THE INFLUENCE OF ROLEPLAY WITH AUDIO VISUAL ON ADOLESCENTS' KNOWLEDGE OF BULLYING BEHAVIOR

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ABSTRACT

The World Health Organization (WHO) (2020) states that 37% of female adolescents and 42% of male adolescents are victims of bullying. Bullying behavior is violent behavior that abuses power continously against someone who is felt to be weak. Learning methods such as roleplay with audio visuals can be used to improve thinking skills and knowledge. In addition, the roleplay method with audio visuals is also considered an interesting method so that the material presented is easier to understand. To determine the effect of roleplay with audio visuals on knowledge of bullying behavior in students of SMAN 1 Jonggat. The research method used is quantitative research with a research design using a quasi-experiment one group pre-test post-test. The study population was 457 students, with a sample of 82 students selected using the proportionate stratified random sampling technique. The instruments in this study used a questionnaire on knowledge of bullying behavior, audio-visual videos and PINTAR module books (Increasing knowledge about anti-bullying behavior). Data analysis used the Wilcoxon test. The results of the study showed that the knowledge of adolescents at SMAN 1 Jonggat before being given roleplay intervention with audio visuals about bullying behavior was 71.9% with a low level of knowledge. Adolescent knowledge about bullying behavior after being given roleplay intervention with audio visuals about bullying behavior showed that 97.0% had a good level of knowledge related to knowledge of bullying behavior in adolescents. There is a significant influence on increasing knowledge about bullying behavior as indicated by the results of the p value of 0.0000. The use of audiovisual-based roleplay methods has proven effective in enhancing adolescents' knowledge about bullying behavior. By simulating real-life situations in an engaging visual format, adolescents are able to understand various forms of bullying, its impacts, and concrete, empathetic ways to respond. Active participation in roleplay also promotes deeper information processing, thereby strengthening their understanding and awareness of the importance of preventing and addressing bullying in their environment. Future research is encouraged to involve a larger sample size and a longer intervention duration and add a control group.

Keywords: *Adolescent Knowledge, Audio Visual, Bullying, Roleplay.*

INTRODUCTION

Bullying is defined by the World Health Organization (WHO) in 2022 as a type of violence involving persistent abuse of authority directed at those considered weak or vulnerable (A'ini et al., 2020). Based on WHO data, 41% of Indonesian students said they had been bullied, which is much higher than the average of 22% for OECD members. Not only that, Indonesia is ranked fifth out of 78 countries in terms of the frequency of bullying among students. (Ramadhanti & Hidayat, 2022). Based on data collected by the Federation of Indonesian Teachers' Unions (FSGI) and the Indonesian Child Protection Commission (KPAI), bullying is still a serious problem for children in the school environment. Based on the data, in 2020 there were 199 cases, in 2021 there were 53 cases, and in 2022 it increased significantly to 226 cases. Physical bullying (55.5%), verbal bullying (29.3%), and

cyberbullying (15.2%) are the three forms of bullying most often experienced by victims (Nirmalasari et al., 2021).

Bullying is defined as aggressive student behavior that has a negative impact on those who are targeted. Bullying is characterized as aggressive behavior that is disliked by school children that causes a clear difference in power (Wijayanti & Hidayat, 2022). Based on a preliminary study conducted on December 7, 2024 at SMAN 1 Jonggat. There were acts of bullying that occurred and were carried out by several students, one of which was by making fun of other students. Of course, this is not justified by any party. Seeing the incident and the absence of special handling efforts for the actions taken by the school environment (Keysinaya & Nuraeni, 2023).

In the study (Firna & Gani, 2020) This study examines how health education affects children's awareness at Pujokusuman Elementary School about bullying and how this understanding affects their actions when bullying occurs. Based on the results of the study, the majority of respondents, 49 people in total, showed bullying behavior that was included in the moderate category before the health education intervention. However, most participants, 52 out of 86.7%, showed a decrease in bullying behavior after receiving health education about bullying, with their bullying behavior now included in the low category (Firna & Gani, 2020).

This study aims to determine the forms of bullying, causal factors, impacts on respondents and minimize the occurrence of bullying using the roleplay method with audio visuals on knowledge of bullying behavior.

