

Enhancing Adolescents' Knowledge of Bullying Through Educational Videos: A Pre-Experimental Study in a Junior High School

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Abstract

Background: Bullying remains a pervasive issue in educational institutions worldwide, including Indonesia, posing serious threats to student well-being and hindering the development of safe learning environments. A significant knowledge gap among students regarding the identification and prevention of bullying behaviors contributes to the persistence of this issue.

Aims: This study aimed to investigate the effectiveness of bullying education videos in increasing students' knowledge about bullying within a junior high school.

Methods: This quantitative study utilized a pre-experimental one-group pre-post test design. A total of 48 seventh- and eighth-grade students from SMPN 1 Jatiroto-Lumajang were selected through proportionate stratified random sampling. Data were collected using an 18-item questionnaire administered before and after a single intervention, which involved viewing a 7-minute educational video on bullying. The Wilcoxon signed-rank test was employed for statistical analysis.

Results: Prior to the intervention, 71% of students had "sufficient" knowledge and 29% had "good" knowledge. Post-intervention, all students (100%) demonstrated "good" knowledge. The Wilcoxon test indicated a statistically significant increase in knowledge ($p = 0.000$).

Conclusion: The findings suggest that educational videos are an effective medium for improving student knowledge about bullying and can serve as a valuable tool in school-based health education efforts.

Keywords: adolescents; bullying; educational videos; knowledge.

INTRODUCTION

The consequences of bullying are profound, affecting both the physical and mental health of its victims (Yuhbaba, Sholehah, et al., 2023). Individuals subjected to bullying often experience a significant decrease in self-confidence, leading to difficulties in social interaction, challenges in building relationships, excessive self-doubt, fear of making mistakes, and struggles with decision-making (Al Ali et al., 2025). Beyond these long-term impacts, victims frequently report immediate negative emotions such as anxiety, fear, anger, sadness, shame, and helplessness (Midgett et al., 2020).

These emotional disturbances can disrupt their motivation, cognitive processes, and

overall emotional well-being. Moreover, when children witness bullying, they may inadvertently perceive it as socially acceptable behavior. This normalization can even lead bystanders to join in with the perpetrators, often out of fear of becoming the next target, even if they internally feel it is wrong (Toseeb et al., 2020).

Given the severe and pervasive nature of bullying and its detrimental effects, health education emerges as a critical strategy for increasing student knowledge about bullying behavior (Hasbyalloh et al., 2024). Therefore, an intervention specifically targeting knowledge is a foundational step towards fostering a safer learning environment. Audiovisual media, particularly educational videos, are considered highly effective tools for

conveying health information (Ilhami et al., 2024).

They are inherently more engaging and less monotonous than traditional media, can be easily disseminated, and offer the flexibility for repeated viewing (Brečko et al., 2024). The choice of video as the intervention medium in this study is not arbitrary; its attractive, accessible, and multi-sensory nature directly addresses potential barriers to learning and engagement, thereby maximizing the likelihood of knowledge transfer (Kamaruddin et al., 2023).

This reflects a carefully considered pedagogical approach, emphasizing that for health education, especially for adolescents, the medium of delivery is as crucial as the content itself. Such interventions should leverage engaging, accessible, and multi-sensory formats to optimize learning outcomes and ensure wide reach. Educational videos can assist individuals in problem-solving by providing clear information, offering new perspectives, and stimulating discussions on the challenges they face.

Bullying, has emerged as a serious and pervasive issue, particularly affecting children and adolescents within educational environments (Agisyaputri et al., n.d.). Its widespread nature is a cause for significant concern, impacting the psychological, social, and emotional development of young individuals and undermining the establishment of positive school atmospheres (Yuhbaba, Budiman, et al., 2023).

Globally, the prevalence of bullying is well-documented. A 2018 report by UNESCO, drawing upon the Global School-based Student Health Survey (GSHS) across 144 countries, indicated that a substantial 16.1% of children had experienced bullying (UNESCO, 2019). National data from the Komisi Perlindungan Anak

Indonesia (KPAI) further underscore this challenge, with 161 child protection cases reported in 2018; notably, 25.5% (41 cases) involved perpetrators of bullying, and 22.4% (36 cases) involved victims (Wibawa Putra & Rusmini Gorda, 2024).

