Role Playing with Digital Comics in Preventing Bullying and Cyberbullying Behavior in Elementary School

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A B S T R A K

Pendidikan merupakan proses yang menjadikan tolak ukur manusiawi bagi pendidik dan pengabdi untuk mencapai tujuan pendidikan bersama. Proses berlangsung di lingkungan tertentu dan menggunakan berbagai tindakan. Kurangnya perhatian guru dalam penggunaan berbagai metode dan model untuk mencegah bullying. Penelitian ini bertujuan untuk menganalisis perbedaan sikap siswa dan pengetahuan siswa tentang dampak bullying sebelum dan sesudah menerapkan model role playing dengan media komik digital. Peserta penelitian ini adalah 12 orang guru. Metode yang digunakan adalah metode kuantitatif dengan eksperimen. Sampel yang diambil adalah 20 siswa kelas empat sekolah dasar. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi pretest dan posttest, dan angket. Analisis data yang digunakan dalam penelitian ini adalah uji normalitas, uji homogenitas, uji hipotesis pengetahuan, dan uji hipotesis sikap. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan role playing model dan media komik digital dalam pencegahan perilaku bullying di Sekolah Dasar. Implementasi ini memungkinkan guru menggunakan model dengan media untuk menarik perhatian siswa sehingga mereka dapat memahami pelajaran dalam proses pembelajaran dengan mudah.

A B S T R A C T

Education is a process that makes a humane benchmark for educators and devotees to achieve common educational goals. The process proceeds in a specific environment and uses a variety of actions. Lack of attention of teachers in the use of various methods and models to prevent bullying. This study aims to analyses the differences in student attitudes and students' knowledge about the impact of bullying before and after applying role playing models with digital comic media. The participants of this study were 12 teachers. The method used was quantitative method with experiments. The sample taken was 20 four grader students in elementary school. The data collection method used in this study were observation pretests and post tests, and questionnaire. The data analyses ued in this study were normality test, homogeneity test, knowledge hypothesis test, and attitude hypothesis test. The results of the research showed that there was a significant influence of the use of role playing model and digital comic media in preventing bullying behavior in elementary school. This implementation allows teachers to use a model with media to attract students' attention so that they can understand the lesson in the learning process easily.

1. INTRODUCTION

Education is a process of humane interaction between educators and the subject of education to achieve educational goals. The process takes place in a particular environment using a variety of actions. The implementation of early childhood education aims to nurture, develop, and grow children's potential to the maximum, so that behaviors and abilities are formed following the stage of child development (Acar et al., 2021; Aunio, 2019; Fitriatien et al., 2020). Bullying is a behavior carried out repeatedly by a group of students who have power over weak students with the aim of causing displeasure or hurting others, either one or several people directly against someone who is unable to fight them (Aini, 2018; Lisa et al., 2019). According to previous study typology of bullying behavior is open violence such as brawls or fights and closed violence such as threats, aggressive violence, and defensive violence (Zaini & Agustina, 2016). Many factors influence the emergence of bullying actions. According to previous study there are a number

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of factors that shape bullying behavior such as family, peers, and school (Howard et al., 2016; Juvonen, J., & Graham, 2014). Therefore, all actors involved in the development and growth of children in early childhood must be able to be creative in delivering information and knowledge (Maghfiroh & Suryana, 2021; McLeod et al., 2019; Roberts & Rochester, 2021). The process of delivering information occurs in the learning process. Therefore, it is necessary to use tools so that the objectives or material can be conveyed (Alenezi, 2020; Nazgul et al., 2020; Sirakaya & Cakmak, 2018).

The tools for conveying information are called learning media. For this reason, it is necessary to choose learning media that is in accordance with the material that will be taught, because students' motivation and students' interest in the learning process are two of the indications of the information conveyance and the success of instructional objectives in the learning process (Fathoni & Marpanaji, 2018; Febriana & Sakti, 2021; Priantini, 2020). The reason for choosing role-playing methods and digital comic media as an action used to reduce students' bullying habits is to make it easier for readers to follow and enjoy each story (Hartanto & Yuliani, 2019; Sahal et al., 2020; Valentina & Sujana, 2021). It is because of the lack of attention of teachers in the use of various methods and models to prevent bullying in elementary school. By exchanging roles between victims becoming bullies and vice versa, watching comic digital as an example of media, and practicing in the real world, this method allows the perpetrator to realize that the action done is wrong (Alit et al., 2021; Febriansyah et al., 2020; Surya et al., 2020). Besides, this media allows students to better understand their role as victims and perpetrators. By positioning the victim as the perpetrator, it is hoped that the victim will be aware that what the perpetrator do is a mistake, so that the victim will not become the perpetrator in the future as a form of revenge. This method can also train the victim to firmly defend his rights and not to be oppressed by others and the use of this media can be more attractive to learners (Iñiguez-Berrozpe & Boeren, 2020; Nugroho & Surjono, 2019; Suni Astini, 2020).