METHODS

This study uses a quasi-experimental design with a one-group pretest-posttest technique, the researcher uses a quantitative experimental methodology. The population in this study was 457 students. Sampling in this study used a probability sampling technique using proportionate stratified random sampling. This research activity was conducted at SMAN 1 Jonggat with a total of 82 students.

The instrument in this study used a bullying behavior knowledge questionnaire consisting of 40 question items, a roleplay script consisting of 6 dialogues describing various bullying situations, audio visuals in the form of animated videos taken on the YouTube platform for educational/information purposes, referring to the video uploaded by the @kerjarcita channel, the title is what is bullying? What are the forms of bullying? The video was uploaded on September 27, 2023, the video can be found on YouTube at the following link: https://youtu.be/am3sGO12f6Q?si=sXkPv9gsER0luoaH .

Research activities to analyze students' knowledge before and after being given an intervention in the form of roleplay with audio visuals at SMAN 1 Jonggat. Data on respondent characteristics, knowledge categories before (pretest) and after (posttest) the intervention was analyzed and described using a statistical data processing application.

RESULT

Table 1. Respondent Characteristics Based on Age, Gender, and Class (n=82)

Category	Frequency (n)	Percentage (%)
Age		

Early adolescence (11-13 years)	0	0,0
Middle adolescence (14-16 years)	48	58,5
Later adolescence (17-21 years)	34	41,4
Gender		
Male	30	36,5
Female	52	63,4
Grade		
Grade 10	38	46,3
Grade 11	44	53,6
Total	82	100,0

Based on table 1, it was obtained from 82 students, more students were in middle adolescence (14-16 years) which was (58.54%). Gender characteristics, the majority of students were female which was (63.41%). More students are in grade 11, namely 44 students (53.66%).

Table 2. Level of Knowledge Before Being Given Roleplay Intervention With Audio Visual (n=82)

Category	Frequency (n)	Percentage (%)
Good	3	3,7
Enough	20	24,4
Less	59	71,9
Total	82	100,0

In table 2, the results of the univariate analysis show that 59 students (71.9%) have insufficient knowledge related to knowledge of bullying behavior in adolescents.

Table 3. Level of Knowledge After Being Given Roleplay Intervention With Audio Visual (n=82)

Category	Frequency (n)	Precentage (%)
Good	79	97,0
Enough	3	3,0
Less	0	0,0
Total	82	100,0

In table 3, the results of the univariate analysis show that almost all students (97.0%) have a good level of knowledge.

Table 4. Wilcoxon Test Results (n=82)

Indicator	Mean	Std.	*p value*

		Deviation	
Knowledge before	93.96	8.935	
Knowledge after	110.67	5.653	0.000

Based on the results of the analysis with the Wilcoxon test, the average value before being given role play intervention with audio visuals was 93.96 and after being given role play intervention with audio visuals was 110.67, this shows that there is an increase in the level of student knowledge after being given role play intervention with audio visuals. The results of the Wilcoxon bivariate analysis also showed a significance value of 0.000 (p value 0.000 <0.05) which means that role play with audio visuals has a significant effect on the level of knowledge of SMAN 1 Jonggat students.

DISCUSSION

That the results of the Wilcoxon test obtained an average result before being given roleplay intervention with audio visuals was 93.96 with a standard deviation of 8.935 while the value after being given roleplay intervention with audio visuals obtained an average of 110.67 with a standard deviation of 5.653 statistical test results obtained a p value of 0.000 <0.05, then Ha is accepted and H0 is rejected which means that roleplay with audio visuals is effective in increasing the knowledge of students at SMAN 1 Jonggat.

Bullying behavior is often not based on the perpetrator, who considers what he does to be just a joke without knowing that the impact can have an impact on the physical and mental health of the victim. The age phase of high school students who are approaching adolescence is an age phase that is vulnerable to pressure so that bullying can result in trauma that will be felt until adulthood.

