

Exploration of Students Perception Towards the Effectiveness of Animated Videos as a Media for Bullying Prevention in Junior High Schools Malang City

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Abstract

Malang City is one of the areas in East Java with a high rate of bullying cases. Most cases occur in junior high schools, driven by a lack of social awareness and empathy among students. This study explores how junior high school students in Malang City perceive the effectiveness of animated videos as a medium for bullying prevention. A descriptive qualitative approach was used because it suits understanding the subjective meaning students attach to educational media, including its influence on empathy. Participants were 616 students in grades VII–VIII from three public junior high schools selected purposively. Data were collected through a 30-item perception questionnaire, an observation guide, and brief reflections or interviews, and analyzed using the Miles & Huberman model (data reduction, data display, and conclusion drawing) together with response percentages. In total, 98.1% of students rated the anti-bullying message as easy to understand, and 95.5% stated they would not bully others after watching the video. These findings reflect students' assessments and intentions, not observed behavioral change. Animated videos were perceived as effective perceptually in bullying prevention. Through visuals and storylines close to adolescents' lives, the videos attracted attention, helped students understand the moral message, and fostered emotional awareness of the impact of bullying. This study contributes to affective education by showing that visual narratives close to adolescents' experiences are perceived to foster empathy; their effect on behavior requires further testing.

Keywords: *Animated Video, Bullying Prevention, Empathy, Student Perception*

1. INTRODUCTION

Bullying in the educational environment is a serious threat to physical and psychological health for its victims. Bullying can be interpreted as a form of treatment to oppress violence that is carried out in a way that is deliberately carried out by individuals or groups to become stronger with the goal of hurting others where this is done repeatedly (Pradana, 2024). This negative action can be in the form of violence both physically and verbally and also psychologically. Data on violence in educational settings need to be distinguished from data on bullying, because bullying is only one form of violence and the national figures below count violence in general. According to the Indonesian Education Monitoring Network (JPPI), the number of violence cases in educational units (physical, psychological, sexual, and discriminatory policies, including bullying) rose from 285 cases in 2023 to 573 cases in 2024 (JPPI, 2024). In the same report, East Java recorded the highest number among provinces, with 81 cases or 14.2% of the 2024 total. Meanwhile, the Federation of Indonesian Teachers' Unions (FSGI) noted that, of 36 severe cases of violence in educational units recorded from January to September 2024 (a tally based on media reports), 36% occurred at junior high school level (SMP/MTs), followed by senior high schools (SMA) at 28%, elementary schools (SD/MI) at 22%, and vocational schools (SMK) at 14% (FSGI, 2024). These percentages describe violence in general, not bullying specifically. This indicates that violence in schools, including bullying, requires serious prevention efforts to prevent a resurgence in the following year.

Bullying among students is documented in Malang City, East Java. In March 2024, a Grade VII student of a junior high school in the city was assaulted by classmates in an incident that went viral, and the Malang City Department of Social Affairs, Women's Empowerment, Child Protection, Population Control, and Family Planning (Dinsos P3AP2KB) provided psychological assistance to the victim

(Medcom, 2024). In November 2025, the Dinsos P3AP2KB child protection unit (UPT PPA) reported that it was handling four child bullying cases (detikJatim, 2025). Official figures, however, are small only two bullying cases were reported to UPT PPA from January to July 2024 (JatimTimes, 2024). Because city-level data on bullying in schools are not publicly available, this study does not claim that Malang has the highest rate; the reported cases are better read as the visible part of an under-reported problem. As a preventative measure, to combat bullying, the Malang City government collaborated with the East Java Clinical Psychology Association (IPK) to organize anti-bullying and violence against children training for children's forum administrators as pioneers and reporters. Furthermore, the Malang City Education and Culture Office has established an Anti-Bullying Task Force in almost all junior high schools in Malang. Bullying prevention is often carried out through outreach activities using lecture methods during the MPLS (Masa Pengenalan Lingkungan Sekolah, or School Environment Orientation Period). Although various efforts have been implemented to prevent bullying, bullying cases have not been completely suppressed. Bullying behavior is an iceberg phenomenon because many acts of bullying remain unreported, so innovation is needed in bullying prevention strategies, including the use of educational media.

