

# The Influence of Information Services Using Animated Media on Anti-bullying Attitudes in Class VIII Students of SMPN 1 Sedayu Academic Year 2023/2024

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**Abstrak.** Penelitian ini dilatarbelakangi oleh banyaknya tragedi perundungan yang terjadi di sekolah oleh teman sebaya yang menimbulkan trauma mendalam bagi korban perundungan. Penelitian ini bertujuan untuk mengetahui peningkatan sikap anti bullying di kalangan siswa dan pengaruh layanan informasi media animasi terhadap sikap anti bullying. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian ini adalah siswa kelas VIII SMP N 1 Sedayu Tahun Ajaran 2023/2024 yang berjumlah 126 siswa. Sampel dalam penelitian ini mengambil 63 siswa dengan menggunakan teknik probability sampling dengan jenis pengambilan sampel atau sampling acak atau random sampling. Metode pengumpulan data dalam penelitian ini menggunakan kuesioner. Teknik analisis data menggunakan uji regresi sederhana. Hasil penelitian menunjukkan bahwa hipotesis diterima dan layanan informasi dengan menggunakan media animasi berpengaruh positif dan signifikan terhadap sikap anti bullying pada siswa SMP N 1 Sedayu kelas VIII tahun ajaran 2023/2024. Hasil uji regresi sederhana menunjukkan bahwa nilai R Square sebesar 0,221 artinya layanan informasi media animasi berpengaruh terhadap sikap anti bullying. Guru bimbingan dan konseling harus memberikan layanan informasi dengan media yang menarik agar siswa lebih mudah memahami dan mengingatnya.

**Abstract.** This research is motivated by the many bullying tragedies that occur at school by peers, which cause deep trauma for victims of bullying. This research aims to increase anti-bullying awareness among students and the influence of animated media information services on anti-bullying attitudes. This research uses a quantitative approach with correlational methods. The population of this study is grade VIII students of SMP N 1 Sedayu for the 2023/2024 Academic Year, which amounts to 126 students. The sample in this study took 63 students using probability sampling techniques with the type of sampling or random or random sampling. The data collection method in this study used questionnaires. Data analysis techniques using simple regression tests. The results showed that the accepted hypothesis and information services using animation media positively and significantly affected anti-bullying attitudes in SMP N 1 Sedayu grade VIII students for the 2023/2024 academic year. A simple regression test result shows that the R Square value of 0.221 means that animation media information services affect anti-bullying attitudes. Guidance and counseling teachers must provide information services with engaging media so students can more easily understand and remember.

**Key word:** "Information Services; Animation Media; Anti-bullying Attitude"

## INTRODUCTION

Bullying is an act of physical and psychological violence that is carried out repeatedly to hurt other weaker people. This is categorized as deviant behavior because the perpetrator acts intentionally (Sari & Azwar, 2017). Bullying will always involve an imbalance of power, intent to harm, further aggressive threats, and terror (Coloroso et al. et al., 2022). Bullying can occur during social interactions between individuals (school, campus, workplace, cyberspace, political environment, military environment, and community environment) (Prasetyo, 2011). Bullying can take the form of physical violence (such as slapping, hitting, abusing, injuring), verbal (such as mocking, ridiculing, cursing), mental/psychic (such as bullying, threatening, intimidating, isolating), or a combination of the three. (Prasetyo, 2011; Rahmatullah & Azhar, 2020). The Federation of Indonesian Teachers' Unions (FSGI) released data on bullying cases from January to September, where 23 cases of bullying were committed in the school environment. Of the 23 cases, bullying occurred in 50% at the junior high school level, 23% at the elementary school level, 13.5% at the high school level, and 13.5% at the vocational school level. This bullying is carried out by fellow students and educators (Rosa, 2023). According to a national Ministry of Education and Culture assessment, 24.4% of students could experience bullying in educational units or schools. (CNN Indonesia, 2023). Several factors play a role in bullying acts committed by students who are likely to be bullied, including new students at school, socio-economic background, cultural or religious background (Sari & Azwar, 2017), skin color, and intellectual factors. Another factor that can play a role in bullying is that the school makes no strict punishment for perpetrators of bullying, and there is no attention from parents/family. (Prasetyo, 2011), Furthermore, revenge for being a victim (Sari & Azwar, 2017). So, there is a big possibility that bullying can occur in educational institutions, especially in the school environment.

