



Anti-Bullying Learning Videos As An Educational Communication Strategy In Islamic Boarding Schools Al Bunyan

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Abstract

Bullying is a serious problem that can disrupt the educational environment in Islamic boarding schools. This study aims to develop and evaluate the effectiveness of anti-bullying learning videos as an educational communication strategy at Al Bunyan Islamic Boarding School. Using the Research and Development (R&D) step-by-step model, data was collected through observation, questionnaires, interviews, and documentation. Learning videos are designed to increase awareness and understanding of the negative effects of bullying, reinforce anti-bullying values, and provide practical guidance on preventing and addressing bullying. The limited trial was conducted with 92 respondents and 1 informant at Al Bunyan Islamic Boarding School, where intensive observation was carried out during the trial. The results show that learning videos are effective in increasing students' awareness and understanding of the negative effects of bullying. The integration of Quranic values and moral education through videos also helps reinforce anti-bullying messages. The implementation of video as part of the anti-bullying education curriculum in Islamic boarding schools shows great potential in creating a safe and supportive environment for all students. This research emphasizes the importance of continuous efforts and innovation in educational methods to address the problem of bullying in educational settings.

Keywords: video learning, bullying, communication strategy

1. INTRODUCTION

The problem of bullying in Indonesia in 2023 is increasingly raised, reported by Beritasatu (news satu.com), the Education and Teachers Association (P2G) and the Federation of Indonesian Teachers Unions (FSGI) said Indonesia is in an emergency situation of bullying. According to UNICEF, bullying is a pattern of (repetitive) behavior that is intentional and there are differences in power (UNICEF Indonesia, 2020). According to Marasaoly [1] said that bullying, or better known as "bullying," is a detrimental and troubling act that is often carried out repeatedly by a person or group of people with weaker or vulnerable individuals [2]. Meanwhile, Vienna in its

journal states Bullying is a hostile act carried out consciously and deliberately aimed at hurting, such as frightening through threats of aggression and causing terror. This includes planned or spontaneous actions that are real or almost invisible, in front of someone behind a friendship, performed by a child or group of children [3]. According to Sejiwa said bullying is a situation of abuse of power / power committed by a person / group. This means that someone who is stronger will bully someone who is physically weak or mentally weak. This imbalance of power will make it difficult for victims to fight back against bullies. So it can be concluded that bullying is aggressive behavior that results in pressure on the weaker party so that the victim is unable to defend and defend himself [4].

The first act of bullying is bullies or perpetrators who are someone who is physically, verbally and mentally able to hurt someone and has a dominating tendency of the victim of bullying. The second is *the victims* or victims, namely people who are bullied by *bullies*. From this side of the Victim, the victim is more often seen alone, has low self-confidence. But that's not all, victims are more often bullied because they are different children in terms of religion, race, skin color, physical, family economy and so on and it is more of a main target for someone to be bullied. Then the third is a bystander or people who witness bullying actions, namely people who see bullying actions directly [5]. There are several types of people who witness bullying, namely people who witness bullying then help victims not to be bullied, then people who witness bullying but help the perpetrator to bully victims, and there are also people who witness bullying do not help victims but participate in bullying and if he as a witness he cannot answer and pretend not to know [6].

According to the Ministry of Health, "adolescents are an age group of 10 years until before the age of 18 years with a character that tends to be sensitive and labile encourages adolescents to act and behave without thinking about the risks that might occur in the future. Bullying behavior creates an environment that is less supportive of student development, both in academic and non-academic fields. If bullies are left without intervention then they will feel they have power in the school. This opens up the possibility of other violent behaviors of a criminal nature, such as beating, stealing, persecuting and even murder [7] With good knowledge and proper guidance, it can minimize the occurrence of bullying behavior patterns [8] In line with Rahayu's opinion that higher empathy from peers will affect students' attitudes and behavior in carrying out bullying behavior.