The most frequently used methods for bullying prevention, such as lectures, counseling, and outreach, have not been fully effective in reaching and engaging students. Lectures tend to be one-way and are therefore considered boring, as students are less actively involved in understanding anti-bullying values. This is in line with research by Mizan et al. (2024), which explains that lectures are considered boring and difficult to remember in the long term. Findings from previous research indicate that conventional methods for bullying prevention are not strong enough to shape students' attitudes. Awareness and behavioral changes in students. Therefore, prevention strategies are needed that are more engaging, innovative, and relevant to the developmental characteristics of students so that anti-bullying messages can be received more effectively. Junior high school students are early adolescents who are at the stage of beginning to be able to think abstractly (Piaget, 1972). However, at this stage, a person needs concrete visual support to be able to understand complex social concepts such as empathy and mutual respect. In addition, in early adolescence, a person tends to prefer fun learning and is attracted to interactive visual and audiovisual stimuli (Santrock, 2011). Based on the developmental characteristics of students at the junior high school level, media that can provide visual and audiovisual stimuli are very necessary to convey bullying prevention material. Animated videos can be an appropriate educational medium because they can combine audiovisual elements and present a storyline close to the lives of students, so that the messages conveyed through animated video educational media are easier to remember and understand. This is in accordance with the Cognitive Theory of Multimedia Learning (Mayer, 2009), which explains that the integration of audiovisuals can strengthen attention, understanding, and long-term memory. Previous studies reported that animated videos can increase students' empathy in the context of bullying prevention (Septiana et al., 2023) and reduce aggressive tendencies among junior high school students (Nuraini, 2022), and character-based animated media have been developed for junior high school education (Nugroho & Sari, 2024). Based on previous research, animated videos are very suitable for the characteristics of junior high school students and can support the instilling of empathy values as an effort to prevent bullying.

One of the main factors causing bullying is a lack of social awareness, where a lack of empathy and understanding of the impact of bullying leads someone to commit such acts without realizing the consequences (Hayati et al., 2023). Empathy plays a crucial role in shaping prosocial behavior and preventing verbal and physical aggression (Eisenberg & Spinrad, 2014). However, previous research has shown that the empathy level of junior high school students in Indonesia is still low, necessitating more effective character education-based interventions (Wahyudi et al., 2022). Previous studies have mostly focused on developing animated media (Nugroho & Sari, 2024) or on its effect on empathy and aggression (Septiana et al., 2023; Nuraini, 2022). This study differs in three respects. First, in terms of perception: it explores how students themselves assess the appeal of the video, the clarity of its message, and the attitudes and intentions it prompts, rather than testing an effect on measured behavior. Second, in terms of video character: the animated video used, Visual Empathy, is oriented toward empathy and portrays its main characters as peers who resemble students' own classmates, so that students can identify

with both the victim and the perpetrator. Third, in terms of student experience: the study draws on the experiences of 616 students from three junior high schools, including students who had witnessed or experienced bullying and students who received anti-bullying education through an animated video for the first time. Malang City serves as the research setting, not as the basis of the novelty. Using this approach is intended to be able to provide a deeper understanding of how the moral message in this animated video not only has a function that is used for conveying information but this is also intended to increase students' sense of empathy.

Based on this condition, this study can be used specifically to analyze the perception of junior high school (SMP) students in Malang City on the effectiveness of animated videos used as a preventive medium in bullying. In this animated video, the importance of empathy is emphasized as a top priority in building a safe and inclusive school culture. The results of this research can be expected to expand the scope in the field of moral education and visual communication, specifically in the development of media and learning strategies whose basis is empathy. Practically, this study can be used as a reference for teachers, school counselors, and policymakers in designing in the media to prevent bullying that becomes more innovative, effective, and in accordance with the characteristics of junior high school students. In addition, this research was also carried out to contribute to the creation of a school environment to be more friendly, safe, and free from violence.

2. METHOD

This study has used qualitative descriptive delation where the goal is to analyze in detail the perception of students regarding the effectiveness of animated video media in preventing bullying in the school environment. With this delation, it was chosen to allow researchers to be able to analyze the subjective meaning experienced by their students after interacting with learning media, including how the display of animation can affect the level of empathy of their students.

This research focuses on several schools in Malang City at the junior high school level, namely SMPN 17 Malang, SMPN 24 Malang, and SMPN 30 Malang. In this research subject, students in grades VII to VIII were used. The selection of participants was carried out using purposive sampling techniques by considering the diversity of school backgrounds, students' readiness, and their availability to participate in the research.

