

# Implementation of the Use of Educational Video Media in Developing Stop Bullying Behavior in Early Childhood Education

Rahmawati<sup>1</sup>, Isnaini Budi Hastuti<sup>1,\*</sup>

<sup>1</sup> Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\* Corresponding author: [ibh707@ums.ac.id](mailto:ibh707@ums.ac.id)

## Abstract

*Purpose:* This study aims to analyze the effectiveness of using educational video media in developing anti-bullying behavior among kindergarten students at Aisyiyah Kragilan Surakarta. It seeks to determine the extent to which educational videos influence students' understanding and behavior regarding bullying.

*Methodology:* A descriptive qualitative approach was employed, involving 30 children aged 5–6 years, as well as teachers and parents as participants. Data collection methods included observation, interviews, and documentation. Triangulation was used in data analysis through the stages of data reduction, data presentation, and conclusion drawing.

*Results:* The study found a noticeable improvement in students' understanding and behavioral change after exposure to educational video media. It revealed the negative impacts of bullying on both victims (such as physical and mental health issues and developmental disruptions) and perpetrators (including poor personality development and social rejection). The video media proved to be effective in promoting anti-bullying behavior among the children.

*Applications/Originality/Value:* The findings underscore the importance of digital educational media in early childhood education, especially for shaping positive social behavior. This research contributes to the understanding that incorporating digital tools, like educational videos, can enhance moral development in young learners. It also emphasizes the role of adequate school facilities and infrastructure in ensuring the success of such learning programs.

## Introduction Section

Early childhood education has aspects of development, namely aspects of religious and moral values, physical motor, cognitive, language, social and art, social emotional development is often a problem that occurs in the early childhood environment on behavior and ethics, efforts to improve good and positive social emotional aspects are one of the goals expected by Aisyiyah Kragilan Surakarta Kindergarten. One of them is by using learning media that contains educational elements that prioritize children's social emotional development (1). So that children's emotional intelligence will develop properly and maximally. The statement is in accordance with Sumantri (2), (3) early childhood is a child who is in rapid growth and development both physically or psychologically and children under 6 years of age, according to the statement of (4) (5) that bullying behavior there is no awareness of the need to sympathize and empathize with the victim and the victim does not receive protection from bullying.

In this modern era, we are in the alpha generation, where this generation is the first generation to be born in the digital world, a generation that is actually very familiar with digital technology. Another case with the millennial generation which tends to still be very dependent on digital technology. For this reason, (6) learning media is adapted to the progress of the times, namely media based on digital education, so that learning can be more meaningful and embedded in the hearts of children. Parents also play an important role in children's daily lives, especially when children use gadgets. Parents must be selective when children hold gadgets. Helping when children play gadgets is also very influential. Parents are expected to direct their children to use gadgets properly and can contribute to them (7).

Learning media, such as educational videos, offer an engaging and interactive way to deliver information to children. With interesting visuals and narratives, it is expected that children can more easily understand and internalize the concept of stop bullying behavior. Learning media also can shape children to be able to practice controlling their emotions and solving problems in a positive way to increase intelligence and shape children's character from an early age. Children today are experiencing a character crisis, so children can behave in ways that are not in accordance with ethics, even religious norms and values. With educational video media can help educators and parents lead children towards better behavior. Educators and parents are required to be able to filter and select every child playing with their gadget.

One of the abilities in child development that is quite important is social skills, because in the learning process children often play in their social environment, so in developing their social skills, children are taught to be able to interact, play, and socialize with their peers. Various social experiences experienced by children can make their social development more developed, strengthen the mental and resilience of a child when facing a problem. Early childhood in their social environment, especially at school, we often find children playing with violence when interacting with their friends. Violence that arises, such as physical and non-physical violence (8). Physical violence that occurs such as hitting, kicking, and spitting, Non-physical violence such as mocking yelling at friends. But basically, every child has the right to feel safe, peaceful and happy. However, many young children experience various types of violence. Violence in early childhood is a sign of bullying behavior in the future. According to (9), bullying is a behavior of actions and words intended to hurt someone and harm others and intentionally by someone or a group of people who are superior and popular, carried out repeatedly with a sense of happiness. The perpetrator has no regret at all for what has been done to the victim. The perpetrator does not think about how the newspaper feels and feels (10).