On the perspective of perpetrators, it is hoped that this method can make them feel what the victim feels so that they are aware of their mistakes. Based on the results of interviews and observations that have been carried out in the field, the problems that occurred include aggressive behavior that is often aimed at weak and detrimental students in the school environment. This was seen in the observations of SD Wonorejo 1. This behavior occurs every day at school and is very detrimental. Because of this form of bullying, students become less comfortable studying at school. Moreover, teachers have not found effective models and media to overcome bullying in schools. Thus, to solve this problem, the researcher use the Role-playing model and Video-based Digital Comic Media on Youtube. During the observation, the researcher found that there were some learners committed acts of bullying such as mocking the body shape of other students and pushing the chair that where a student wanted to sit on purposefully. This research can be one of the ways to overcome problems that occur in students at SD Wonorejo I.

The reason for choosing role-playing methods and digital comic media as action used to reduce students' bullying habits is to make it easier for readers to follow and enjoy each story. The purpose of this study is to analyses the differences in student attitudes before and after applying role playing models with digital comic media and to analyses the influence of role playing models and digital comics on students' knowledge about the impact of bullying.

2. METHOD

The type of research used in this study is quantitative research. Quantitative research is a type of research that produces discoveries that can be achieved (obtained) using statistical procedures or other means of quantification (measurement) (Creswell, 2014; Khaldi, 2017). The research design used in this study was non-equivalent control group design. Both pre-test and post-test were carried out in the two groups. However, only the experimental group was given treatment.

There are several data collection techniques that the author use is observation. Observation is the collection of data by observing the object of study. The type of observation that researchers used was curational-partisan observation, where researchers were directly involved in providing services. The target in providing services to prevent bullying and cyberbullying behavior is IV class students, because in this case, the questionnaire contains statements about the behavior carried out by students both as bullies and as victims at SD Wonorejo 1. The total of the samples was 20 students (11 women and 9 men). The research design can be seen in Figure 1.

The instruments used in data collection in this study were carried out by providing bullying knowledge tests and providing cyberbullying attitudes. The preparation of learning outcomes of the tests was based on competence, basic competence, and indicators contained in the curriculum. The test was carried out by giving post tests and pretests. The test used to assess the learning outcomes was a multiple-

choice test that the scores were given based on the students' answers – one point for a correct answer and zero for an incorrect answer. Meanwhile, to measure students' attitudes and students' knowledge, the students were given a set of questionnaire that contains several statements and choices such as SL (always), SR (often), KD (sometimes), or TP (never). Assessment of the instruments was carried out before the testing process to measure whether the instruments had good quality or not. The stages of the research is show in Figure 3.
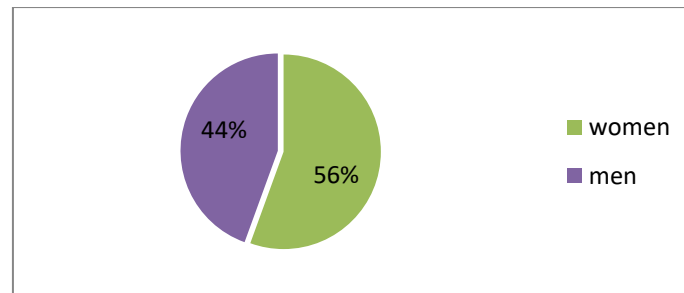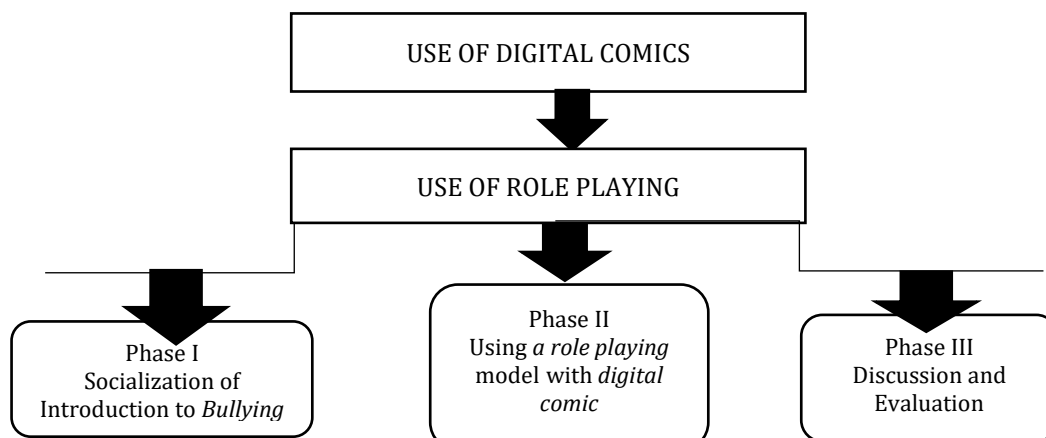