Research conducted by Sari Azwar (2017) found that there is a sense of security for the perpetrator to carry out bullying. The student's sense of security means protecting himself from being a target of bullying by helping to carry out the bullying. This is related to Maslow's need theory regarding the need for security. The need for security

can make students act unexpectedly because the need for security comes from within. The impact of bullying is very detrimental for both the victim and the perpetrator. There is much news about the effects of bullying. The perpetrator caused the victim's trauma. As reported by Jaya & Arief, KOMPAS Editorial Team (2022), it is suspected that the victim of depression became a victim of bullying. A teenager in East Lampung set himself on fire. In other news by Noviansah (2023) and CNN Indonesia (2023), bullying elementary school students died due to depression and became victims of bullying by their peers. Prasetyo (2011) in his research stated that cases of bullying in schools did not receive much attention, resulting in many victims. First, the effects do not arise immediately unless bullying is physical violence. Second, cases of invisible bullying, such as jokes typical of children or teenagers at school, are thought not to have a severe impact (for example, teasing and teasing). Third, some parents and teachers still do not have adequate knowledge about bullying and its effects on victims. This is largely unknown because many victims do not want to report the bullying they experience for reasons of fear, shame, threats, or other reasons.

The problem of bullying in schools always exists and should be a shared responsibility; in this case, the relationship between a teacher's attitude will influence students' attitudes regarding the problem of bullying at school. Prasetyo (2011) explains several things that can be done to prevent bullying:

1. Changing the way of educating and treating students
2. Building an active communication network with parents
3. Providing an appropriate understanding of bullying to teachers, students, and parents through workshop
4. Declaration of an anti-bullying campaign that involves the active role of all elements of the school (teachers, employees, students, and parents)  
(Rahmatullah & Azhar, 2020)
5. The school provides a bullying center.

Bullying in schools demands a collective effort, with teachers playing a pivotal role in shaping student behavior. These combined efforts help prevent and address bullying in schools. According to Zakiyah et al. (2018), a good learning process is learning that

allows students to complete their developmental tasks. Developmental tasks can be disrupted because students become victims of bullying or perpetrators of bullying. The impact of bullying on completing students' developmental tasks includes, among other things, not achieving mature relationships with peers, not accepting physical conditions and using them effectively, difficulty accepting social roles as male or female, and not attaining emotional independence from parents or other people. Other adults. One way to help students is by providing information services.

Information services are provided with the aim that students know and understand information, which can then be applied in everyday life and for their development. In line with research conducted by Junalia & Malkis (2022), providing educational information services at community service events can increase students' knowledge about bullying so that they can apply it to create an anti-bullying school. Information service is a service that can provide various things that can open new minds for its targets. According to Suciana Antieka, information services provide students with various necessary information so that students can receive and understand that information (Tobing & Pamungkas, 2020). The presentation of information is intended to provide insight to students so they can use it to prevent or overcome the difficulties they face and plan for the future. Guidance programs that do not provide information services will prevent students from developing further because they need to learn data and facts that can influence their life path. However, given the breadth of information available, students must be able to analyze which information is relevant and essential. Of course, guidance and counseling teachers/counselors in conveying information about bullying must be easy for students to understand so that students can understand the information conveyed. For example, one of the causes of bullying is ethnic/racial differences, so what must be done is to provide information related to socio-culture. Students need to understand these differences as a strength to be able to give and share instead of being hostile to each other. What can be imitated from research conducted by Rahmatullah & Azhar (2020) regarding conducting awareness education about the bullying virus in schools or madrasas is carrying out socialization as an initial stage; the next step is providing awareness and understanding about bullying, forming discussion

groups for students, holding anti-bullying movements bullying, and creating anti-bullying slogans. Thus, bullying is negative behavior that can impact both the victim and the perpetrator. Therefore, bullying behavior must be prevented or stopped or at least able to be reduced, and information services are a preventive effort to reduce bullying behavior.

Based on the needs assessment results and observations at SMP N 1 Sedayu, it is clear that students have much more to learn regarding proper behavior and respect for their peers. Bullying is a significant issue, with some students engaging in such behavior either knowingly or unknowingly. These actions can cause serious harm to the victims, leading to physical, emotional, and psychological damage. Unfortunately, many victims are reluctant to report these incidents to teachers, fearing that doing so will provoke further retaliation from the perpetrators. This fear creates a cycle in which bullies feel empowered to continue their harmful behavior, knowing that their victims are too intimidated to speak out.

Given this situation, it is evident that there is a need for comprehensive information and education on bullying, specifically targeted at preventing such behavior and supporting victims. This realization has led the author to explore the potential of information services, mainly through animation media, as a tool for raising awareness and promoting anti-bullying attitudes among students. Consequently, the author has chosen to research "The Influence of Information Services Using Animation Media on the Anti-Bullying Attitudes of Class VIII Students for the 2023/2024 Academic Year of SMP N 1 Sedayu." This study aims to determine the effectiveness of animation media in conveying important messages about bullying and fostering a safer, more respectful school environment.