Table 1. Research Subjects

No	School	Respondents	Class
1	SMPN 17 Kota Malang	25	VIII
2	SMPN 24 Kota Malang	365	VII-VIII
3	SMPN 30 Kota Malang	226	VII-VIII
Total		616 students	

The data collection in this study uses an open and implicit questionnaire, where this open questionnaire aims to provide opportunities for students to be able to convey their feelings, understanding, and impressions freely. Meanwhile, the questionnaire was used to measure the perception of visual appeal, understanding of the content of the message, and changes in the attitude of the students. The research instrument used, for example, is a perception questionnaire in students with a total of 30 questions, with observation guides, as well as reflection guides or brief interviews.

The data analysis in this study was used using the Miles & Huberman model which consisted of three important stages, namely data reduction, presenting data, and drawing conclusions. The validity of the data is guaranteed by using triangulation on sources by involving several schools in Malang City, and triangulation on methods with the scope of questionnaire distribution, documentation collection, and reflection of students. In addition, it is also carried out by checking members to revalidate the results of data interpretation on several respondents or on student representatives.

3. RESULTS AND DISCUSSION

This study involve 616 students from three junior high schools in Malang City. Some schools were selected purposively based on their participation in bullying prevention activities and willingness to participate in the study. The respondents were from classes VII and VIII, with the age of 12-15 years. Most of the students already have basic knowledge about how bullying is through a school activity such as counseling, information dissemination, or counseling materials, while others are getting an education for the first time through an animated video. The number of male and female respondents was relatively balanced. So that it can provide a diversity of perspectives regarding a perception and emotional response of the message conveyed in the video.

Table 2. Characteristics of Research Respondents

No	School	Number of Students	Males	Females	Grade VII	Grade VIII
1	SMPN 17 Malang	25	13	12	0	25
2	SMPN 24 Malang	365	201	164	176	189
3	SMPN 30 Malang	226	113	113	119	107
	Total	616	327	289	295	321

The table shows that the number of male respondents is slightly higher (53.1%) than female (46.9%). Some students stated that they had witnessed or experienced bullying in the school environment, both verbal and social, demonstrating the relevance of this research topic to their daily reality. The number of students differs greatly between schools (25, 365, and 226 students), the consequences of this are discussed under Limitations.

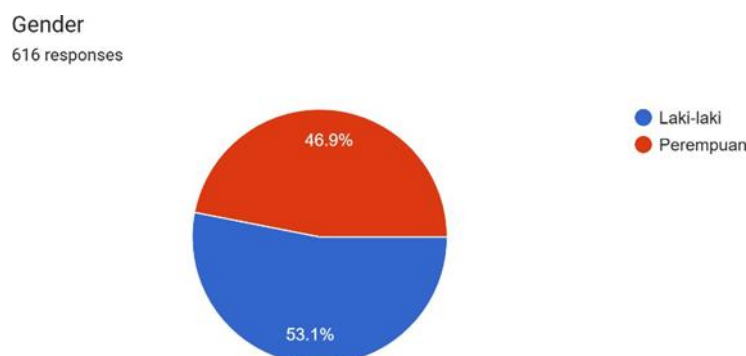


Figure 1. Research Respondent Diagram

The results of an initial data collection also provide clues, most of the students responded to an animated video with high enthusiasm. They provide that this media assessment is more interesting, easy to understand, and able to depict bullying situations realistically. These findings can be the basis for further discussion about the effectiveness of animated videos in fostering empathy and awareness of bullying.

3.1 Student Perceptions of the Appeal of Animated Videos

The results of the questionnaire analysis s (Table 3) show that 96.2% to 98.1% of the students answered Yes on each of the five items on appeal and clarity. These percentages describe students' own ratings after viewing the video, they are not a test of understanding or an independent measure of effectiveness. In particular, the item on effectiveness reflects perceived effectiveness. Some students also made statements that they could more easily capture a moral message from pictures and dialogue than from lectures or texts.

