COMBINATION OF PSYCHOEDUCATION AND VIDEOTHERAPY TO IMPROVE KNOWLEDGE AND ANTI-BULLYING BEHAVIOR IN CLASS V-B STUDENTS MI MA'ARIF NU BANTERAN: A CASE STUDY

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ABSTRACT

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Introduction: Bullying is a form of negative behavior that is repeated and has a negative purpose. Bullying behavior generally leads directly from one child to another due to an imbalance of power. Environmental factors are divided into school and peer factors called conformity. Conformity is a social peer influence that is known as the first phase to group up and have many friends. **Purpose**: This case study aims to determine changes in knowledge and bullying behavior after providing psychoeducation and videotheraphy to fifth grade elementary school children. **Methods:** Case study method with the application of Evidence Based Practice (EBP) in a community of school children totaling 23 students. Implementation of EBP with psychoeducation and videotheraphy on 23 students of class V B MI Ma'arif NU Banteran. Implementation was carried out for 5 sessions (3 psychoeducation sessions, 2 videotherapy sessions). Nursing evaluation begins by distributing pre-test questionnaires to students and then students are asked to fill out post-test questionnaires. **Discussion:** There was a significant increase in knowledge in the good category from 39.1% to 73.9 and changes in bullying behavior which originally had 7 students in the very high category reduced to 5 students. The increase in knowledge after the intervention occurred in all elements contained in the questionnaire including the definition of bullying, characteristics of bullying, characteristics of bullying perpetrators and victims, types and forms of bullying, factors that influence bullying, and the impact of bullying. **Conclusion:** There is an increase in knowledge and a decrease in attitudes towards bullying behavior

INTRODUCTION

Basic education in Indonesia is the foundation for the next level of education and must play a role in forming a solid foundation related to the character and personality of children, especially students. Children's education that is not solid will have an impact on the formation of character and personality. Children will tend to be easily influenced by negative things in the future (Dewi, 2020). The Indonesian Child Protection Commission (KPAI) in Dewi (2020) has noted that from 2011 to 2019, there were at least 37,381 reports of complaints related to physical violence related to children. In addition, bullying that occurred in the realm of education and social media, there were 2,473 reports and so far it is still increasing. KPAI also conveyed the results of monitoring cases of child abuse in the field of education, until April 2019, the highest reports of violence cases occurred at the elementary school level, namely 25 cases (67%) and the highest reports were cases of *bullying* (KPAI, 2020 in Nadiyah and Vinayastri, 2022).

Bullying is violent behavior or actual or perceived harm that is intentionally carried out by peers repeatedly and involves unbalanced power between the victim and the perpetrator. Bullying can occur in the school environment or outside of school (Sittichai and Smith, 2017

in Amurwabumi and Pratikto, 2023). Some bullying experts categorize traditional bullying into three categories, namely physical bullying, such as hitting, pushing, pinching, scratching, kicking, and destroying other people's belongings, verbal bullying (such as insulting, insinuating, and calling with disliked nicknames), social bullying (such as spreading false news and isolating someone).

Various physical and verbal violence that occurs in elementary schools, it is necessary to anticipate efforts made to prevent *bullying* as one of the *preventive* actions that can be taken such as *anti-bullying* counseling with psychoeducation and *videotheraphy* methods. Psychoeducation is an effort to assist clients in developing various *life skills* or life skills through various structured and group-based programs (Supratik, 2008 in Irwanti and Haq, 2023). Psychoeducation aims to change the way a person thinks about certain concepts and can be an appropriate choice for intervention because it can be used at all ages and educational levels.

Videotherapy is a therapeutic activity that requires a movie or video where the video is based on the activities of a group of people and contains useful art and challenges the soul and mind (Shulamith Kreitler, Myriam Weyl Ben-Arush, and Adres Martin, 2012). Video has the advantage of feeding back the feelings, emotions and problems faced by the client through video viewing.

METHOD

The method used in writing the final scientific paper is quantitative with a *case study* with the application of *Evidence Based Practice* (EBP) in a community of school children totaling 23 students. The EBP applied by researchers is a combination of providing psychoeducation and *videotherapy* on knowledge and *anti-bullying* behavior in class V-B MI students.