## METHODS

This research uses a quantitative approach with correlational methods. According to Suharsimi Arikunto in Wafiiqah & Andreastya (2023: 4), the correlational method is research carried out by researchers to determine the level of relationship between two or more variables without making changes, additions, or manipulation to data that already

exists. Meanwhile, the research approach used in the research is a quantitative approach that analyzes data with the help of statistical tools in the form of numbers. The population of this study was four classes in class VIII of SMP N 1 Sedayu for the 2023/2024 academic year, with a sample of 10% of the total population. The population is 126 students, 10% of the population is 63 students. The sample was selected using a probability sampling technique with a random sampling type.

Data was collected through questionnaires, documentation, and observation. The questionnaire was prepared regarding information services using animation media, totaling 30 statement items covering five indicators, namely information services for students, needed now and in the future, increasing personal and social knowledge and understanding, using video image media, and equipped with exciting audio.

Furthermore, the anti-bullying attitude questionnaire consists of 38 statement items, which include three indicators: attitudes of avoiding, avoiding, hating, condemning, disliking, reluctance and anti-violence, behavior not to support efforts to harm other parties, and not bullying people. Other things in verbal, physical, rational, or electronic form cause feelings of trauma or fear in weak students.

Documentation retrieves research data from magazines, books, newspapers, minutes, etc. Observation data is taken by observing and recording the condition or behavior of the research subject.

## RESULT AND DISCUSSION

This research will determine how information services using animation media affect anti-bullying attitudes. The instrument is divided into two parts: an information service instrument using animation media and an anti-bullying attitude instrument. The information service variable using animation media is divided into high, medium, and low. Each category has a different range; the information service category using animation media is attached in Table 1.

**Table 1 Categorization of Information Services Using Animation Media**

Interval Class	Category	F	F%
$X > 90$	High	52	82,5%

$60 < X < 90$	Medium	11	17,5%
$X < 60$	Low	0	0%
Total		63	100%

Referring to Table 1, 82.5% of students are in the high category in understanding the reception of information services using animation media, 17.5% are in the medium category, and 0% are in the low category. Thus, the data on providing information services using animation media for class VIII students of SMP N 1 Sedayu for the 2023/2024 academic year is in the high and medium categories. Moreover, no students fall into the low category of receiving animation media information services. Prasetiawan (2017) states that multimedia is a tool for disseminating messages and information during learning. Well-designed multimedia will help students achieve their guidance and counseling goals. Media use can speed up the guidance and counseling process and improve the results. To optimize multimedia for students, guidance and counseling teachers must develop appropriate media. The main aim of using multimedia media is to improve the quality and effectiveness of guidance and counseling services. It is hoped that students will use their sensory organs as fully as possible to observe, hear, feel, absorb, and appreciate what they learn with the help of multimedia.

The anti-bullying attitude variable is divided into high, medium, and low. Each category has a different range; the information service category using animation media is attached in Table 2.

**Table 2 Anti-Bullying Attitude Variables**

Interval Class	Category	F	F%
$X > 114$	High	63	100%
$76 < X < 114$	Medium	0	0%
$X < 114$	Low	0	0%
Total		63	100%

Referring to Table 2, 100% of students fall into the high category in anti-bullying attitudes. Thus, the data on the anti-bullying attitudes of Class VIII students at SMP N 1 Sedayu for the 2023/2024 academic year is in the high category.

**Table 3 One-Sample Kolmogorov-Smirnov Normality Test**

		Unstandardized Residual
N		63
Normal Parameters	Mean	,0000000
Kolmogorov-Smirnov Z		,992
Asymp. Sig. (2-tailed)		,278

Based on the normality test, it is known that the significant value is  $0.278 > 0.005$ , so it can be concluded that the value of data is declared to be normally distributed.

**Table 4 ANOVA Linearity Test**

			df	Mean Square	F	Sig.
Anti-Bullying Attitude for Information Services Using Animation Media	Between Groups	Combined	20	299,377	2,435	,008
		Linearity	1	2464,515	20,046	,000
		Deviation from Linearity	19	185,422	1,508	,132
	Within Groups		42	122,942		
Total			62			

Based on the results of the linearity test, the relationship between information services using animation media (X) and anti-bullying attitudes (Y) obtained a Deviation from the Linearity Sig value. Is  $1.32 > 0.05$ . So, there is a linear relationship between the influence of information services on anti-bullying attitudes.