The consistent high prevalence data, extending from global reports to national statistics and local observations, suggests that bullying is not merely an isolated disciplinary matter but rather a systemic public health concern deeply embedded within educational institutions (Kamaruddin et al., 2023).

This pervasive nature implies that effective interventions must be comprehensive, proactive, and integrated into school health programs, moving beyond reactive responses to individual incidents and addressing the broader environmental factors that perpetuate such behaviors (Andryawan & wulansari, 2024).

Local observations at SMPN 1 Jatiroto further highlight the immediate relevance of this issue. A preliminary study conducted by the researcher at this school revealed that at least one bullying case is reported every month. During the study period, there was a specific instance of a student refusing to attend school due to bullying experiences.

METHOD

This study employed a quantitative approach with a pre-experimental one-group pre-post test design to evaluate changes in students' knowledge about bullying before and after an educational video intervention. Data were collected using an 18-item questionnaire assessing knowledge on the definition, types, causes, impacts, and prevention of bullying, as well as characteristics of victims and perpetrators.

The instrument was validated in a different school, with item correlation coefficients

(r-count) ranging from 0.426 to 0.636, exceeding the r-table value (0.34), and a reliability score of 0.784 (Cronbach's Alpha), confirming its validity and reliability.

The intervention was conducted over two days (May 18 and 20, 2024). On the first day, the school's approval was obtained and informed consent was collected. On the second day, students were given instructions, followed by the administration of the pre-test. A 7-minute bullying education video was then shown once using an LCD projector. Immediately afterward, the same questionnaire was administered as a post-test to assess changes in knowledge.

If there is an image in the content of the paper, then the image is placed after the paragraph that relates / discusses the image with 1 space (0 pt); captioned with Image and Arabic number (bold), followed by the title of the image placed under the image in question, the font size of the image description is 0 pt. (Times New Roman, 12, normal).

Sample

The target population for this research comprised all seventh and eighth-grade students across classes A to H at SMPN 1 Jatiroto, totaling 500 students. A sample of 48 students was selected for participation in the study. The sampling technique employed was probability sampling, specifically proportionate stratified random sampling.

This method was chosen to ensure that every element (student) within the population had an equal chance of being selected for the sample. Furthermore, members were drawn from each class in equal proportions, thereby ensuring that all classes were adequately represented within the sample. This systematic approach to participant selection is a methodological strength, enhancing the internal

representativeness of the sample within SMPN 1 Jatiroto.

However, it is important to note that the relatively small sample size (48 out of 500) from a single school limits the external generalizability of the findings to other schools or a broader adolescent population beyond this specific context. Participants were selected based on specific inclusion criteria: they had to be willing to participate in the study, as indicated by signing an informed consent form; they needed to be active seventh and eighth-grade students at SMPN 1 Jatiroto; and they must not have had any prior participation in seminars, webinars, or workshops on bullying.

Data analysis

Data Analysis : The data collected from the pre-test and post-test questionnaires were analyzed using the Wilcoxon signed-rank test. This non-parametric statistical test was chosen to determine if there was a significant influence of the bullying education video on students' knowledge about bullying by comparing the paired observations (pre-test and post-test scores) from the same group of participants.

RESULTS

Table 1. Student Knowledge at SMPN 1 Jatiroto Before and After Intervention

Knowledge Levels of Bullying	Pre		Post	
	n	%	n	%
Good	14	29%	48	100%
Moderate	34	71%	-	-
Poor	-	-	-	-
Total	48	100%	48	100%

Based on the table 1, there was a clear improvement in students' knowledge about bullying following the video intervention. Before the intervention, most students (71%) demonstrated a fair level of knowledge, while 29% showed good knowledge. None were categorized as

having poor knowledge. After the intervention, all participants (100%) achieved a good level of knowledge, with no students remaining in the fair or poor categories. This shift highlights the effectiveness of the educational video in enhancing students' understanding of bullying.

Table 2. Wilcoxon Test Results for the Influence of Bullying Education Videos

Variable	Asymp. Sig. (2-tailed)	Description
Pre-test – Post-test	0,000	Significant effect

The statistical analysis using the Wilcoxon signed-rank test confirmed the significant influence of the educational video intervention on students' knowledge about bullying. The comparison between pre-test and post-test scores yielded an Asymp. Sig. (2-tailed) value of 0.000, which is substantially less than the conventional significance level of 0.05.