Table 3. Students' Perceptions of the Appeal of Animated Videos

Rated aspect	Yes (%)	No (%)
Anti-bullying information in the form of animated videos is easily accessible.	97,4%	2,6%
The Visual Empathy animated video is an effective medium for conveying information about bullying.	96,2%	3,8%
The story in the Visual Empathy animated video is easy to understand.	97,1%	2,9%
The animated images in the video help me understand the message.	96,9%	3,1%
The anti-bullying message in the video is clear and easy to understand.	98,1%	1,9%

These findings can support previous research by Rahayu & Rahman (2022) which shows that a media based on visuals and animated characters can provide improved focus and memory in adolescent students, especially when the storyline is so closely related to their social experience. In this study, students will depict the main character in the video as a figure similar to their classmates, so that they can more easily empathize with the victim and the perpetrator shown. This provides clues that character identification is such an important factor in the success of an educational media based on animation (Septiana et al., 2023).



Figure 2. Animated Video

This finding can provide an affirmation of the appeal of animation not only in its visual beauty alone, but also in its emotional strengthening and its ability to foster students' empathy for victims of bullying. This attraction is a very important foundation to build a social awareness and positive attitude among junior high school teenagers.

3.2 Students' Understanding of the Messages and Moral Values in Animated Videos

The results of the analysis of the questionnaire data and a reflection gave clues to most of the students capturing a moral message that had been conveyed through an animated video. The main messages that students can receive include an awareness of the negative impact of bullying, the importance of empathy for different friends, and a courage to prevent or report bullying.

Table 4. Understanding the Moral Message of Animated Videos

Aspects of Understanding Moral Messages	Total (n=616)	Percentage
After watching the Visual Empathy animated video, I became more caring towards my friends.	96,7%	3,3%
After watching the Visual Empathy animated video, I will not bully my friends.	95,5%	4,5%
I will reprimand my friends if I see them bullying me.	95,7%	4,3%
The anti-bullying message in the video is clear and easy to understand.	98,1%	1,9%

This finding can be in line with Rizqi & Mahfud (2023), who stated that an audiovisual media, especially animation with an emotional narrative, has the ability to arouse students' cognitive and affective empathy. This happens because a visualization of facial expressions, voices, and storylines can help the student feel a victim experience, not just understand rationally. Conceptually, an animated video does not only have a function as a means of conveying information, but also as a media tool for transforming values embedded in the value of moral awareness. Thus, a student's understanding of the message in the video is not only cognitive, but also provides an impetus for an affective change and social attitude, forming the basis for the formation of prosocial behavior and anti-bullying culture in the school.

3.3 Changes in Students' Attitudes and Empathy After Watching Animated Videos

Analysis can provide clues that an animated video will have a positive influence on changing attitudes and increasing students' empathy. Before the activity, some students still thought that mocking or calling friends' names was a normal social behavior. After watching the video, there was an increase in emotional awareness and social empathy among the students. As many as 95.5% of students can give a statement after watching an animated video, they will not bully some of their friends. These findings may be in line with a theory of prosocial empathy by Eisenberg & Strayer (2011), which states that an animated medium can provide the growth of affective empathy, an ability to feel the suffering of others, which in turn will provide an impetus for positive moral action. Previous research by Putri & Lestari (2023) also provides confirmation of an intervention based on animation that can provide an increase in social empathy for junior high school students by up to 30% compared to a traditional lecture method. These findings can provide clues that an animated video can not only be effective in efforts to increase knowledge, but also in instilling some values of empathy and social concern. Overall, these results can strengthen the field of learning based on animation media can be a bullying prevention strategy that is so humanistic, because it is able to build an emotional awareness, social responsibility, and a culture of mutual respect in schools.



Figure 3. Watching Animated Videos

The results of the study provide clues that an animated video is very effective in providing an increase in students' awareness and empathy for bullying problems in schools. By using a visual narrative that is so relevant to the lives of teenagers, some of these videos are able to present an emotional experience that can be touching, so that students can not only understand the anti-bullying message cognitively, but also experience it affectively. These findings can provide support for a theory of social learning (Albert Bandura, 1977), stating that human behavior is largely learned through observation and imitation. In this case, some of the characters in the video have a role as a model of positive behavior that students can imitate when faced with similar social situations. Thus, an animated video functions as a means for moral learning that instills the value of empathy and social responsibility.

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emotional experience that can be touching, so that students can not only understand the anti-bullying message cognitively, but also experience it affectively. These findings can provide support for a theory of social learning (Albert Bandura, 1977), stating that human behavior is largely learned through observation and imitation. In this case, some of the characters in the video have a role as a model of positive behavior that students can imitate when faced with similar social situations. Thus, an animated video functions as a means for moral learning that instills the value of empathy and social responsibility.