Reporting from Detikedu.com (2023), FSGI reported that the majority of bullying cases in 2023 occurred in elementary and junior high schools, with data details based on the percentage of the number of cases, namely: SD (25%); junior high school (25%); SMA (18.75%); SMK (18.75%); MTs (6.25%); and Islamic Boarding Schools (6.25%). Based on these data, the most cases of bullying occur at the elementary and junior high school education levels, the junior high school level is taken by students who are teenagers. Bullying that occurs in schools, it turns out that it also occurs in the scope of pesantren even with a small percentage but this does not mean that bullying cases in pesantren do not exist and can be tolerated. Pesantren is one of the places to instill and teach moral and Islamic values. Children who receive education in boarding schools are different from children who attend boarding schools because every day children are taught to instill virtuous attitudes, commendable

qualities, and are directed to have good character. Therefore, the purpose of pesantren that instills Islamic values in students is contrary if bullying is carried out by students.

Islamic boarding schools are not only educational institutions that teach, develop and disseminate Islamic religious knowledge, but also community institutions that have their own institutions and have charitable functions to the community and value relations with community culture, especially those in their sphere of influence. Ideally, pesantren is not only an institution that organizes educational activities for its students, but can protect the surrounding community and move the wheels of the surrounding community's economy, then the students are also able to understand, live and practice Islamic teachings by emphasizing the importance of religious morals as a guide for life in everyday society. In the Islamic boarding school, good values are taught to the students so that later the students will have provisions to live in the community, in dormitory life students are taught to live together in a family atmosphere [9].

During their stay in pesantren, the students are usually under the supervision and guidance of Kyai or Ustadz who try to shape the behavior of the students so that they can be in harmony with the Quran and Hadith. However, according to Jafar Shodiq Sahrudin, Sarkadi and Herawati in [10] the process of building the character of students does not always go according to plan, this is because sometimes there are still violations of regulations committed by students, and the most noteworthy of the many violations that arise is bullying behavior, the condition of those who live in dormitories with a large number of residents and limited places will be vulnerable. Creates a lot of friction if not anticipated with good handling. Especially if the students who live in Islamic boarding schools have a pattern of communication and collective relations that are quite intense in the same time and space, meaning that almost all activities are carried out together. This will lead to conflict when there is no integrated supervision and guidance. In fact, it is not uncommon to find Islamic boarding schools that do not separate the level of education or age of students. So in one area of pesantren there are students with a considerable difference in age and level of education. Such a situation has the potential to trigger the growth of seniority attitudes within the pesantren environment [10].

In today's digital era, communication strategies have also developed, one of which is through audiovisual or video media, although research on video design as an educational medium for bullying has indeed been carried out, but the author relates it to the environment or context is pesantren. Designing bullying educational videos in pesantren that have different characteristics from students in public schools. In some research references regarding bullying educational videos are in the context of schools or the general public. Audiovisual strategies in preventing bullying behavior in pesantren are attractive amid the current globalization of communication, information and technology, but in contrast to pesantren that prohibit students from carrying communication devices such as mobile phones, so that the negative impact can be minimized. Thus, bullying is not as a result of the influence of social media among Islamic boarding school students.

Based on the above sources, bullying that occurs in pesantren is more caused by intense communication in an environment that contains many people with various differences such as age and education level (seniority). In addition, they are not teenagers or children who do not understand noble morals because they receive more

religious and moral education. However, why is there still bullying behavior in the pesantren environment, not only among students but also from supervisors in pesantren. Al Bunyan Islamic Boarding School is one of the Islamic boarding schools in Bogor City that has made efforts in bullying prevention, including by forming a special bullying division team, then implementing a special bullying curriculum to collaborating with parties related to bullying prevention. However, it seems that the problem of bullying is not resolved, especially in today's digital era, even though Islamic boarding schools are not allowed to use gadgets, but innovation needs to be done, innovation through learning videos for students in Islamic boarding schools can be implemented as proactive prevention so that it may be able to reduce bullying incidents and create a safer and supportive environment for all students with various characteristics.

Based on the problems faced, researchers are interested in knowing more about anti-bullying learning videos as an educational communication strategy at the Al Bunyan Islamic boarding school in order to provide a more effective understanding of bullying, especially its harmful impact both to victims, witnesses or also to perpetrators. According to Melisa Goad & Huntley-Dale, in 2018 in the journal Siti Aisah [11] several educational media developments with advanced technology have been carried out, such as through an audiovisual approach, namely video, this shows that video not only has an attractive appearance, video can also make the information provided more lasting on memory and make the public feel happy as a means to provide education. Thus, anti-bullying learning videos as an educational communication strategy in Islamic boarding schools can be used effectively to provide a more interesting understanding for students in the Islamic boarding school environment.

