

THE IMPACT OF AUDIOVISUAL MEDIA ON ADOLESCENTS' KNOWLEDGE, ATTITUDES, AND ACTIONS REGARDING BULLYING IN SCHOOLS: A QUASI-EXPERIMENTAL STUDY IN INDONESIA

Pengaruh Media Audiovisual Terhadap Pengetahuan, Sikap, Dan Tindakan Remaja Tentang Bullying Di Sekolah: Studi Kuasi Eksperimen Di Indonesia

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ABSTRACT

Background: Bullying is a widespread social issue amongst adolescents that affects pupils' mental health and personal development. Audiovisual media are expected to improve adolescents' knowledge, attitudes and behaviours regarding bullying. **Purpose:** To analyse the impact of audiovisual media on improving adolescents' knowledge, attitudes and behaviours regarding bullying at school. **Methods:** A quasi-experimental study with a non-equivalent control group pretest-post test design was conducted. A total of 190 Year 9 students were recruited through purposive sampling and assigned to intervention and control groups, with 95 students in each group. Data were collected using validated and reliable questionnaires (CVI=0.93; reliability coefficients=0.79–0.89) and analysed using the Wilcoxon signed-rank and Mann-Whitney U tests. **Results:** The findings revealed a significant improvement in pupils' knowledge, attitudes and behaviours following the audiovisual media intervention. The intervention showed a large effect on knowledge ($r = 0.605$), a small to moderate effect on attitudes ($r = 0.250$), and a moderate effect on bullying behaviors ($r = 0.491$), with $p < 0.001$ for all variables. **Conclusion:** Audiovisual media was effective in improving adolescents' knowledge and attitudes and reducing bullying behaviours in schools. Therefore, it may be used as part of school-based anti-bullying education.

Keywords: actions, attitudes, audiovisual media, bullying, knowledge

ABSTRAK

Latar Belakang: Bullying adalah isu sosial yang banyak terjadi di kalangan remaja dan berdampak pada kesehatan mental serta perkembangan pribadi siswa. Media audiovisual diharapkan dapat meningkatkan pengetahuan, sikap, dan tindakan remaja terhadap bullying. **Tujuan:** Untuk menganalisis dampak media audiovisual dalam meningkatkan pengetahuan, sikap, dan tindakan remaja terkait bullying di sekolah. **Metode:** Penelitian menggunakan desain kuasi eksperimen dengan non-equivalent control group pretest-posttest design. Sebanyak 190 siswa kelas IX dipilih melalui purposive sampling dan dibagi menjadi kelompok intervensi dan kontrol, masing-masing 95 siswa. Data dikumpulkan menggunakan kuesioner yang telah valid dan reliabel (CVI=0,93; koefisien reliabilitas=0,79–0,89), kemudian dianalisis menggunakan uji Wilcoxon dan Mann-Whitney U. **Hasil:** Temuan penelitian memperlihatkan peningkatan yang signifikan dalam pengetahuan, sikap, dan tindakan siswa setelah memperoleh intervensi media audiovisual. Intervensi tersebut menunjukkan efek yang besar terhadap pengetahuan ($r = 0.605$), efek kecil hingga sedang terhadap sikap ($r = 0.250$), dan efek sedang terhadap perilaku bullying ($r = 0.491$), dengan nilai $p < 0.001$ untuk semua variabel. **Kesimpulan:** Media Audiovisual efektif dalam meningkatkan pengetahuan dan sikap remaja serta mengurangi perilaku bullying di sekolah. Oleh karena itu, media ini dapat digunakan sebagai bagian dari program Pendidikan anti-bullying berbasis sekolah.

Kata Kunci: bullying, media audiovisual, pengetahuan, sikap, tindakan

INTRODUCTION

Bullying is a form of aggressive behaviour that occurs repeatedly, perpetrated by someone with greater power or influence over an individual perceived to be weaker, and which can have a detrimental impact on the victim's mental and physical health (Rohmah, 2024). Globally, bullying is recognised as a significant form of school violence that threatens children's and adolescents' rights to education, health, and well-being (UNESCO, 2019). Such behaviour may take the form of physical violence, verbal abuse or intimidating actions intended to belittle, control or harm the victim (Sumiati, 2025).

Bullying remains a widespread problem in many countries and is a serious issue amongst teenagers (Maharani *et al.*, 2025). According to the World Health Organization (WHO), approximately 11% of adolescents reported being bullied at school, while 15% reported experiencing cyberbullying (WHO, 2022). Furthermore, the prevalence of bullying among adolescents reaches 37% among girls and 42% among boys (WHO, 2022). These findings indicate that bullying is not only a local issue but also a global problem affecting adolescents' psychological well-being and creating challenges in achieving safe and inclusive educational environments.