**Table 5 Linear Regression Test**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Information Services using Animation Media	,635	,153	,470	,000
	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model Summary	.470	,221	,208	11,933

Based on the results of the simple linear regression test, it can be seen that the regression coefficient is 0.635, and the sig of 000. Because the regression coefficient is positive, information services using animation media positively affect anti-bullying attitudes. Meanwhile, a sig value of  $0.000 > 0.05$  means that the influence resulting from



the variables studied is declared significant. Furthermore, it was obtained at 0.221 from the R Square value. This value means that the magnitude of the influence of information services using animation media on anti-bullying attitudes is 22.1%.

It can be concluded that information services using animation media positively affect anti-bullying attitudes, with a total effect of 22.1%. Information services with animated media positively and significantly affect anti-bullying attitudes. Thus, the hypothesis is accepted. The theory proposed in this research is "There is an influence of information services using animation media on anti-bullying in class VIII students of SMP N 1 Sedayu in the 2023/2024 academic year," declared accepted.

According to Mirnayenti et al. (2015), students must have an anti-bullying attitude because having an anti-bullying attitude can overcome bullying behavior at school related to thoughts about bullying, students' feelings towards bullying, and students' behavior regarding bullying. If someone has an attitude that likes bullying, then it is inevitable that they are bullying themselves, but on the other hand, if they do not want it, an anti-bullying attitude will be formed at school. One way to stop bullying is by providing students with an understanding of the bullying case. Students or children must understand bullying cases, deal with them if they encounter these cases, and prevent children from carrying out bullying (Qamaria, 2023). Research conducted by Ramdhan et al. (2019) found that information services in the form of animated advertising media for elementary school students succeeded in making students understand bullying behavior. Other research by Tobing and Pamungkas (2020) produced information services through audio-visual media that effectively improved students' moral development. Information services using animated video media can also increase students' understanding of cyberbullying (Pratiwi et al., 2023). Information services as a type of service in Guidance and Counseling can be a vehicle for guidance and counseling teachers to prevent student bullying and improve anti-bullying attitudes; if provided appropriately and in a good way, this will help students avoid these conditions—harmful conditions resulting from a lack of understanding about bullying (Ashari et al., 2021). Educational video media has a significant role in helping to increase knowledge and change attitudes, especially in emphasizing material that is very

important for students to know. By providing information about bullying using educational video media, knowledge will be obtained to influence students' attitudes toward bullying, enabling positive changes in attitudes within the individual (Higa et al., 2024).

The results of research conducted by Yanti (2019) entitled "The Influence of Information Services Using Audio Visual Media on Understanding Bullying Behavior in Class VII Students of SMP Negeri 7 Bandar Lampung" show that the results of understanding bullying in students of class VII SMP Negeri 7 Bandar Lampung are increasing understanding of the dangers of bullying. Similar research conducted by Pratiwi (2018) and Febriana (2023) shows that providing information services using animation media can give understanding as information services using animation media in reducing bullying behavior. Research conducted by Mirnayenti et al. (2015) showed that the experimental class that was provided with information services about bullying experienced an increase in anti-bullying attitudes, while the control class that was not provided with information services about bullying experienced a rise in anti-bullying attitudes but not as much as the experimental class.

Guidance and counseling services can be added through other programs so that students benefit cognitively, affectively, and psychomotorically. According to Filosofianita et al. (2023), guidance and counseling teachers' strategy for dealing with victims of bullying can be through two programs, Positive Behavioral Intervention Supports (PBIS) and KiVa Anti Bullying. What can be done is Positive Behavioral Intervention Supports (PBIS), which are designed to reduce students' maladaptive behavior and provide them with behavior that can replace maladaptive behavior (Hong et al., 2018). The following program that can be done is KiVa Anti Bullying. KiVa is a program developed at the University of Turku, Finland (Nocentini & Menesini, 2016). This program has two main components: universal actions, which focus on preventing bullying, and student lessons with themes containing several lessons and indicated actions.

## CONCLUSION

The research results and discussion conclude that information services using animation media positively and significantly affect anti-bullying attitudes in class VIII students at SMP N 1 Sedayu for the 2023/2024 academic year. The magnitude of the influence of information services using animation media on anti-bullying attitudes is 22.1%. So, the amount of information services using animation media contributes 0.221 to the anti-bullying attitude of class VIII students at SMP N 1 Sedayu in the 2023/2024 academic year. Information services using animation media influence anti-bullying attitudes among students. The more information services provided using animation media, the more anti-bullying attitudes among students can be improved.

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