These findings can be in line with research from Nuraini (2022) which provides clues that visual animation media can improve understanding and reduce the tendency of aggressive behavior of adolescents. The study also emphasized, a prevention of bullying in school is not enough with a cognitive approach such as distribution or lectures, but it needs an effective approach, involving the emotions of the student. An animated video is able to meet this need because it can provide a combination of visual, emotional, and narrative elements that are easy for teens to understand. Thus, this result adds to the treasure of character education literature by providing clues that an animation media not only has a function as entertainment, but also a social intervention tool that is so effective. The research's emphasis on the development of empathy makes a new theoretical contribution, a change in prosocial behavior can start from an emotional engagement triggered by visual experience. Practically, these findings can be a reference for guidance counselors, homeroom teachers, and the Malang City Education Office in an effort to design a creative prevention program, based on the media that the student prefers.

The results of this study provide clues, an animated video is effective in improving empathy and changing students' perception of bullying behavior in schools. Most of the students reported a better understanding of the psychological impact of bullying after watching an animated video that gave a view of peer characters in a situation that fit their lives. This finding provides an affirmation that a visual media is able to involve the affective aspect of students, not only provide information delivery. Theoretically, this can be explained through a social learning theory (Albert Bandura, 1977), stating that each individual learns by observing and imitating the behavior of the model. The character in the video has a role as an example of bullying behavior. When the students dare to see the emotional impact experienced by the victim, they internalize some moral and social values through an identification process. Thus, the animation has a function as a social learning tool that is able to provide encouragement to change in prosocial behavior.

From the perspective of a visual communication theory (Lester, 2013), a message that can be conveyed through a moving image, color, facial expressions, and narrative flow is easier to understand because it can involve emotions and imagination. Visualization in the form of animation is able to provide an abstract concept change as well as empathy, making the experience real and concrete. This can be in line with the opinion of Arsyad (2020), a virtual media can provide up to three times an increase in information memory compared to verbal methods alone. Within the framework of a theory of behavior change (Prochaska & DiClemente, 1983), students who watch animated videos hint at some signs of a shift from the pre-confrontational stage to the stage of consideration and preparation, in other words from the unconscious that their behavior is wrong can begin to recognize mistakes and the intention to change. The results of the questionnaire revealed that 95.7% of the students were willing to reprimand their friends if they saw an act of bullying. These findings could provide clues to a significant cognitive and emotional change, laying the groundwork for a change in social behavior.

This research can present a new focus, namely the development of empathy through a contextual visual narrative and related to youth culture in Malang City. In a school culture in Malang that is known for being competitive and communicative, a visual approach that can touch the emotional side has proven to be more effective than a normative lecture method. This research provides an affirmation that an animated video does not only have a role as a medium for conveying messages, but also as an agent for shaping social and moral behavior. The implication is that some schools in Malang City can integrate educational animation media in an anti-bullying program that is reflective and collaborative, so that prevention efforts are not only top-down, but develop from the awareness and empathy of the students themselves.

4. CONCLUSION

This study explored the perceptions of 616 students from three junior high schools in Malang City toward the animated video *Visual Empathy* as a medium for bullying prevention. Students' perceptions were largely positive 96.2% to 98.1% answered Yes to each item on the appeal and clarity of the video, and their open-ended answers and reflections described that the pictures and dialogue made the moral message easier to grasp. Students also reported understanding the message, including the negative impact of bullying and the importance of empathy. As for intentions, 95.5% stated that they would not bully their friends and 95.7% that they would reprimand friends who bully others. These results are students' self-reported assessments and intentions after a single viewing. Because the study had no pretest, comparison group, or observation of behavior, it cannot conclude that students' attitudes, empathy, or behavior changed, or that animated video is more effective than lectures. The results of this study are highly relevant for Guidance and Counseling (BK) teachers, homeroom teachers, and the Malang City Education Office. Animated videos may be considered—as part of character guidance activities, inspirational classes, and the Anti-Bullying Task Force program, because students perceived them as engaging and easy to understand. In addition, the use of animated videos may enrich affective learning methods that support the vision of Preventing the 3 Major Sins of Education, Child-Friendly Schools and strengthening the profile of Pancasila Students. Future research should use pretest–posttest designs with comparison groups, delayed follow-up, and behavioral measures to test whether the positive perceptions and intentions reported here lead to actual changes in attitude and behavior.

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