Figure 1. The Total of the Samples

Figure 3. Research Stage

3. RESULT AND DISCUSSION

Result

The results of the calculation using descriptive research are presented in Table 1. Then for normality test is show in Table 2.

Table 1. Descriptive Analysis Results

Statistic	X1Y1	X1Y2	X2Y1	X2Y2
Weigh	75.90	85.00	64.00	75.00
Median	75.00	84.00	64.00	75.00
Mode	70.00	76.35	70.00	70.00
Std.deviation	1.60	8.73	1.55	1.00
Minimum	50.00	60.00	40.00	60.00
Maximum	100.00	100.00	100.00	92.00

Table 2. Normality Test *(shapiro wilk)*

Variable	Sig	Information
Experimental attitude	0.881 > 0.05	Distributed normally
Control attitude	0321 > 0.05	Distributed normally
Result of pre-experimental behavior	0.130 > 0.05	Distributed normally
Result of post-experiment behavior	0.123 > 0.05	Distributed normally
Result of pre-control behavior	0.070 > 0.05	Distributed normally
Result of post-control behavior	0.104 > 0.05	Distributed normally

Based on Table 2, show the normality test, if the sig is > α then the data is distributed normally. Behavioral data and behavioral result of the experimental group and control group are distributed normally. Homogeneity test result is show in Table 3.

Table 3. Homogeneity Test

Variable	Sig	Information
Pre-test behavior result	0.068 > 0.05	Homogeneous
Post-test behavior result	0.699 > 0.05	Homogeneous

Base on Table 3, it is known that the probability (sig) of the pre-test (0.068) is higher than 0.05. Thus, the variance of the pre-test data is homogeneous and the probability (sig) of the post-test (0.699) is higher than 0.05 so that the variance of the post-test data is also homogeneous. Knowledge hypothesis test is show in Table 4.

Table 4. Knowledge Hypothesis Test (t-test)

Variabel	Sig	Information
Experimental attitude *control	0.035 < 0.05	Ho rejected
Result of experiment pre*post behavior	0.01 < 0.05	Ho rejected
Pre*post control learning outcomes	0.345 > 0.05	Ho accepted/Ha rejected

Based on Table 4, if sig<a, then Ho is rejected and if sig>a, then Ho is accepted. The results of the t-test analysis are presented in the Table 5.

Table 5. Attitude Hypothesis Test (t-test)

Variable	Sig	Information
Experimental attitude *control	0.035 < 0.05	Ho rejected
Results of experiment pre*post behavior	0.01 < 0.05	Ho rejected
Pre*post control learning outcomes	0.345 > 0.05	Ho accepted/Ha rejected

Based on Table 5, if sig <α, then Ho is rejected and if sig is >α, then Ho is accepted. The results of the t-test analysis are presented in the table.

Discussion

Based on the results of research that have conducted, it shows that there is a significant difference in students' attitudes towards bullying and cyberbullying behavior after using role playing models with digital comic media. The use of video-based digital comic media can help the research process so that there is an influence on the result of students' attitudes toward bullying. The difference in students' attitudes towards bullying and cyberbullying is due to several factors, including. First, the role playing model can improve its ability to work together and play an active role so that this learning model is loved by many students. By using the role playing model, students are able to develop their speech skills, help individuals in social processes, and control situations and emotions. As in research conducted by previous researcher state that role playing method is effective in reducing bullying behavior at SD 38 Aceh Tengah (Astalini et al., 2021). There were significant differences in the pre-test and post-test in the experimental group and the sg value of 0.00 was below the critical value (Alpa) of 0.05 or (0.00>0.05). In addition, the average score in the experimental group had a significant decrease in terms of bullying behavior by 14.30%. In the research conducted by other researcher, it is explained that role playing techniques are effective to increase the motivation of students at SMA BPI 1 Bandung in the 2015/2016 school year (Suntani et al., 2021). It can be seen from previous research that found role playing techniques are effective for increasing motivation so that this learning model can overcome and prevent bullying and cyberbullying behavior among elementary school students in the future (Hamidah & Putra, E., 2021).

