



The Effect of Short Education Movies (SEM) on the Level of Knowledge of Adolescents in Preventing Bullying

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A B S T R A C T

Bullying is a negative behaviour that uses power to hurt individuals or groups verbally, physically or psychologically until the victim feels traumatised, pressured and helpless. This can occur due to a lack of knowledge among teenagers regarding bullying behaviour. This research aims to determine the effect of Short Education Movies (SEM) on the level of knowledge of teenagers in preventing bullying. This research uses pre-experimental techniques with a one-group pre-test/post-test design approach. The research sample was 36 teenagers taken based on inclusion and exclusion criteria using a sampling technique, namely purposive sampling. The results of the analysis obtained through the Wilcoxon signed-rank test on the pre-test and post-test on the knowledge variable are $p=0.000$ with a significance standard of $p<0.05$, which means there is an influence of the Short Education Movie (SEM) on the level of knowledge of teenagers in preventing bullying. Based on the results of this research, it is hoped that health workers, especially community nurses, can use short films as a health education medium to increase knowledge about bullying in teenagers.

INTRODUCTION

During adolescence, there are usually many deviant social behaviours, one of which is bullying. Bullying behaviour is a social behaviour that violates the rules by using power to hurt individuals or groups either verbally, physically, or psychologically until the victim of bullying feels traumatised, depressed, and helpless. Examples of bullying behaviour include calling friend's stupid, cursing friends, teasing, hitting friends, saying rude things, pinching friends, or calling friends by their parents' names. According to the perpetrators of bullying, the actions they have done are normal. Bullies tend to feel satisfaction when they see victims of bullying crying, feeling afraid, and not confident. Meanwhile, teenagers who are involved as victims of bullying will feel disappointment, shame, and even hurt towards the perpetrators of bullying (Seto, 2022).

Based on statistical reports from the United Nations Children's Fund (2020), as many as 150 million students (12-15 years old) worldwide have reported experiencing bullying from their peers in the school environment. Incidents of bullying in Indonesia, based on data from the Indonesian Child Protection Commission (KPAI) in 2023, there were 271 cases of physical and psychological violence and bullying in the period January-September 2023 (KPAI, 2023). In 2022, in East Java Province, a total of 36 cases of bullying in schools were reported to the East Java Child Protection Agency (LPA) (Alifia, 2023). This shows that many teenagers still do not understand how to prevent bullying from happening to themselves or their peers.

Factors that can trigger bullying incidents in teenagers include family environment, school environment, peers, surrounding environment, print media and television broadcasts (Zakiyah, Humaedi and Santoso, 2019). Another factor that can cause bullying is the level of knowledge. According to Andriati & Anissa (2020), one of the factors that can determine an individual's behaviour is the level of knowledge of the individual. A high level of knowledge is expected to create good actions from an individual to avoid bullying. The impact felt by victims of bullying can appear in all lines of life, both physical, social and psychological. Physical impacts occur if there is bullying, including physical violence, which can be in the form of bruises, wounds, or infections that can occur throughout the victim's body. Social impacts can be seen through poor ability to adapt in the social environment, such as being afraid to socialise with peers or being afraid to go to school. While psychological impacts that often arise include mental disorders such as feelings of lack of self-confidence, feelings of pressure, or feelings of uselessness that can lead to depression and feelings of wanting to commit suicide.

One of the things that can be done to prevent bullying is by providing education. The provision of education that is carried out can utilise various types of educational delivery media, for example, Short Education Movie (SEM). SEM is one of the media that has not been widely applied in providing education. Short Education Movie (SEM) can combine the senses of hearing, sight and skills in increasing the level of knowledge in adolescents. Short Education Movie (SEM) is also able to involve the senses of hearing and sight faster so that it can easily enter memory compared to media that can only be seen or heard. The purpose of this study was to determine the effect of Short Education Movies (SEMs) on the level of adolescent knowledge in preventing bullying.