Many cases of bullying often happen in early childhood, either at home or at school. Such is the case that has occurred in kindergarten (TK). In this educational institution, children experience various forms of unpleasant treatment from other older or stronger children. The forms of bullying that occur in children vary, but what often happens is bullying in verbal form. Examples include calling children bad names, mocking them, making fun of them, and other forms of verbal bullying. In addition, bullying also occurs in physical form, such as hitting friends, kicking, and pinching (11). Bullying behavior is often interpreted as part of aggressive behavior. According to Olweus (12), (13), the characteristics of bullying are the presence of negative behavior that is carried out repeatedly (both physically, verbally and psychologically) carried out directly to victims who will be victims, in a relatively long period of time, and involves a difference in strength between the victim and the perpetrator. In addition, bullying is an act of intimidation carried out by a stronger party against a weaker party that appears in different forms (14).

Bullying behavior has several negative impacts, both for the victim and for the perpetrator (Rejeki), this is in accordance with the research of (15) the negative impact for victims of bullying in schools, for example, is that the child who is the victim will feel that school is an uncomfortable place for him, according to the statement of Yuliasri, et.al (2022), the fear he experiences will bring up feelings of anxiety and if the symptoms that arise are sustainable, it will lead to depression, lack of concentration in his learning, his social interactions will also change. Victims will feel isolated from their peers. Difficulty socializing due to bullying behavior from the perpetrator. Another impact is that the victimized child will have low self-esteem. This results in the child often refusing to go to school. The negative impact for the bullying child is the formation of a character who always wins and has power over his friends, especially friends who are weaker than him, in addition, if this bullying behavior occurs in early childhood, it will have a negative impact on subsequent developments. Therefore, it is important to educate children about positive behavior and how to stop bullying early on (16). As described above, learning through educational video media in the learning process will make it easier for children to master the subject matter with the aim of generating interest, motivation, creativity, increasing activity and forming positive character in children and making learning meaningful. Philosophically, character building through character education is needed and needs to be given to students to achieve the nation's educational goals. In line with Ki Hajar Dewantara's view that education will not be separated from the character values (character), physical, and mind of learners who will later become a generation or spearhead in society, so character education has an important role to develop the potential of learners at an early age and become a virtuous Indonesian society (17). The Pancasila profile owned by students acts as a symbol of Indonesian students who are cultured, characterized, and have Pancasila values (17). In P5 activities students have the opportunity to socialize with other friends, because this activity emphasizes group work (18).

Aisyiah Kragilan Surakarta Kindergarten is a school that has a vision, mission and goals, one of which is to form a noble generation. This goal is expected to receive good support from the institution, parents and the surrounding environment. Good cooperation will make it easier to realize these goals. On the other hand, if there is no cooperation, it is impossible for the goal to be realized. Aisyiah Kragilan Kindergarten has a program that not only educates children who excel, but also prepares children with good character. Learning with the educational video method is more effective and interesting for children, through this method the expected goals of Aisyiah Kragilan Kindergarten can be realized, namely forming a healthy, intelligent and noble generation.

This research focuses on how educators and institutions provide a moral foundation for students, according to (19), morals is a character embedded in the heart, which is a behavior that arises from the heart, feelings, and habits according to Al-Ghazali. A holistic approach that involves the entire school community and includes various components, such as education, policy and case management appears to be more effective in addressing the problem of bullying in Austrian schools (20). So that the development of religious and moral values and social emotions of students can develop well. The author made initial observations which showed that Aisyiah Kragilan Kindergarten had implemented the use of educational video media in learning.

