



## Application of Animated Video Media to Understanding Bullying Behavior at MTsN 2 Aceh

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### ABSTRACT

This study aims to test the effectiveness of classical services based on animated video media in improving students' understanding of bullying behavior at MTsN 2 Aceh Besar. Using a quantitative approach with a pre-experimental one group pre-test and post-test design, the research sample consisted of 32 students in grades VII-4 selected through purposive sampling techniques based on the results of the bullying behavior questionnaire. The research instrument was a bullying behavior questionnaire that had been tested for validity and reliability. The results of data analysis showed that the average score of students' understanding decreased from 89.18 in the pre-test to 71.84 in the post-test. This decrease was interpreted as an increase in students' awareness of the forms and impacts of bullying. The paired sample t-test showed a significance value of 0.003 ( $<0.05$ ), which indicated a significant difference between the scores before and after the intervention. These findings prove that classical services based on animated video media are effective in improving students' understanding of bullying behavior, including verbal, physical, and relational aspects.

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## INTRODUCTION

Digital technology is currently experiencing very rapid development. Technology is often likened to a double-edged sword. On the one hand, technology brings convenience to human life, including in the field of education, because learning can be done more easily without the limitations of space and time. However, on the other hand, technology can be a threat to those who are not wise in using it, for example the use of media which currently has a negative impact on learning (Palupi & Norhabiba, 2021).

The use of learning media can motivate students and encourage them to increase their knowledge (Nurfadhillah et al., 2021). The use of appropriate learning media is very important in creating a more interesting and effective

learning atmosphere. One of the promising learning media is animated videos, animated videos can provide special effects that attract students' attention during the learning process, with materials that can be adjusted to the curriculum. Video-based learning media, especially animated videos, can help students understand abstract concepts more easily through interesting visualizations. Animated videos combine images, sound, and text, which can convey messages in a way that is easier for students to understand (Prawiyogi et al., 2021).

Animated videos can stimulate students' senses of hearing and sight, making them more interested and making it easier to understand the explanation. One of the advantages of electronic animated videos is their ease of access and sharing. Many animated videos are available on platforms such as YouTube, which provide a variety of content, including educational animations. In addition to attracting attention, animated videos increase student satisfaction and happiness, while helping them remember information for a longer period of time. In learning, animated videos are an effective supporting tool for explaining information or events in more depth (Karimah et al., 2024).

The information provided to students can help them understand the dangers of bullying behavior that have an impact on their lives and how the loss of freedom to socialize causes deviant behavior such as bullying (Kwan et al., 2022). This information service also helps them understand the environment and their own development process. The use of learning media brings benefits in improving the quality of education, so that the learning process becomes more interesting and interactive. The use of interesting media in information services can create interactions between teachers and students such as motivating students to ask questions and increasing student activity or participation in following information services (Meilani et al., 2022). Guidance and counseling teachers act as motivators or guides while students act as recipients or those being guided so that with interesting media educational interactions can be created so that bullying behavior does not occur (Aminah et al., 2022).

Coloroso in (Adela, 3 CE 2023) said bullying is an act of intimidation carried out by a stronger party against a weaker party, an act of violence involving physical, verbal, or psychological, either done alone or with a group to continuously disturb students who are considered different from other students. This understanding is in line with findings in the field, where students at MTsN 2 Aceh Besar, the results of the Student Needs Analysis (AKPD) showed that bullying is a fairly prominent issue and requires serious

handling. The forms of bullying found include verbal, physical, and social violence, both directly and indirectly.

The findings are supported by the results of interviews with Guidance and Counseling (BK) teachers and observations during the implementation of Professional Field Practice (PLP 2), which show that many students still do not fully understand what is meant by bullying, its forms, and its impact on victims and perpetrators. This lack of understanding makes some students consider bullying behavior as commonplace in everyday interactions. As an effort to improve students' understanding of bullying behavior, learning media in the form of animated videos were implemented. This media was chosen because it is able to convey educational messages visually and emotionally, and is more attractive to students than conventional methods. Animated videos also allow the delivery of bullying scenarios in the form of stories that are easy to understand and relevant to students' lives.

The application of animated video media is expected to help students understand the definition of bullying, recognize its various forms, and be aware of its negative impacts (Fauziah Nasution et al., 2023). Thus, students can be more alert and not involved in bullying behavior, either as perpetrators or as spectators who allow such actions to occur. In addition, this approach aims to form a school culture that is more positive, safe, and supports the healthy growth and development of students (Azro et al., 2020).