METHOD

This research method approach. The study began with an initial survey in November 2023, and data collection was carried out in February 2024 at MTs Muhammadiyah 29 Gedangan. The population in this study was all adolescents at MTs Muhammadiyah 29 Gedangan, totalling 64 adolescents. The sample of this study was 36 adolescents who were selected based on inclusion and exclusion criteria, and the sampling technique was purposive sampling. In the independent variable, the researcher used an instrument, namely SAP, by providing Short Education Movie (SEM) media with the title "Peace Cart", which was taken from the Smart Character YouTube channel of the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, the dependent variable used a questionnaire sheet that had gone through validity and reliability tests, with the results of the validity test $r_{count} > r_{table}$ and the instrument reliability test value of 0.779, which means that the instrument is valid and reliable. The steps for data processing include editing, coding, scoring, and tabulating. Furthermore, the data was analysed using the Wilcoxon signed-rank test using SPSS.

RESULT

Table 1. Distribution of characteristics of adolescents at MTs Muhammadiyah 29 Gedangan

No	Criteria	Frequency	Percentage (%)
1	Age		
	12 years old	7	19,4
	13 years old	14	38,9
	14 years old	15	41,7
2	Gender		
	Male	14	38,9
	Female	22	61,1
3	Class		
	Class 7	16	44,4
	Class 8	7	19,4
	Class 9	13	36,1

Based on Table 1, it is explained that almost all (41.7%) of 14-year-old teenagers, more than half (61.1%) of female teenagers, and almost all (44.4%) of teenagers are in grade 7. The results of this study indicate that female teenagers are more involved in bullying behavior. Verbal bullying and relational bullying are models of bullying that often occur in girls. At that age, teenagers tend to direct their attention more to social adaptation or socializing with peers who could potentially become part of the bullying circle.

Table 2. Distribution of Adolescent Knowledge Levels in Preventing Bullying Before and After Being Given Short Education Movies (SEM) to Adolescents at MTs Muhammadiyah 29 Gedangan

Knowledge Level	Pre Test		Post Test	
	f	%	f	%
Good	2	5,6%	36	100%
Enough	20	55,6%	0	0%
Less	14	38,9%	0	0%
Total	36	100%	36	100%
Mean	61,11		97,67	
Std. Deviation	12,718		3,295	
Wilcoxon Sign Rank Test	p=0,000			

Based on Table 2, data obtained that before being given Short Education Movie (SEM) more than half of the level of knowledge of adolescents was sufficient, amounting to 20 (55.6%) adolescents, after being given Short Education Movie (SEM) all adolescents amounting to 36 (100%) had a good level of knowledge. So, it can be concluded that there is an increase in knowledge in adolescents both in terms of value and category in preventing bullying after being given Short Education Movie (SEM). Table 2 also displays the results of data analysis that have been carried out by the Wilcoxon signed ranks test with the SPSS 27.0 For Windows program related to the pre-test and post-test values on the knowledge variable obtained that the significance number $p = 0.000$ with a significance standard of $p < 0.05$, which means that there is an influence of the level of knowledge of adolescents in preventing bullying before and after being given Short Education Movie (SEM) in adolescents.

DISCUSSION

Level of Knowledge of Adolescents in Preventing Bullying Before Being Given Short Education Movie (SEM)

Based on the results of this study, it was found that before being given the Short Education Movie (SEM), more than half (55.6%) of the adolescents' level of knowledge was sufficient, and a small portion (5.6%) of the adolescents' level of knowledge was good. This can be caused by the lack of information or learning about bullying obtained by adolescents from educators at school or health workers in the surrounding environment, which can result in actions such as teasing, insulting, and hitting friends and causing bullying. In this study, the results obtained were that most adolescents thought that knowledge related to bullying was more related to actions that led to physical violence, while saying rude things and giving bad nicknames to friends was considered a joke for adolescents. The level of knowledge of adolescents before being given the Short Education Movie (SEM) was mainly in the sufficient and poor categories, which was caused by the lack of knowledge related to the impacts that could occur due to bullying behaviour in line with Notoatmodjo's theory in Livana et al. (2020), namely, knowledge is a series of ideas, thoughts, understandings and concepts possessed by humans regarding the world and its contents, including humans and their lives. According to Green in Andriati & Anissa (2020), knowledge is one of the factors causing bullying behaviour. A good level of knowledge is expected to create positive behaviour for individuals so that it can prevent them from engaging in bullying behaviour. Based on this description, researchers argue that knowledge has a vital role in determining behaviour; if individuals know a good category level, it will produce motivation to behave positively. For example, teenagers are not advised to engage in bullying behaviour without explaining the impact that will occur due to bullying behaviour. Teenagers will still try to engage in bullying behaviour because it is not based on knowledge about the effects of bullying behaviour.