## Methods

This type of research uses a qualitative descriptive approach. According to Zed, qualitative descriptive research is a design of activities related to the analysis of events or phenomena and so on. This research uses an empirical approach. The

object of this research is Aisyiyah Kragilan Kindergarten Surakarta. The data collection tools used in this research are interviews, observations, and documents. Triangulation data analysis was used for data collection; data reduction process, presentation, and drawing conclusions.

## Result and Discussion

Every child has a golden age or what is often known as the golden age, namely the stage of child growth at the age of 0 - 6 years, namely children under 6 years of age including those who are in the process of physical, mental, personality, and intellectual growth and development both served and not served in early childhood education institutions, which have characteristics and characteristics, In particular, the characteristics of early childhood have a unique nature, relatively spontaneous, active and energetic, egocentric, great curiosity, adventurous and have imagination and fantasy, so that children need a lot of role models in behaving and thinking positively in their lives. The role for adults is to speak and behave in a way that can be emulated by the children around them. This is in line with the statement that basically early childhood is an imitator, what they see and hear they will do, so educators must be able to set a good example. Early childhood education has aspects of development, namely aspects of religious and moral values, physical motor, cognitive, language, social and art.

Social emotional development is often a problem that occurs in the early childhood environment on behavior and ethics, efforts to improve good and positive social emotional aspects according to Padjrin's statement (4), namely democratic parenting that puts forward interests but controls children without hesitation, is one of the goals expected by Aisyiyah Kragilan Surakarta Kindergarten. one of them is by using learning media that contains educational elements that prioritize children's social emotional development (1). So that children's emotional intelligence will develop properly and maximally. This statement is in accordance with Sumantri (2). Early childhood is a child who is in rapid growth and development both physically or psychologically and children under 6 years of age. The results of the interview before using educational video media can be explained through the questionnaire as follows:

**Table 1.** Questionnaire questions for children

<b>Question</b>	<b>None</b>	<b>1 close friend</b>	<b>2 or more than close friend</b>
1. How many friends are there close friends?	1 child	3 children	1 child

  

<b>Question</b>	<b>I have never</b>	<b>Only one or two times</b>	<b>A few times</b>
2 Do you get bullied a lot at school?	2 children	2 children	5 children
3. Other students leave Me while playing?	2 children	3 children	3 children
4. Are you called something else for a joke?	3 children	5 children	4 children
5. Do you often feel afraid to go to school after being bullied?	3 children	3 children	3 children

Learning design is the activity of designing and developing teaching and learning activities to achieve specific learning objectives by taking into account factors that affect the success of learning (21)(22). The use of educational video media that has been applied as a learning method in Aisyiyah Kragilan Surakarta Kindergarten, according to Arsyad (23), suggests that video media is one type of audio-visual media and can describe any moving objects with sound according to the content of the image. With attractive images and striking colors, students will find it easier to concentrate and attract attention. The role of video is as a carrier of information (24). According to Arief (21). The purpose of this study was to determine the extent of the influence of educational video media on Aisyiyah Kragilan Kindergarten. According to the results of field research on schools, teachers, students and parents at Aisyiyah Kragilan Kindergarten through interviews, it can be explained as follows:

**Table 2.** Interview activities

No	Name	Interview Results
----	------	-------------------

1.	Student (A)	Bullying according to them is a kind of teasing, bad words, and physical harm, such as making fun of, kicking, hitting and grabbing friends' toys, as well as scaring or threatening. After watching the stop bullying theme video, students understand the positive and negative impacts more easily.
2.	Teacher (H)	Bullying according to Islam is prohibited, because behavior that hurts feelings can even physically injure their friends, the punishment given to children at kindergarten age is not equated with the provisions of the applicable legislation, but guidance is given to children and parents. The guidance given by parents is in the form of parenting classes, bullying according to Islamic views is one of the themes. Educational video media will have a positive impact on students. Teachers will find it easier to deliver the material and students will find it easier to understand.
3.	Parents (R)	Efforts to overcome bullying within the scope of the school can be done through the formation of anti-bullying teams, parent / parenting classes to monitor students' social media, instill the teachings of aqidah and morals for students, and open counseling or intense communication between students, parents and teachers. Education units, teachers, parents and students and stop bullying behavior programs will be realized.