In Indonesia, bullying in schools requires serious attention. Bullying can have a negative impact on victims, leading to psychological problems, trauma, prolonged stress, a decline in academic performance, reduced school attendance, difficulty concentrating, and reduced participation in school activities (Anggeriyane *et al.*, 2023). Several factors contribute to bullying behavior, including family problems, peer influence, misuse of social media, and an inadequate school response to incidents of bullying (Ilhami *et al.*, 2024).

A preliminary study conducted at Parongpong State Junior High School No. 1 on 11 July 2025 revealed that bullying behaviour continues to occur within the school environment. Based on interviews with guidance and counselling teachers, several incidents were identified, including taunting amongst pupils, addressing peers by their parents' names, and physical altercations triggered by jokes. These findings highlight the need for appropriate educational interventions to improve pupils' understanding, awareness and ability to respond appropriately to bullying behaviour.

Preventive efforts to tackle bullying can be implemented through health education utilising audiovisual media. Audiovisual media serve as learning aids that engage both the senses of sight and hearing simultaneously, thereby making the learning process more interactive and easier for pupils to understand (Higa *et al.*, 2024). Through a better understanding of bullying, pupils are expected to develop awareness and an appropriate response to bullying situations, thereby supporting the creation of a safe and supportive learning environment (Fajriati *et al.*, 2023).

Previous research has shown that health education through audiovisual media has the potential to improve pupils' understanding of bullying. However, the majority of studies have focused on improving knowledge and have not comprehensively examined changes in pupils' attitudes and behaviour. Furthermore, some studies employed a pre-experimental design without a control group; consequently, it cannot be fully confirmed that the changes observed were solely attributable to the intervention provided. Compared with static educational media such as leaflets and posters, audiovisual media provides simultaneous visual and auditory stimulation, allowing adolescents to understand bullying

situations, emotional responses, and appropriate actions in a more contextual manner. Therefore, further research with a more robust design is required to evaluate the impact of audiovisual media on changes in pupils' action regarding bullying.

The novelty of this study lies not merely in the use of audiovisual media, but in its evaluation of bullying-related actions changes through three interconnected components, namely knowledge, attitudes, and actions regarding bullying. Unlike previous studies that predominantly assessed knowledge or attitudes separately, this study examines these three components simultaneously using a quasi-experimental non-equivalent control group pretest-posttest design. This approach provides a more comprehensive understanding of how audiovisual-based health education contributes to bullying prevention among adolescents.

Therefore, this study aimed to analyse the effect of audiovisual media-based health education on adolescents' knowledge, attitudes, and actions regarding bullying in schools. This study specifically evaluated whether the intervention could improve students' understanding of bullying, develop negative attitudes towards bullying behaviour, and encourage appropriate actions in responding to bullying incidents.

METHOD

Study Design

This study employed a quantitative approach with a quasi-experimental non-equivalent control group pretest-posttest design (Miller *et al.*, 2020). The study involved an intervention group receiving health education using audiovisual media and a control group without intervention. Both groups underwent pre-test and post-test assessments to identify changes in students' knowledge, attitudes and actions regarding

bullying before and after the intervention. Both groups were recruited from Parongpong State Junior High School and assessed during the same research period using the same questionnaire.

Population and Sample

The population consisted of 425 Year 9 pupils at a school in Parongpong State Junior High School No. 1, located in Parongpong District, West Java Province, Indonesia. The study was conducted from 6 October to 23 October 2025. The sample size was determined using G*Power version 3.1.9.4 with a two-group comparison, two-tailed test, effect size of 0.41, $\alpha=0.05$, power of 0.80, and allocation ratio of 1:1, resulting in 190 respondents (95 intervention and 95 control groups). Purposive sampling was used based on predetermined criteria. Inclusion criteria were Year 9 pupils attending regular classes, aged 10–19 years, willing to participate, and completing the entire research process. Exclusion criteria were pupils who did not complete the pre-test or post-test, had health or psychological conditions affecting participation, or declined to participate. Sociodemographic characteristics included gender and age category. Gender was categorised as male and female, while age was classified into early adolescence (10–13 years) and middle adolescence (14–16 years).