The effectiveness of the role playing technique can be seen from the t-test that shows the difference in the value of the motivation aspect between the experimental group and the control group. The effectiveness of role playing techniques is also supported by changes in attitudes shown by the students before and after treatment, as evidenced through the results of daily journals and observation conducted by students as assessors. This researcher discusses the use of role playing technique. The design of the experiments is experimental groups and control groups. The difference lies in Mochamad Abdul Aziz Amir's problem of learning motivation. Meanwhile, this study examines bullying behavior and

the samples used in the research conducted. This can be attributed to the opinion of previous study that state role playing method is a learning process through the development of imagination and passion by having the students act out a character (Rindawan et al., 2020). This method develops passion, responsibility, and skill in using the material studied. Role playing is usually used in group counseling that involves other people. Members of other groups can have a war as ego states that have problems with counselors. In this activity, the counselor trains the group members to behave according to the situation in the real world. Another variation can be done by exaggerating the characteristics of a particular ego state to see the reaction of current behavior to a particular ego state. It is interpreted that the role playing model is expected to make the students be able to learn and solve a problem that occurs by learning a concept of their roles.

The use of digital comic media, is also very helpful as it can increase students' understanding of the content of the lesson, students' desire to explore, and critical thinking skills. Besides, students can easily understand the materials so that the learning process becomes more interesting and fun. This can be attributed to the opinion of previous study state that a simple comic is presented in a particular electronic medium (Alit et al., 2021). Thus, it can be said that digital comics are illustrated story objects with certain characters that present information or messages through electronic media (Febriansyah et al., 2020; Mcgeown et al., 2016; Surya et al., 2020). The presentation of electronic-based comics allows teachers to make comic stories become more interesting by adding elements of animation and sound to the presentation (Mahendra et al., 2021; Sarkadi & Iqbal, 2020; Yuniarti & Radia, 2021). The effectiveness of the use of digital comic media in the learning process is in line with the opinion of previous study state that digital comics are comics that have a certain plot in digital format found in electronic medium and used as learning media for students (İlhan et al., 2021). Digital comics can also be defined as comics that are published/presented on websites, webcomicx, online comicx or internet comicx.

The use of the role playing model in collaboration with digital comic media is very helpful in understanding students' problems by seeing the result of t-tests, homogeneous tests, normality tests, and hypothesis tests. There are two groups namely control groups and experimental groups and the results of post-test and pre-test are proved to be significant in terms of students' attitudes and knowledge of bullying and cyberbullying behavior. Likewise, by having role playing, students can know each other's good and bad behavior. Besides, the use of digital comics can help students to easily understand the knowledge of what is called bullying and cyberbullying. Students also have better understanding of bullying prevention. Digital comics can attract students' attention so that students are more enthusiastic to pay attention to the content of the story. This research can be used as a reference for teachers in determining meaningful learning for students and providing policies in improving the quality of learning with various trainings facilitated by schools. Principal can use this study as a reference to provide facilities and guidance for teachers in providing learning and media selection to improve the quality of learning process and school. Through this research, community can make a solution or innovation that can provide benefits for the surroundings. The limitation of this research is that only involved one school as a participant. It is hoped that future research will be able to deepen and broaden the scope of research related to the implementation of role playing with digital comics in preventing bullying.

4. CONCLUSION

Media can arise students' motivation and interest and help students improve understanding, present interesting and reliable data, facilitate data interpretation, and condense information. Digital comic media can increase students' understanding of the content of the lesson, students' desire to explore the lesson, and critical thinking skills. Learning through digital comics will make the students understand the material easily so that the learning process becomes more enjoyable. Collaboration on the use of learning models and video-based media in the form of animations based on research finding of grade IV students at SD Negeri Wonorejo I for the 2022/2023 school year shows positive result. It can be concluded that the role playing learning model with digital comic media can have a significant influence on students' attitudes toward bullying and cyberbullying behavior in elementary school. The students' average scores after treatment are increased. It proves that the effectiveness of the role playing model with digital comic media is in a good category. Thus, educators must be more creative in choosing learning models and media that suit students' characteristics. The selection of learning media must also suit the learning material.

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