According to (Sukawati et al., 2021) explains that bullying is a treatment that causes physical and mental harm to others, bullying activities usually occur repeatedly. Basically, bullying behavior in schools is caused by various factors and various forms. This study aims to explore how the application of animated video media can improve students' understanding of bullying behavior and how it affects their attitudes towards bullying.

## **RESEARCH METHODS**

This research uses a quantitative approach (Balaka, 2022). The purpose of this study was to see the understanding of students' attitudes towards bullying behavior. This study used the One Group Pre-test and Post-test Design method, where data was collected with two measurements: before and after treatment was given. This design aims to see the changes that occur after students are given treatment in the form of information about the dangers of bullying through animated videos.

**Table 1**  
**One Group Pre-test and Post-test Design**

Pre-test	Intervention	Post test
O1	X	O2

Information:

O1 = Pre-test value measures the initial condition of the class before intervention is given.

X = Intervention given to the research class

O2 = Post-test value measures class conditions after the intervention is given.

The population of this study was grade VII students at MTsN 2 Aceh Besar.

**Table 2.**  
**Number of research population**

No	Class	Number of Students
1	VII	224

The sample in this study was selected using purposive sampling technique, namely the selection of samples based on the recommendations of BK teachers and case book data. Because this study only involved one class, namely class VII-4, the results of this study were not to be generalized to the entire population, but rather to see the understanding of the treatment in the class studied. Data were collected through a questionnaire.

Observations were conducted using the non-participant observation method, where researchers only observed without being directly involved in the activities. A questionnaire was used to measure students' attitudes and perceptions of bullying behavior using a Likert scale, which provides answer choices from always to never.

This instrument has been tested for validity and reliability in previous studies. The validity test used Pearson Product Moment correlation, with the results of 56 valid items out of 40 tested and obtained a rtable value of 0.3494. The reliability test used Cronbach's Alpha, with a value of 0.974 which is at  $\alpha$  0.80-1.00. This means that the level of correlation and degree of reliability of the bullying behavior instrument is in the very high/very reliable category.

## RESULT AND DISCUSSION

This study aims to determine the effectiveness of animated video media in increasing students' understanding of bullying behavior and reducing their tendency to commit bullying. Before the intervention, a pre-test was conducted

on all students to determine the general level of bullying behavior in the class, including to see the extent of their understanding of the behavior.

After that, all students were given classical services in the form of playing educational animated videos containing material about the definition of bullying, types of bullying, its impacts, and the importance of respecting differences and empathy for others. After the intervention, a post-test was conducted to measure whether there was a change in students' understanding and a decrease in the score of bullying behavior tendencies.

The results showed that the students' understanding scores in the post-test were actually lower than in the pre-test. This can be interpreted as a sign that after watching the animated video that conveys information in a more realistic and touching way, students become more aware of evaluating their behavior, so they tend to answer more carefully and realistically. In other words, the decrease in scores does not indicate a decrease in understanding, but rather indicates a change in students' perspectives on bullying behavior, which previously may not have been taken seriously or even recognized as a form of bullying.

Based on the results of data analysis, it is known that there was a change in the score of students' understanding of bullying behavior after being given treatment. During the pre-test, the average score of students' understanding was 89.18 with the lowest score of 55 and the highest of 122. After being given classical services in the form of playing educational animated video media that discussed bullying visually and emotionally, the average post-test score became 71.84 with the lowest score of 52 and the highest of 91. The descriptive comparison of scores presented in Table 3 shows an average increase of 17 points, which indicates that the use of animated video media can contribute to improving students' understanding of bullying behavior.

**Table 3.**  
**Comparison of pre-test and post-test scores**

<b>Test Types</b>	<b>Average (<math>\bar{X}</math>)</b>	<b>Lowest Score</b>	<b>Highest Score</b>
<i>Pre-test</i>	89, 18	55	122
<i>Post-test</i>	71.84	52	91

The pre-test was conducted to measure the level of students' understanding of bullying behavior before being given intervention in the form of classical services. After all pre-test scores were collected, the researchers grouped the results based on the distribution of values calculated from the average and standard deviation. The assessment categories consisted of: Low

(<55), Medium (55-122), and High (>122). The pre-test results showed variations in the level of understanding among students, with some in the low category, some in the medium category, and some in the high category.