Research Instruments

The research instruments were the bullying knowledge and attitude questionnaire and the bullying action questionnaire, adopted from Khair (2020) due to their relevance in assessing bullying-related knowledge, attitudes, and actions among students. The knowledge (10 items) and attitude (10 items) sections were measured using a Guttman scale (Guttman, 1944), while the action section (15 items) was measured using a four-point Likert scale

based on self-reported frequency of bullying-related actions. Higher knowledge scores indicated better understanding of bullying, higher attitude scores indicated more positive attitudes towards bullying prevention, and lower action scores indicated fewer bullying-related actions. The instruments assessed pupils' knowledge, attitudes, and actions related to bullying prevention. Validity testing showed a Content Validity Index (CVI) of 0.93, indicating good content validity. Reliability coefficients were 0.79 for the knowledge and attitude sections using KR-21 and 0.89 for the action section using Cronbach's alpha, indicating acceptable reliability (Khair, 2020; Polit & Beck, 2017).

Data Collection Techniques

Data collection was conducted offline using self-administered, paper-based questionnaires for the pre-test and post-test assessments. Both groups completed the pre-test before the intervention. The intervention group received an audiovisual educational video on bullying prevention developed by the researcher and validated by research supervisors. The video covered the definition, forms, impacts, and prevention of bullying, and was delivered using a laptop and projector through four sessions over two weeks. Each session lasted 10–15 minutes and was followed by a question-and-answer

discussion. After the intervention, both groups completed the post-test to assess changes in knowledge, attitudes and actions regarding bullying.

Data Analysis

Data were analysed using IBM SPSS Statistics version 27.0. Univariate analysis was performed to describe respondent characteristics and research variables. The Kolmogorov-Smirnov test indicated that the data were not normally distributed ($p < 0.05$); therefore, the Wilcoxon signed-rank test was used to analyse pre-test and post-test differences within groups, while the Mann-Whitney U test was used to compare differences between the intervention and control groups.

Ethical Clearance

This study was approved by the Research Ethics Committee of the Faculty of Health Sciences and Technology, Jenderal Achmad Yani University (Approval No. 101/KEPK/FITKes-Unjani/VIII/2025, issued on 26 August 2025). Before data collection, written informed consent was obtained from all participants after receiving an explanation of the study. The study followed ethical principles to protect participants' rights, dignity, and well-being, ensuring voluntary and safe participation.

RESULT

Table 1. Characteristics of Respondents

Characteristic	Intervention (n = 95)	Control (n = 95)	Total (n = 190)
Gender			
Male	46 (48.4%)	33 (34.7%)	79 (41.6%)
Female	49 (51.6%)	62 (65.3%)	111 (58.4%)
Age category			
Early adolescence (10-13 years)	2 (21%)	0 (0%)	2 (1.1%)
Middle adolescence (14-16 years)	93 (97.9%)	95 (100%)	188 (98.9%)

Table 1 presents the characteristics of respondents based on gender and age categories in the intervention and control groups. The majority of respondents were

female in both groups, consisting of 49 (51.6%) respondents in the intervention group and 62 (65.3%) respondents in the control group. Based on adolescent age

classification, most respondents were categorised as middle adolescence (14–16 years), comprising 188 (98.9%) respondents.

Table 2. Mean Scores of Knowledges, Attitudes and Action Before and After the Intervention

Variable	Group	Pre-test Mean $\pm$ SD	Post-test Mean $\pm$ SD
Knowledge	Intervention (n=95)	7.49 $\pm$ 0.94	10.00 $\pm$ 0.00
	Control (n=95)	6.25 $\pm$ 1.68	6.52 $\pm$ 1.19
Attitude	Intervention (n=95)	8.11 $\pm$ 1.53	9.33 $\pm$ 0.54
	Control (n=95)	6.83 $\pm$ 1.96	7.09 $\pm$ 1.54
Action	Intervention (n=95)	19.18 $\pm$ 4.11	15.86 $\pm$ 1.01
	Control (n=95)	21.09 $\pm$ 3.12	21.24 $\pm$ 3.10

Table 2 presents the mean scores of knowledges, attitudes, and actions before and after the intervention in the intervention and control groups. In the intervention group, the mean knowledge score increased from 7.49 $\pm$ 0.94 at pre-test to 10.00 $\pm$ 0.00 at post-test, and the mean attitude score increased from 8.11 $\pm$ 1.53 to 9.33 $\pm$ 0.54. Meanwhile, the mean action score changed from 19.18 $\pm$ 4.11

to 15.86 $\pm$ 1.01. In contrast, the control group showed smaller changes in knowledge (6.25 $\pm$ 1.68 to 6.52 $\pm$ 1.19), attitudes (6.83 $\pm$ 1.96 to 7.09 $\pm$ 1.54), and actions (21.09 $\pm$ 3.12 to 21.24 $\pm$ 3.10). These findings indicate that the intervention group experienced greater changes in knowledge, attitudes, and actions compared with the control group after receiving audiovisual education.