The Z-score was -6.056, for a total of 48 participants (Table 2). This exceptionally low p-value indicates an extremely strong statistical significance, meaning the probability of observing such a profound change in knowledge purely by chance is virtually zero. Coupled with the 100% "good" knowledge outcome observed post-intervention, this statistical evidence provides robust support for the conclusion that the video intervention had a highly significant and reliable influence on student knowledge.

DISCUSSION

Following the educational video intervention, a remarkable increase in knowledge was observed, with 100% of students achieving a "good" level of understanding. This high level of effectiveness is largely attributed to the inherent qualities of video media, which

provide both visual and audio explanations. This multi-sensory approach effectively captures attention and simplifies the comprehension of complex material(Peng et al., 2022).

This finding aligns with other studies, such as (Novanto et al., 2024)which also reported the effectiveness of educational videos in rapidly increasing student knowledge. The engaging presentation of the material, coupled with effective delivery methods and language tailored to the students' age, further contributed to the observed knowledge improvement(Gaffney et al., 2021). The majority of respondents in this study were 13 years old (52%).

This age group is considered strategic for mental health education due to adolescents being in a productive developmental stage, possessing good cognitive abilities, and having broad experiences that support knowledge acquisition. This suggests that the intervention's success was amplified by targeting a developmentally receptive age group, implying that the timing of such educational efforts is optimal for maximal results(Hensums et al., 2023).

By leveraging this critical developmental window, the intervention was able to achieve highly effective learning outcomes. The effectiveness of audiovisual media, particularly in film format, is rooted in fundamental cognitive principles. By engaging multiple sensory pathways—both visual and auditory—information is processed more deeply and encoded more robustly in memory. This moves beyond simply stating that the video "works" to explaining.

Why it works, highlighting the pedagogical power of multi-sensory learning for complex topics. For health education, especially on sensitive or intricate subjects like bullying, pedagogical design should prioritize multi-sensory engagement. This

suggests that interactive, visually rich, and narrative-driven media formats are superior to text-based or purely auditory methods for promoting deep learning and long-term retention. A particularly significant finding from the questionnaire results was the substantial improvement in students' knowledge regarding the Types of bullying.

Before the video intervention, many students were unaware of the different classifications of bullying and did not recognize that some of their own actions might fall under these categories. The video's success in clarifying these bullying types indicates that its content was highly relevant and directly addressed a critical blind spot in students' understanding. This implies that effective bullying education must not only define bullying broadly but also provide clear examples and categories to help students recognize the diverse forms of this behavior, including their own potential participation. This nuanced understanding is crucial for fostering a more informed and proactive school community.

The findings of this study are consistent with those of (Piola et al., 2022) who also found that video media was effective in increasing knowledge about bullying, particularly by demonstrating direct examples of bullying behavior. Health education materials featuring relatable backgrounds tend to increase audience interest and engagement (Novanto et al., 2024). However, the perception of bullying can also be influenced by how individuals interpret and understand the information they receive, regardless of gender (Razzaq et al., 2023).

CONCLUSION

The research conducted at SMPN 1 Jatiroto on the influence of bullying education videos on students' knowledge about bullying unequivocally demonstrates that

the provision of such videos significantly increases students' knowledge. This finding confirms the effectiveness of educational videos as a valuable medium for health education. This conclusion, supported by robust statistical and qualitative results, provides clear, actionable evidence for educational institutions. The video is not merely effective but "significantly" so, offering a practical, ready-to-implement tool for addressing a documented knowledge gap. This suggests that a relatively low-cost, easily disseminable intervention can yield substantial educational benefits, making it a feasible and impactful strategy for widespread adoption in similar educational settings.

Ethics Approval

All respondents were informed about the objectives and purpose of the study prior to data collection. Participation was entirely voluntary, and confidentiality and anonymity were assured throughout the research process. The ethical conduct of this study was rigorously maintained. The research protocol received full ethical approval from the Komisi Etik Penelitian Kesehatan (KEPK) of Universitas dr. Soebandi, under ethical clearance number 2019/FIKES-UD/IV/2024.

Conflict of Interest

The authors declare that there are no competing financial, professional, or personal interests that could have influenced the conduct or outcome of this research.

Acknowledgment

The authors would like to express their sincere gratitude to SMPN 1 Jatiroto-Lumajang for their cooperation and support during the research process.

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