The impact of bullying cases that often arise in the kindergarten environment is to cause mental health problems, such as anxiety disorders, depression, to Post-Traumatic Stress Disorder (PTSD). The effect of bullying on mental health is usually experienced by victims over a long period of time, as stated by Theodora Kristina Boleng, et al (2024), health disorders include depression, anxiety and psychological stress. Victims may experience a loss of confidence in concentrating on daily activities. According to Espelage, D.L., & Swearer, S.M. (2018), individual, family, parental, school, community and societal factors are interrelated and contribute to bullying and provide a comprehensive view of bullying, including definitions, prevalence, negative impacts, and risk factors. The role of teachers in increasing the self-confidence of students who experience bullying in daily activities both as victims and perpetrators is to establish clear and firm rules or provisions against bullying, as well as making agreements with students about the consequences of participatory bullying with them. Creating a warm atmosphere, mutual support, positive science, and involving all students in the classroom.

Forms of bullying that occur both behaviourally and verbally cause victims to experience various mental disorders, as stated by Lereya, S. T., Copeland, W. E., Zammit, S., & Wolke, D. (2020). A Longitudinal study that childhood and adolescent bullying is associated with mental health problems but the longitudinal relationship and specific impact on various symptoms remains unclear (25). Olweus Bullying Prevention Program, a comprehensive program designed to prevent and reduce bullying in schools. The program was originally developed in Norway in the 1980s by Dan Olweus, and later adapted for use in the United States, as well as by Rigby, K., & Slee, P. T. (2022), the effectiveness of the program in reducing bullying and other antisocial behaviours, both in Norway and in the United States.

According to (1), bullying can be grouped into four types, including (1) bullying in physical form, (2) bullying in oral form or bullying in verbal form (3) psychological bullying and finally (4) cyberbullying, cyberbullying is bullying behavior using electronic media such as the internet or telephone or others, for example, such as posting something in the form of text, video, images or photos that the bully uses to scare, threaten or intimidate the bully victim. The causes of bullying in the kindergarten environment, namely children feeling powerful and considering other children weak, lack of attention at home or neglect, and the impact of games played.

Bullying according to Islam is prohibited, because behaviour that hurts feelings can even physically injure their friends, the punishment given to children at kindergarten age is not equated with the provisions of the applicable legislation but given guidance to children and parents. The guidance given by parents is in the form of parenting classes, bullying according to Islamic views is one of the themes, having a high attitude and motivation to understand and achieve a life of piety, ethics, and forming a noble personality (16) guidance, teachers also provide learning about bullying through educational video media. Educational video media will have a positive impact on students. teachers will more easily convey material, and students will more easily understand. Learning through video media will be more interesting than the teacher explaining through lectures or stories.

Children who are victims will lack confidence, will be more isolated and even feel more frightened, which inhibits their desire to go to school, this is due to the trauma they experience. Anxiety makes the victim have no enthusiasm for the

reason of excessive fear and worry of meeting the perpetrator who has bullied. The role of the teacher is very important to motivate and foster confidence in trauma students who are victims of bullying. The application of discipline includes responsibility for what has been done including student behavior is one of the teacher's efforts to reduce bullying in the Aisyiyah Kragilan Kindergarten environment. The influence of educational video media about bullying on students can be seen in their speech and behavior. So bullying behavior can be eroded in the early childhood school environment as a safe and comfortable place to play and learn.