Table 3. Results of the Wilcoxon Test on Knowledge, Attitudes and Actions in the Control and Intervention Groups

Variable	Group	Z	p-value
Knowledge pre-post	Control	-1,213	0,225
Attitude pre-post	Control	-0,919	0,358
Action pre-post	Control	-0,752	0,452
Knowledge pre-post	Intervention	-8,574	<0,001
Attitude pre-post	Intervention	-6,076	<0,001
Action pre-post	Intervention	-7,365	<0,001

Based on Table 3, the Wilcoxon signed-rank test showed no significant differences between pre-test and post-test scores for knowledge, attitude, and action in

the control group ($p > 0.05$). In contrast, significant differences were observed in the intervention group for all three variables ($p < 0.001$).

Table 4. Results of the Mann-Whitney test

Variable	U	Z	P-Value	Effect size (r)
Knowledge	1402,000	-8,335	<0,001	0,605
Attitude	3225,000	-3,452	<0,001	0,250
Action	1976,500	-6,763	<0,001	0,491

Based on Table 4, the Mann-Whitney U test showed significant differences between the intervention and control groups for knowledge, attitude, and action, with $p < 0.001$ for all variables. The effect size was 0.605 for knowledge, 0.250 for attitude, and 0.491 for action, indicating a large effect size

for knowledge, a small effect size for attitude, and a moderate effect size for action.

DISCUSSION

The findings showed significant improvements in knowledge, attitudes, and actions regarding bullying among

adolescents in the intervention group after receiving audiovisual education. In contrast, no significant changes were observed in the control group. Between-group comparisons also showed significant differences in all three outcomes after the intervention.

This study highlights the potential of audiovisual media as an educational approach for supporting bullying prevention among adolescents. Audiovisual-based education may facilitate learning by presenting information through visual and auditory channels simultaneously, allowing students to understand bullying concepts through more concrete and contextual examples. In the school setting, this approach may help students recognise different forms of bullying, understand its consequences, and develop appropriate responses towards bullying situations.

The influence of audiovisual media on knowledge can be explained by the medium's characteristics, which engage both the senses of sight and hearing simultaneously. The combination of visual and auditory stimuli can facilitate understanding and retention of educational information (Brame, 2016). On the topic of bullying, which is social and contextual in nature, audiovisual media helps adolescents understand examples of bullying behaviour more concretely, recognise its impact, and distinguish bullying from banter or ordinary conflicts. The intervention in this study was carried out by repeatedly screening educational videos on bullying, accompanied by question-and-answer sessions, so that participants gained a consistent understanding of the boundaries of bullying and had the opportunity to clarify concepts they had not yet grasped. These findings are consistent with those of Huitsing *et al.* (2020), Fransiska *et al.* (2020), and Khoyriani & Werdani (2025), which shows that school-based educational interventions

and audiovisual media can improve pupils' understanding of bullying. Fajriati *et al.* (2023) also state that educational videos make it easier for learners to understand information because the material is presented in an engaging, structured manner and is relevant to their everyday experiences. The relatively larger change in knowledge may be related to the cognitive nature of knowledge acquisition, as students can directly process and retain information presented through structured audiovisual messages.

The research findings also indicate that audiovisual media influence the formation of adolescents' attitudes towards bullying. This change in attitude may occur because audiovisual programmes not only convey information but also present situations that closely resemble real-life conditions through visual illustrations, the emotional expressions of victims, peer group dynamics, and depictions of social and psychological consequences. This process helps adolescents make an affective judgement that bullying is a harmful and unacceptable act. Within the Knowledge-Attitude-Practice (KAP) framework, attitude is the next stage after an individual has acquired sufficient knowledge. When adolescents understand the definition, forms and impacts of bullying, an affective judgement regarding such behaviour can be formed more clearly. These findings are consistent with those of Arango *et al.* (2024), which indicates that school-based bullying prevention interventions are effective in fostering an anti-bullying attitude by reinforcing social norms and empathy towards victims. Similar findings have also been reported by Khoyriani & Werdani (2025), Fransiska *et al.* (2020), and Fajriati *et al.* (2023), which indicates that audiovisual media influence pupils' attitudes because the material is presented in a contextual manner and is closely related to school life.