Level of Knowledge of Adolescents in Preventing Bullying After Being Given Short Education Movie (SEM)

Based on the results of this study, it was found that after being given a Short Education Movie (SEM), there was a change in the level of knowledge, both in terms of value and category, from a level of expertise that was lacking and sufficient to good in all adolescents (100%). This fact states that there was a change in the category of adolescent knowledge after being given a Short Education Movie (SEM), which was initially more than half (55.6%) of teenage knowledge levels sufficient to a level of knowledge in the good category. This statement is in accordance with the theory that one of the aspects that can influence the level of adolescent expertise is the education received by adolescents through applying a Short Education Movie (SEM). In accordance with the results, which show that before being given a Short Education Movie (SEM), there were still many adolescents with sufficient knowledge. However,

after being given a Short Education Movie (SEM), the number of adolescents who had good knowledge increased.

The methods and techniques used to deliver education play a significant role in supporting the success of providing this education. Supported by the theory according to Notoatmodjo (2019), namely the main stage in delivering education, namely by forming a message that is in accordance with the target, one of which is by selecting the right media, intensity, and duration of message presentation. Health education with appropriate press is expected to attract the attention of adolescents so that it can be used as a facility for adolescents to learn about bullying prevention. In line with the results of Nuraini (2022), learning experiences can be obtained through stages in the form of doing or going through what has been understood, stages of listening and paying attention using certain media, and stages of listening through language. Based on the research conducted, the researcher argues that after being given a Short Education Movie (SEM), there is an increase in adolescents' knowledge regarding bullying prevention. This is obtained through the selection of the right media. Through Short Education Movies (SEMs), adolescents can get information related to bullying prevention by utilising media that contain image and sound components, where the process of delivering information combines the senses of hearing and sight so that the process of providing information becomes more effective.

The Effect of Short Education Movies (SEM) on the Level of Knowledge of Adolescents in Preventing Bullying

Based on the results of this study, SEM can be applied to improve adolescent knowledge in preventing bullying. Based on Table 2, there is an increase in teenage expertise before and after being given a Short Education Movie (SEM). Before being given SEM, the majority of adolescents had sufficient and poor levels of knowledge. After being given SEM, there was a very significant increase; namely, all adolescents (100%) had a level of expertise in the good category, with a significance value in the Wilcoxon signed ranks test of $p = 0.000$. This states that Short Education Movie (SEM) influences the level of adolescent knowledge in preventing bullying at MTs Muhammadiyah 29 Gedangan. The results of this study are relevant to the research (Suhailah, Kusumaningrum, and Nastiti, 2019; Fitiriana, 2022; Febtrina et al., 2023; Sari and Erika, 2023), which shows the influence of the method of providing education with Short Education Movies (SEMs) on the level of student knowledge. The use of Short Education Movies (SEMs) as creative learning media involves attaching a composition of educational strategies. Through a combination of sound, images, and text, participants are the overall experience related to the topics shown. The use of technology in providing this education produces additional appeal, combining creative and innovative factors to strengthen knowledge about the concepts provided (Febtrina et al., 2023).

Based on the description above, providing education by applying Short Education Movies (SEMs) is an aspect that directly/indirectly influences the level of knowledge. By using SEM, teenagers are brought to pay attention to topics that have been presented in the form of short movies or short films by seeing and hearing events and descriptions related to bullying behaviour in teenagers. Thus, the ability of teenagers to understand and remember can increase, which can later encourage effectiveness in the information delivery stage. Therefore, Short Education Movie (SEM) is effective as a medium for delivering information that can be given to teenagers to increase their knowledge in preventing bullying.

CONCLUSION

Based on the results of the study, it was concluded that short educational movies (SEMs) influence adolescents' level of knowledge in preventing bullying. This study can be a comparison and utilise Short Education Movie (SEM) media by considering the effectiveness of the duration of provision and the length of implementation of health education to obtain results according to expectations.

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