Communication strategy is communication *planning* and communication management to achieve a goal. The communication strategy must be able to show how tactically operational it should be carried out in the sense of the word that the approach can differ at any time depending on the situation and conditions. Learning as a communication process is carried out intentionally and planned, because it has goals that have been set in advance. So that the learning message you want to transform arrives properly [12]. Learning communication strategies based on R. Wayne Pace, Brent D. Peterson and M. Dallas Burnett in Din have three main objectives, namely; 1). The message can be received clearly by the communicant or *secure understanding*, 2). Message delivery strategy or *establish acceptance*, 3). Positive action or *motivate action* [13] In the learning communication strategy, the three main objectives put forward by Pace, Peterson, and Burnett are interconnected and complementary, namely through *Secure Understanding* ensuring that learners understand the material clearly, which is the basis for all learning processes, then *Establish Acceptance* ensure that learners receive and internalise messages, which enable deeper and meaningful learning and *Motivate Action* motivates learners to put what they have learned into action, demonstrating the success of the learning process.

Communication strategies and video learning media have a close relationship, where an effective communication strategy can increase the success of using video as a learning tool, such as utilizing visual elements and other media to reinforce the message to be conveyed through the use of animations, graphics, diagrams, and other visuals such as e-learning platforms or social media that can reach a wider audience.

Learning videos in communication strategies can also help clarify complex concepts and make learning more engaging so that communication strategies that adopt the latest technology can convey messages more effectively and efficiently.

Learning communication in the world of education is tested to produce quality graduates through quality interactions. The incomprehensible learning system does not involve much communication interaction, its quality is improved by working on the nature of the communication cycle. Working on the nature of training is definitely easier to discuss and communicate in conversation than it is to acknowledge it in real terms. Acknowledging the effort to work on the nature of the school requires earnestness, shared responsibility and reliable initiative. In addition, efforts to work on the nature of schooling also need to be carried out through working on the nature of learning, one of which is through working on the nature of communication in learning, so as to create proficient skills in the arrangement of information and capacity [14].

According to Smaldino [15] a media is a means of communication and a source of information. Derived from Latin meaning "between", the term refers to everything that carries information between source and receiver. It is said to be a learning medium, because everything carries a message for learning. While the term video comes from the word *vidi* or *visum* which means to see or have vision. Arsyad suggests that teaching through audio visual is the production and use of material whose absorption is through sight and hearing and is not entirely dependent on understanding similar words or symbols. Video is a moving image and is accompanied by sound. Video media is one type of audio-visual media and can describe a moving object with sound that matches the content of the image. The role of the video is as a presenter of information. According to Rahardja in multimedia video is a combination of several types of media such as text, images, sound and video, video is a media that uses moving images and sound to convey messages and information.

Social Learning Theory according to Albert Bandura in his theory emphasizes the importance of learning through observation, imitation, and modeling, namely 1) Observational Learning, people can learn by observing the actions of others. 2) Imitation, people tend to imitate the behavior they see, especially if the behavior produces positive results. 3) Self-Efficacy, belief in one's ability to perform the necessary actions to achieve a certain result. Meanwhile, the Experiential Learning Theory developed by David Kolb, this theory emphasizes the importance of direct experience in the learning process, namely 1) Concrete Experience, experiencing a direct situation or event. 2) Reflective Observation, reflecting the experience. 3) Abstract Conceptualization, making generalizations or theories based on reflection. 4) Active Experimentation, applying theory or generalization in new situations.

In conclusion, applications in learning videos should include case studies or simulations in the video, invite students to reflect on their experiences after watching the video and encourage students to apply the concepts learned in real contexts. Thus, including case studies or simulations, inviting students to reflect on experiences, using appropriate models and providing feedback to support the application of concepts in real contexts, learning videos can be applied to provide a more in-depth and meaningful learning experience so as to increase the effectiveness of learning.