With regard to the action variable, the research findings indicate a change in adolescents' actions in response to bullying following health education delivered via audiovisual media. The mean action score decreased from 21.09 at pre-test to 15.86 at post-test. Since lower scores indicate less frequent bullying-related actions, this decrease reflects an improvement in students' responses to bullying. Audiovisual media may support changes in students' actions by presenting examples of appropriate responses, such as how to respond when witnessing bullying, how to refuse invitations to bully others, and how to seek help. As knowledge increases and attitudes become more opposed to bullying, students may be more likely to adopt appropriate responses based on a stronger understanding and judgement of bullying. Pama & Herlinda (2020) also reported that the use of audiovisual media in information services was effective in addressing bullying-related actions among pupils. Furthermore, Fajriati *et al.* (2023) reported observable changes following audiovisual education, including pupils refraining from using hurtful names and beginning to intervene when bullying occurred.

The analysis of effect sizes showed variations in the magnitude of changes across the measured variables. Knowledge demonstrated the largest effect size ($r=0.605$), followed by action ($r=0.491$) and attitude ($r=0.250$). This pattern suggests that changes in cognitive aspects may occur more directly through structured information delivery, whereas changes in attitudes and actions may involve more complex processes influenced by individual perceptions, previous experiences, social interactions, and the surrounding environment.

This study has several strengths. Firstly, it employed a quasi-experimental design with a control group, allowing

changes in the intervention group to be compared with those in the group that did not receive the intervention. Secondly, the study measured not only knowledge but also attitudes and actions, resulting in findings that provide a more comprehensive picture of changes in adolescents' behaviour towards bullying. However, this study also has limitations. The duration of the intervention was relatively short, meaning that the results obtained primarily reflect short-term effects and cannot yet confirm the sustainability of these changes in the long term. The measurement of knowledge, attitudes and behaviours also relied on self-report questionnaires, which may introduce response bias, such as a tendency to answer in line with expectations. Furthermore, the control group did not participate in any comparative activities during the study period, meaning there may have been differences in the levels of attention and engagement between the intervention and control groups.

Based on these findings, audiovisual media may be considered as one method of health education and bullying prevention in schools. This study has the potential to be applied in other settings with respondents of relatively similar characteristics, particularly in lower secondary school environments; however, it will still require adaptation to the school context, the students' culture, and the readiness of teachers or health workers facilitating the educational activities. Schools can utilise audiovisual media on an ongoing basis in character education programmes, school-based health activities, and guidance and counselling services. The delivery of education should be accompanied by guided discussions, brief reflections, and the reinforcement of safe reporting mechanisms so that pupils not only understand the material but are also able to demonstrate appropriate attitudes and actions when faced with bullying. Further research is

recommended to extend the duration of the intervention, add comparative activities to the control group, and conduct follow-up evaluations to assess the stability of changes in knowledge, attitudes and actions over a longer period.

CONCLUSION AND SUGGESTION

Based on the findings of this study, audiovisual media showed potential for supporting bullying prevention among adolescents in schools, particularly in improving knowledge, attitudes, and actions regarding bullying. However, these findings should be interpreted with caution because the study involved a relatively small sample, using a non-randomized design, and was conducted in only one school. Further studies involving larger samples, multiple schools, and stronger experimental designs are needed to confirm these findings.

Schools may consider audiovisual media as a supportive approach in bullying prevention and character education programmes, accompanied by teacher guidance and discussion activities. Future studies are recommended to involve multiple schools, apply stronger experimental designs, include comparison interventions to minimize potential Hawthorne effects, and conduct long-term follow-up evaluations to assess the sustainability of behavioural changes after audiovisual interventions.

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AUTHOR CONTRIBUTION

Author Kezia Ghalyva Syalillam as data collection, data analysis, manuscript writing, literature review, references. Author Nany Hairunisa as research design, data collection and supervision, data analysis, manuscript revision and translation.

CONFLICT OF INTEREST

The authors declare there is no conflict of interest.

DECLARATION OF ARTIFICIAL INTELLIGENCE (AI)

Author Dina Noviana was responsible for developing the research concept, designing the research instruments, collecting data, processing and analysing the data, interpreting the results, and drafting the article. Author Lisna Anisa Fitriana acted as the principal supervisor, providing conceptual guidance, reviewing the methodology, validating the results, and offering input on the drafting and revision of the manuscript. Author Dhika Dharmansyah acted as a co-supervisor, providing technical guidance on the research, reviewing the content of the manuscript, validating the interpretation of the results, and offering input on the refinement of the article.

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