## Conclusions

There are several types of bullying behavior that occur in Aisyiyah Kragilan Surakarta Kindergarten, namely in the form of physical bullying behavior (hitting, and seizing their friends' toys), verbal bullying behavior (making fun of and mocking) and psychological bullying behavior (scaring and threatening). So that support from the school environment is needed, especially teachers to prevent bullying behavior early and provide education to children so as not to commit acts of bullying. The influence of gadgets is one of the factors that cause bullying. This study shows that educational video media is effective in developing stop bullying behavior at Aisyiyah Kragilan Surakarta Kindergarten. The use of educational video media on the theme of stop bullying and anti-bullying not only improved children's understanding, but also contributed to positive behavior change. It is recommended that schools integrate educational video media into the curriculum to create a safer learning environment. A child-friendly school is the hope of Aisyiyah Kragilan Kindergarten so that bullying behavior can be stopped early. The role of teachers, parents and the surrounding environment has a great influence on the formation of children's character. With a deeper understanding and good and appropriate actions, it will be possible to minimize bullying behavior in children, so that children's growth and development will develop optimally. Finally, researchers add that an effective stop bullying strategy is needed at the early childhood education level.

**Acknowledgements.** All praise is due to the presence of Allah SWT for His blessings and mercy, the author was able to complete the writing of this journal article on time. In compiling this journal article. For this reason, on this occasion the author would like to express his gratitude to the lecturers who always guide, family and friends who always support and motivate. Finally, this writing still has many shortcomings, therefore the author really hopes for criticism and suggestions.

## References

- Maghfiroh NT, Sugito S. Perilaku Bullying pada Anak di Taman Kanak-kanak. *J Obs J Pendidik Anak Usia Dini*. 2021;6(3):2175–82.
- Dozan W, Fitriani L. Membangun Karakter Anak Usia Dini Melalui Nilai-Nilai Islam Dalam Tradisi Perang Timbung. *Murhum J Pendidik Anak Usia Dini*. 2020;1(1):1–15.
- Dewi, Tirtayani LA, A DP. Pengaruh penerapan metode bermain Peran (role playing) terhadap pemahaman bullying pada anak di tk. *Innov J Soc Sci Res*. 2023;3(3):7080–95.
- Utomo AB, Sari RS, Tangerang SY. HUBUNGAN POLA ASUH ORANG TUA DAN PENGGUNAAN MEDIA SOSIAL DENGAN PERILAKU BULLYING PADA ANAK USIA SEKOLAH DASAR DI PERUMAHAN TAMAN KOTA PERMAI II RT.04 RW.12 The Relationship Of Parenting Patterns And Social Media Use With Bullying Behavior In Elementary Sc. *Nusant Hasana J*. 2022;2(1):207–14.
- Sofyan NH. Bullying di desantren: Interaksi Tasawuf dan Teori Pengembangan Fitrah dalam Pendidikan Islam. *J Islam Stud Humanit*. 2019;4(1):74–103.
- Yusnia Y. Penggunaan Media Video Scribe Dalam Pembelajaran Literasi Sains Untuk Mahasiswa Pgpaud. *Cakrawala Dini J Pendidik Anak Usia Dini*. 2019;10(1):71–5.
- Maymunah S, Watini S. Pemanfaatan Media Video Dalam Pembelajaran Anak Usia Dini Di Masa Pandemi Covid-19. *J Pendidik Tambusai*. 2021;5(2):4120–7.
- Ayuni Despa. Pencegahan Bullying dalam Pendidikan Anak Usia Dini. *J Educ Res*. 2021;2(3):93–100.
- Anggraini ND, Sadtyadi H, Widodo U. Deteksi Dini Faktor-Faktor Yang Mempengaruhi Bullying Pada Siswa Sekolah Dasar. *J Ris dan Inov Pembelajaran*. 2024;4(1):476–91.
- Fitriyah QF, Katoningsih S, Asmawulan T, Hastuti IB. Pola Asuh dalam Religious Belief Orang Tua di Surakarta. *KINDERGARTEN J Islam Early Child Educ*. 2022;5(1):157.
- Sri Setiyo Rahayu DPN (Sentra C 4 (3) (2023). Dampak Perilaku Bullying dan Peran Penting Satuan PAUD dalam Upaya Pencegahan Bullying pada Anak Usia Dini. *Sentra Cendekia*. 2023;4(3):145–52.
- Arumsari AD, Setyawan D. Peran Guru pada Pencegahan Perilaku Bullying di PAUD. *Mot Media Teach Oriented Child*. 2018;2(1):34–43.
- Age E. Ciptakan Pendidikan Nyaman : CSR PLN Peduli Berikan Edukasi Konkret Pencegahan Bullying Sejak Usia Dini Pada Sekolah Sungai Gunung Anyar Creating Comfortable Education : CSR PLN Peduli Provides Concrete Education To Prevent Bullying From An Early Age At S. 2024;4(1).
- Qamaria RS, Pertiwi FH, Mulyani LN, Sari NN, Harriroh A, Haq IN, et al. Upaya Menciptakan Lingkungan Sekolah Ramah Anak Melalui Kampanye Stop Bullying. *Kontribusi J Penelit dan Pengabd Kpd Masy*. 2023;4(1):33–46.
- Arumsari AD, Suminten, Zuro Ida hanum R, Hidayati I. Bullying Pada Anak Usia Dini. *Motoric*. 2018;1(1):8.
- Isnaini C, Safe M, Mustafiyanti. Mencegah Perilaku Bullying dengan Menanamkan Nilai-Nilai Pendidikan Agama Islam. *PJPI Pengertian J Pendidik Indones*. 2023;1(3):417–28.