The development of technology has emerged a variety of new teaching materials that are increasingly sophisticated, ranging from the form of printed teaching materials, then audio teaching materials, to audio-visual or video teaching materials. In these developments, it shows that teaching materials always follow the development of technology and science. Teaching using video is characterized by the use of hardware during the learning process, such as film projectors, tape recorders and wide visual projectors. So learning through video is the production and use of material whose absorption is through sight and hearing [12]. According to Prastowo, the benefits of using video media include: 1. Providing unexpected experiences to students. 2. Showing real things that were impossible to see at first. 3. Analyze changes in a certain period of time. 4. Provide experience to students to feel a certain situation. 5. Present case study presentations about real life that can spark learner discussion. Thus, the use of video media in learning in Islamic boarding schools can provide various benefits that can improve the quality of student education. Videos can make learning more engaging, relevant, and immersive by providing experiences that are impossible to obtain through conventional methods. Videos also help students understand the material more visually and contextually, spark productive discussions, and foster empathy and social awareness.

2. METHODS

The research method in this study uses the R & D method, according to Gay Development research is an effort to develop an effective product for school use, not to test theories, according to Sugiyono in [16] mentions that research and development methods or in English *Research and Development* (R & D) are research methods used to produce certain products and test the effectiveness of those products. The samples and informants used in this study were a sample of 92 (ninety-two) respondents and 1 (one) informant as a key informant. The model of R & D steps in this study is data collection by making observations, distributing questionnaires, interviews and documentation, then planning the product referred to by this product is an anti-bullying learning video which is tested on a limited basis, according to Borg and Hall is a field trial of the original product should be carried out in (one-three) 1-3 schools with (ten to thirty) 10-30 respondents. During the field pilot, researchers conducted intensive observations and noted important issues from respondents that must be used as material to improve the original product and the initial product refinement is the improvement of the original product following limited field trials. In the product improvement phase, more is done with a qualitative approach. The assessment carried out is more of a process assessment, so that the improvements made are internal improvements and revisions to the final product [12].

3. RESULTS AND DISCUSSION

The results of the distributed questionnaire showed that awareness and concern about bullying was very high among respondents, with (69.6%) strongly agreeing and 33.3% agreeing that bullying is an important and relevant issue. None of the

respondents disagreed or strongly disagreed, confirming the strong consensus on the need for attention and action on bullying. The majority of respondents (73.9%) agreed or strongly agreed that it was important to avoid bullying, although there were 26.1% who disagreed or strongly disagreed, indicating differences in views among respondents. This highlights the need for inclusive and educative approaches to increase understanding of the negative impacts of bullying and the importance of preventive action.

Views on students' efforts to address bullying were significantly divided, with 50% (32.6% strongly agreeing and 17.4% agreeing) supporting such efforts as reporting to guardians, while 49% (27.2% disagree and 22.8% strongly disagree) feeling the efforts are ineffective or need to be changed. Based on this data, it shows the need to evaluate and improve bullying handling strategies. Then, (90.2%) agree or strongly agree that bullying has a significant impact on victims, perpetrators, and witnesses, there is a broad negative impact of bullying. However, 9.8% disagreed or strongly disagreed, indicating the existence of different views that may be due to personal experiences or different perceptions. This data shows that although awareness of the impact of bullying is high, there is still room for improvement in understanding and approach among students.

From an interview with an informant, a deeper view of the views and handling of bullying in the Al Bunyan Islamic Boarding School environment was obtained. Bullying is considered detrimental to oneself and others, and education about bullying is done through examples from the media as well as verbal and non-verbal communication. Al Bunyan Islamic Boarding School has set up a special division to handle bullying cases and uses the *taaruf* (introduction) period to convey information about bullying. Collaboration with KPAI is also carried out to provide additional insights. Strengthening Qur'anic values and moral education is implemented through dawn studies and Islamic Behavior Development, part of a special curriculum designed to prevent bullying. In case of bullying, the students involved are called by the division team for character building. Coaching is done through an approach that builds positive character.