The study was conducted on October 7, 2023 through an interview with the principal, October 9, 2023 through observation, October 20, 2023 through student questionnaires and interviews with the fifth grade teacher of MI Ma'Arif NU Banteran. The results of the interview with the principal found that in MI Ma'Arif NU Banteran bullying cases between students do exist. But it is felt that it is only limited to children's jokes and will soon get better. Students who fight will generally improve by themselves and start playing together again. However, some cases of parents scolding and possibly even threatening other students who quarrel with their children often occur. Some time ago there was a similar incident, where the mother of one of the students scolded another student who quarreled with her child. This is considered to be a concern if the mentality of the student who was scolded is *down*. In fact, according to the principal, all events that occur at school are the responsibility of the school. The principal also assumes that the students' quarrel will improve by itself without the need to involve parents. In addition, if there is a case of students fighting, as much as possible the school will handle it as soon as possible. The principal also stated that there is no counseling psychology program at MI Ma'Arif NU Banteran.

In this implementation stage, the necessary facilities were prepared prior to implementation. The facilities prepared included data collection instruments (questionnaires and stationery), materials for making powerpoints and therapy videos, LCD screens, speakers, flipchart paper, posters and frames, and watercolors. In addition, the researcher coordinated the time and place of the activity with the fifth-grade teacher. Before implementing the intervention, the researcher gave a pre-test to the students. The implementation of the activity was divided into 2 meetings. In the first meeting, researchers provided psychoeducation intervention session 1 accompanied by videotherapy consisting of 2 videos.

During the implementation of psychoeducation, researchers provided opportunities for students to ask questions and researchers conducted evaluations by asking questions to students. When implementing videotherapy, the researcher asked students to write down what they felt or got from the video shown. At the next meeting, the researcher conducted psychoeducation sessions 2 and 3. The researcher did this by considering the students' academic activities and learning time.

The nursing evaluation began with the

distribution of pre-test questionnaires to students. questionnaires to students. Next, implementation was carried out and then students were asked to fill out a post-test questionnaire. The results of the post-test questionnaire showed an increase in knowledge about bullying and a decrease in bullying behavior in class V students. The results of the questionnaire showed an increase in knowledge about bullying and a decrease in bullying behavior in fifth grade students. This is reinforced by the class teacher's statement after 2 weeks of intervention that there are differences in student attitudes, especially in the use of language/verbalism in the classroom. This is reinforced by the class teacher's statement that the evaluation conducted through interviews after 1 week of intervention that there were changes in class V B students that the students' way of speaking improved from before. from before. from before. from before. from before. In addition, about student bullying behavior based on the statement of homeroom teacher V B that for behavior there are still some, especially for male students, but it is felt that more male students, but it is felt that it has decreased compared to before the intervention.

RESULT
Table 1

		Frekuensi	Presentase
Valid	Cukup	6	26,1%
	Baik	17	73,9%
	Total	23	100%

Based on the data above, there is an increase knowledge in students after the psychoeducation and videotherapy intervention, the fifth grade students' score in the good category increased from 39.1% to 73.9%.

Table 2

	Frequency	Percentage
Valid Very low	11	47,8%
Low	2	8,7%
Medium	5	21,7%
High	0	0%
Very high	5	21,7%
Total	23	100%

Based on the data above, highest category percentage upon completion very low intervention, namely 47.8%.

Bullying cases in class V B MI Ma'arif NU Banteran before providing intervention for 2 weeks based on the results of questionnaire no. 1, namely "I say harsh words to my friends at school" are 34.8% sometimes, 30.4% never, 17.4% often, and 17.4% very often. After the intervention, there was an increase in the percentage of never to 43.5% and sometimes by 43.5%. Another change can also be seen from students' statements related to "I call my friends according to their body size (for example: midget, fat, etc.) which was originally before the intervention of 30.4% often, reduced to 8.7% often and dominated by 60.9% never.