Bullying not only affects the victim, but also the perpetrator of bullying (Wela & Fitriana, 2020). Adolescence itself is a transition from childhood to adulthood, so that the development of physical, mental, social, and emotional maturity is very rapid. The level of knowledge of SMAN 1 Jonggat students before being given animated video intervention was in the sufficient category. Many students consider teasing or mocking one of their friends, either by giving verbal teasing or using physical violence, to be commonplace and there is nothing wrong with it. Students are still less aware and aware that what they do is a type of bullying that can have a negative impact on the social emotional development of the bullied friend. This can happen because adolescent emotions dominate and control themselves more than realistic thoughts (Wati, 2022). This is in line with research conducted by Firna & Gani, (2020) who in their research found that before being given education through educational videos, the majority of students had sufficient knowledge.

The level of knowledge of SMAN 1 Jonggat students after being given role play intervention with audio visuals has increased. Students' knowledge and understanding of bullying improved after being given intervention through role play with audio visuals as a learning medium. Learning media is very helpful in the effectiveness of the learning process and the delivery of messages and learning content because it can improve student understanding, attract and condense information (Wela & Fitriana, 2020). Role play with audio visuals is easy to accept and interesting for students, making it easier for students to receive knowledge.

These results are in line with Anggraini & Dewi (2023) who in their research found that adolescent knowledge after being given health education intervention with the role play method increased compared to before the intervention. This is also in line with research conducted by Razzaq et al. (2022) in Pakistan using a cartoon-based anti-bullying video literacy program for 6 weeks. Before the intervention, only 3.3% of students understood the various types of bullying, after the intervention 98.7% of students had a clear understanding of the concept. In addition, the number of students who did not realize that they were bullies decreased from 65.8% to 22.5%.

The roleplay method with audio visuals has a positive and significant effect on the knowledge of students at SMAN 1 Jonggat. The results of the study showed that there was a difference in knowledge before and after being given additional knowledge through roleplay with audio visuals where knowledge after being given roleplay with audio visuals was better than before being given roleplay with audio visuals. The roleplay method with audio visuals is an interesting and easy-to-understand learning media for students, so providing knowledge using roleplay with audio visuals is one of the most appropriate media to use for high school students to reduce bullying (Husni, 2021).

This is in line with Wela & Fitriana, (2020), who in their study concluded that there was an influence of Health education with animated video media on knowledge about verbal bullying at SMP Kristen 3 Surakarta. This study is also in line with research conducted by Gu et al., (2022) entitled Role-exchange playing: An exploration of role-playing effects for anti-bullying in immersive virtual environments located in China, showing that through the role-exchange playing method, participants experienced an increase in empathy, willingness to support victims of bullying, and commitment to stop bullying behavior. The advantages of roleplay with audio visuals are that the material in this video is still related to the existing material and the video can be used for a long time. Video is a very enjoyable learning media, videos help students understand learning materials and can help teachers in the learning process. This video can be easily accessed and can be used by the public.

To help the success of health education, aids (media) are needed. The use of media in learning is very important because it can make it easier to receive material, but in using media, you must know the characteristics before choosing and using it in health education so that the expected goals can be achieved. One of the health education methods that can be applied in this health education is the role play and audio visual methods. Role play or role playing is a learning method that actively involves students in simulating real situations, which allows them to develop understanding, empathy, and communication and social skills. Meanwhile, audio visual media combines elements of sound and moving images to attract attention and improve students' memory of the material presented. In the world of education, the roleplay method and audio visual media have received great attention as an effective approach to conveying information, messages, and ideas in a more interactive, interesting, and easy-to-understand way (Banharak et al., 2024).

CONCLUSION

Bullying is an act of physical, verbal, or psychological violence that has a serious impact on the victim, especially adolescents. The impact is not only temporary, but can also cause long-term emotional disorders such as anxiety, low self-esteem, and suicidal

tendencies. Therefore, bullying needs to be handled seriously through an educational, preventive, and rehabilitative approach involving the family, school, and community.

To overcome bullying in schools, it is important for schools, teachers, students, and parents to work together. Schools need to implement strict anti-bullying policies and ensure a safe and supportive school environment. Teachers must be sensitive to bullying behavior and provide guidance to victims and perpetrators. Students must raise awareness of bullying and dare to report the incident. Parents need to establish good communication with their children and provide support to them if they experience bullying.

Further research is expected to involve roleplay methods with audio visuals, to increase knowledge about bullying behavior. In addition, it is important to provide education about bullying, as well as increase the understanding of families and friends regarding behavioral changes and problems that adolescents may face.

Acknowledgments

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