immersed in the film's story. The influence of behavioral effects refers to the behavior that occurs after watching the film because the film is considered to have the power to influence the

Table 5. Results of Field Test Feasibility for Counseling and Guidance Teachers

Respondent	Total Score
AK	36
EWS	36
DM	36
WR	48
ASL	42
NRS	43
DSN	48
AS	38
ASY	41
REF	41
HS	46
R	36
Total	**491**

behavior of the audience. Rowlins [19] states that films evoke the senses which trigger an emotional response in the audience. Films can provide benefits in the process of engagement to provide knowledge of the values contained in films, namely to prevent bullying behavior.

The short film "Kursi Kosong" is used as a source of behavior change models. According to Bandura, modeling is a learning process by seeing, observing, and applying behavior by individuals. The modeling process can be done in two ways, namely the type of modeling with real models (live) and through symbolism [20]. The real model is a type of modeling that is observed through individuals who are in the internal environment, namely family and friends. Modeling through symbolism is observed through the media, one of which is a short film. Film being able to convey the symbolic messages contained in the scene become real, in other words, the symbol can represent ideas and messages that strengthen the film's story, so that students can later see anti-bullying scenes as an effort to prevent bullying behavior [21].

Short films used as a source of modeling can influence three aspects of human psychology. First, when students watch short films, the short films have an influence on cognitive aspects. Second, in the affective aspect of students, short films will be immersed in the story of the film and feel the events in the short film. After watching the short film, students reflect on the meaning of the short film and explore the messages displayed in the short film. After being able to interpret and capture the message conveyed through the short film, it is hoped that students will be able to internalize the values contained in the short film regarding the prevention of bullying behavior.

Short films are considered to have a strong influence on the three psychological aspects of the audience, so that the developed short films can internalize the values

developed by researchers, namely prevention of sexual harassment. In the modeling process it provides unexpected lessons or is referred to as vicarious learning.

Vicarious learning provides learning for humans through observational activities by observing, analyzing and making decisions based on the results of these observations. Vicarious learning, which is a part of the learning theory put forward by Bandura, focuses on observations made on other people. The process of observing other people presented through films forms new ideas, new knowledge, and new behaviors, so that the process becomes a guide for action. The source of the observation model can be in the form of negative or positive behavior, the researcher will combine these two things.

4 Conclusion

Bullying behavior is one of the three great sins of education. The phenomenon of bullying has been around for a long time, but the data and facts on the ground have not shown the actual data, because bullying resembles an iceberg phenomenon. To overcome bullying, one way is to use short films that can be used by guidance and counseling teachers. Short films are used as a medium to provide modeling of anti-bullying behavior so that students can prevent bullying behavior. The short film "Kursi Kosong" which has been validated gets "feasible" from the validator and "strongly agree" on the use of short film media for bullying prevention from guidance and counseling teachers.

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