The role of parents is also integrated through monthly visits and online meetings, furthermore, mentoring study activities at Al Bunyan Islamic Boarding School are carried out with a comfortable approach, positioning the *pesantren* as a family, including eating together, and the dormitory guardians always supervise and pay special attention to prevent bullying and involve peers to support each other students who may experience bullying. The informants in this study also emphasized the need for innovation in education, such as the use of learning videos as an effective tool to educate about bullying, including its practices and impacts adapted to the current era for students at the junior high school and high school levels.

Table 1. Presentation of Results

Q1	Understanding Bullying	Strongly Disagree	0	0%
		Disagree	3	33,3%
		Agree	64	69,6%

		Totally Agree	25	27,2%
Q2	Attempts if you are in a bullying situation	Strongly Disagree	10	10,9%
		Disagree	14	15,2%
		Agree	28	30,4%
		Totally Agree	40	43,5%
Q3	Efforts to Avoid Bullying	Strongly Disagree	21	22,8%
		Disagree	25	27,2%
		Agree	16	17,4%
		Totally Agree	30	32,6%
Q4	Impact of Bullying	Strongly Disagree	7	7,6%
		Disagree	2	2,2%
		Agree	54	58,7%
		Totally Agree	29	31,5%

This study uses a model of R & D (Research and Development) steps to develop anti-bullying learning videos as an educational communication strategy at Al Bunyan Islamic Boarding School. The applied R&D model includes data collection, product planning, limited trials, and initial product refinement.

1. Data Collection

Data was collected through observation, questionnaire dissemination, interviews, and documentation. Observations were made to get a general idea of the conditions and needs in Islamic boarding schools related to bullying. The questionnaire was distributed to 92 respondents to measure awareness and attitudes towards bullying. Interviews were conducted with 1 informant to get an in-depth view of bullying policies and handling in pesantren. Documentation includes the collection of written and visual information related to pesantren activities and programs in dealing with bullying.

2. Product Planning

Based on the data collected, anti-bullying learning videos are designed as educational products. The video aims to raise awareness about the negative impact of bullying, reinforce anti-bullying values, and provide practical guidance for preventing and dealing with bullying. Product planning involves identifying key content, scriptwriting, and video production. The main content identification is a chronology of bullying actions packaged through *story telling* by displaying cases of bullying in fact that occur, then this video also uses *voice over* as an attraction to explain the phenomenon of bullying. Script writing is carried out to be able to identify language and signs that are commonly applied

to the Islamic boarding school environment. Video shooting is played by *talents* who are divided into 2 *talents* as bullies, 1 *talent* as a victim of bullying and 3 people as witnesses of bullying video shooting is done with the nuances of an Islamic boarding school.

3. Limited Trial

During the trial, researchers conducted intensive observations and recorded important issues raised by respondents. This observation includes students' reactions to the video, their understanding of the message conveyed, and the effectiveness of the video in increasing anti-bullying awareness so that it can bring out the message and values according to the characteristics found. The characteristics that are noted in the preparation of this video are the background of the place and condition of the students who are still teenagers.

4. Initial Product Enhancements.

After a limited trial, the learning video product underwent improvements based on the responses obtained. This refinement is mostly done with a qualitative approach, which involves in-depth analysis of comments and suggestions. The response is *the talent used according to the age level, where the previous talent used was over 17 years old and over due to limited time to find talent from active students*, then the duration suggested was less than five minutes because the recipient of the video was a student in adolescence and students should not watch via gadget so, This video will only be shown when students are studying in class.

4. CONCLUSION

Pesantren Al Buyan has a clear view on the negative impact of bullying and has implemented various policies and programs to prevent and deal with bullying. These efforts include education based on Quranic values, character building, parental involvement, and innovation in the use of innovative media such as educational videos. Thus, pesantren not only focuses on handling bullying cases that have occurred but also takes preventive steps to create a safe and supportive environment for all students. The implication findings of this study are that innovation in the use of anti-bullying learning videos is recognized as having a positive influence and being part of innovation to overcome bullying. Thus, the use of anti-bullying learning videos is an effective educational communication strategy at Al Bunyan Islamic Boarding School. The video not only raises awareness about the negative impact of bullying but also reinforces the moral values of students. The implementation of video as part of the anti-bullying education curriculum in Islamic boarding schools shows great potential in creating a safe and supportive environment for all students. Continuous efforts and innovations in educational methods will continue to be required to achieve this goal.

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