- Raihan HY, Wirdati. Analisis Persepsi Guru Pai Tentang Tema Bangunlah Jiwa dan Raga Pada Projek Stop Bullying Dalam Pelaksanaan P5. *J Pendidik Tambusai*. 2023;Volume 7 N:16736–43.
- Annisa Intan Maharani, Istiharoh Istiharoh, Pramashaella Arinda Putri. Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya. *Atmos J Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sos Hum*. 2023;1(2):176–87.
- Ayu SM, Junaidah J. Pengembangan Akhlak pada Pendidikan Anak Usia Dini. *Al-Idarah J Kependidikan Islam*. 2019;8(2):210–21.
- Ttofi MM, Farrington DP. Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *J Exp Criminol*. 2011;7(1):27–56.
- Hidayati A, Adi E, Praherdhiono H. Bangan Media Video Pembelajaran Untuk Meningkatkan Pemahaman Materi Gaya Kelas Iv Di Sdn Sukoiber 1 Jombang. *JINOTEP (Jurnal Inov dan Teknol Pembelajaran) Kaji dan Ris dalam Teknol Pembelajaran*. 2019;6(1):45–50.
- Dania Ayuningthias NK, Ayu Tirtayani L. Pengembangan Media Pencegahan Bullying bagi Anak Usia Dini di TK Negeri Pembina Abiansemal Tahun Ajaran 2022/2023. *J Soc Sci Res*. 2023;3(5):6050–62.
- Yuanta F. Pengembangan Media Video Pembelajaran Ilmu Pengetahuan Sosial pada Siswa Sekolah Dasar. *Trapsila J Pendidik Dasar*. 2020;1(02):91.
- Vista Banggur MD, Tamo Ina Talu A, Esabella S, Rodianto. Pengembangan Media Video Pembelajaran Untuk Mengembangkan Kemampuan Berpikir Simbolik Pada Anak Usia 5-6 Tahun. *Bull Inf Technol*. 2022;3(4):247–54.
- Olweus D, Limber SP. Bullying in school: Evaluation and dissemination of the olweus bullying prevention program. *Am J Orthopsychiatry*. 2010;80(1):124–34.