DISCUSSION
The implementation results also show a change in bullying behavior among students. This change can be seen from initially there being 7 students in the very high category with bullying behavior dropping to 5 students and a change in the dominance of the category which was previously dominated by the very high category at 30.43% to being dominated by very low. . category by 47.8%.

This was reinforced by the homeroom teacher's statement which was evaluated through interviews after 1 week of intervention that there had been a change in students in class V B, namely that the students' speaking abilities had improved much more than before. According to Amalia (2019), rude behavior in elementary school students can be caused by the influence of the learning environment. Another factor that plays a role in students' behavior in saying harsh words is internal factors in the form of the child's desire to get attention from parents or people around him, even though the attention is in the form of a reprimand, the child feels happy. when he does this. they can surprise other people by saying harsh words, as a form of outburst of emotion and disappointment, the child's desire to rebel and fight against older people because they feel too restricted and pressured. External factors that play a role in the occurrence of rude behavior in school children are family upbringing patterns, such as when a family member says dirty or rude words, there is a possibility that children will imitate them, especially in families that are less conducive. Then there are also factors from the social environment, if a child sees a bad environment, such as dirty talking behavior, it will spread to other children and dirty talking behavior will develop. Children usually do this to get approval from their friends.

Another factor is entertainment such as television and social media. Through television and social media, children often imitate various vocabulary and behaviors, including negative ones (Fitriani, Suyuti and Setiawan, 2022).

Apart from that, there was also a change in the percentage on the behavior questionnaire "I pushed my friend who was blocking my way" which was originally 34.8% of students who often chose and decreased to 13% after implementation. Another change occurred in the questionnaire "I pulled the clothes of my friend who challenged me" which was originally 26.1% to 4.3%. This is supported by the statement of the class V B teacher that there are still some behaviors, especially among male students, but it seems to have decreased more than before the intervention. According to Aristiani, Kanzunnudin, and Fajrie (2021), the behavior of pushing, pulling, kicking, grabbing, kicking, and so on is included in the category of physical bullying. Actions that lead to physical bullying begin with playing games with peers. However, the child's reaction was excessive, which had an impact on the physical condition of other children.

The results of the application of nursing also showed a change in knowledge and a decrease in bullying behavior in class V B students after psychoeducation and video therapy were carried out. Knowledge has increased from the previous three categories, namely bad, sufficient, and good, to two categories, namely sufficient and good. In the "Good" category there was a significant increase from 39.1% to 73.9%. The increase in knowledge after the intervention occurred in all items included in the questionnaire, including the definition of bullying which was originally 95.65% to 100%, the characteristics of bullying which was originally 63.8% to 84%, and the characteristics of bullying behavior. Perpetrators and victims of bullying which originally ranged between 63.8% to 84%, Characteristics of perpetrators and victims of bullying which previously ranged between 63.8% to 84%, which previously ranged from 71% to 91%, types and forms of bullying, which previously 65% to 76%, factors influencing bullying which were originally 47.85% to 80.45%, and the impact of bullying which was originally 71% to 87%.

The results of this nursing application are in line with research by Linasari (2016) which shows that video therapy has proven effective in increasing anti-bullying awareness in Class V students compared to bibliotherapy. Video therapy is carried out through videos that are shown and contain a summary of the meaning of bullying and its forms. Bullying and examples of anti-bullying awareness actions. Then students discuss or write down what they received and felt from the video seen. This is done with the aim of video therapy succeeding in influencing thoughts and feelings in such a way that it influences changes in students' attitudes (Linasari, 2016).

Video therapy is suitable for children. According to Piaget, children learn through educational media presented in audiovisual form, thus providing a more in-depth direct picture and making it easier to touch children's feelings. Audiovisual media is believed to be able to further increase student enthusiasm at the elementary school level because it is more interesting and easier to package, thus allowing students to participate in learning in a cheerful atmosphere (Nurfadhillah et al., 2021).

CONCLUSION

Based on the results of implementation carried out in a community of fifth grade elementary school children with bullying behavior, it was found that there was an increase in knowledge and a decrease in bullying behavior. When providing intervention, it can also be combined with icebreaking activities as a stimulus so that student focus is maintained, and students do not get bored easily.

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