In general, the average pre-test score was 89.18, which is considered high. This shows that most students do not have a complete understanding of the concept of bullying, its types, and its impacts. Therefore, educational interventions are needed that can clarify and raise students' awareness of the importance of avoiding bullying behavior.

After being given an intervention in the form of classical services with the screening of educational animated video media that conveys information visually and emotionally about bullying, there was an increase in overall understanding scores. Post-test scores showed that the majority of students experienced an increase in categories, especially those who were previously in the low or medium categories. This increase shows that intervention through animated video media is effective in shaping students' understanding of various forms of bullying behavior and its negative impacts.

Significant changes in scores from pre-test to post-test indicate that the animated video media used in classical services is able to provide a more meaningful learning experience, so that students can more easily understand the material. Interesting and emotional displays help them recognize bullying behavior that may have previously gone unnoticed or been considered normal.

To ensure that the increase was statistically significant, an analysis was conducted using a paired sample t-test. The test results showed a t value = 3.271 with a significance of 0.003 (<0.05), which means that there is a significant difference between the pre-test and post-test scores. Thus, the alternative hypothesis (Ha) is accepted, namely that the animated video media used in classical services is effective in improving students' understanding of bullying behavior.

**Table 4.**  
**Paired Sample t-Test Results for Bullying Behavior Scores**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	sebelum diberikan perlakuan - setelah diberikan perlakuan	17.31250	29.94343	5.29330	6.51674	28.10826	3.271	31	.003

Overall, the results of this study indicate that classical services through the screening of educational animated video media are effective in increasing

students' understanding of bullying behavior. This understanding includes aspects of recognizing the forms of bullying, the negative impacts caused, and the importance of empathy, mutual respect, and social responsibility. After participating in this service, students showed an increase in awareness of the importance of avoiding bullying behavior and showing a more caring attitude towards others. Animated video media that is displayed visually and emotionally has been proven to be able to attract students' attention and help them understand the material more clearly. This display also plays a role in forming a more critical perspective on bullying behavior that may have previously been considered normal or unconscious. These findings reinforce that the use of visual media such as animated videos in classical services can be an effective strategy in character education programs in schools, especially in building a safe learning environment that is free from bullying behavior (Adiyono et al., 2022).

The results of the study showed that classical services through the screening of educational animated video media significantly increased students' understanding of bullying behavior. The increase was shown through changes in the average score from the pre-test of 89.18 to 71.84 in the post-test. Students who previously had a low level of understanding reached a high level of understanding after the intervention was given. This indicates that animated video media is effective in helping students understand the concept of bullying, recognize its forms, and realize the negative impacts caused by both victims and perpetrators.

In addition, research results show that through video media, understanding of bullying behavior can be increased (Nugroho, 2019). Through understanding bullying behavior, bullying behavior in students can be reduced. (Firna Yolanda, Gani Apriningtyas Budiyati, 2020). In several other studies, through videos, students will obtain a complete picture of an object and can even be paired with appropriate natural sounds, thereby increasing the appeal to students (Sustiyono, 2021). Thus, classical services using animated video media not only have an impact on increasing students' cognitive knowledge about bullying, but also encourage the formation of more positive attitudes in establishing social relations and building a safer, friendlier school environment for all students, and free from violence (Gultom & Muis, 2021).

## **CONCLUSION**

Based on the results of the research that has been conducted, it can be concluded that classical services based on animated video media have proven effective in increasing students' understanding of bullying behavior. This

increase is indicated by a significant change in the understanding score between the pre-test and post-test. Before the intervention was given, the average student understanding score was 89.18, with some students in the medium and high categories. After the intervention in the form of classical services using educational animated video media, the average post-test score decreased to 71.84. This decrease indicates an increase in students' awareness of forms of bullying, which previously may not have been recognized or considered commonplace. The results of the paired sample t-test statistical test showed a significance value of 0.003 ( $p < 0.05$ ), which indicates a statistically significant difference between the scores before and after the service was provided. This shows that animated video media is able to touch the cognitive and emotional aspects of students, and is effective in conveying moral and social messages related to bullying in an interesting and easy-to-understand way. Therefore, this service also has an impact on the formation of positive student attitudes, such as increased empathy, courage to reject bullying, and awareness to create a safe and inclusive school environment. With increased understanding, students become better able to recognize bullying behavior, understand its impact on victims, and develop assertive attitudes in responding to social situations.

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