

**THE INFLUENCE OF INNOVATIVE AUDIOVISUAL-BASED
LEARNING MODELS ON MINIMIZING BULLYING
OF MALE AND FEMALE STUDENTS IN
PHYSICAL EDUCATION SUBJECTS**

Muhammad Fadillah¹, Mashud², Syamsul Arifin³

Universitas Lambung Mangkurat^{1,2,3}

2320129310011@mhs.ulm.ac.id¹, mashud@ulm.ac.id², syamsul_arifin@ulm.ac.id³

Abstract

Bullying is like a poison that slowly destroys the future of the younger generation. This behavior is not just a joke or prank, but an emotional wound that can leave deep scars for life. In Indonesia, bullying cases are still a serious problem, with data from the Indonesian Child Protection Commission and the Indonesian Teachers Union Federation showing a significant increase from 2020 to 2023. In 2023, the highest percentage of bullying cases was recorded at the junior high school level. This situation confirms that bullying cases continue to increase and require a quick response and collaboration from various parties to prevent it. This study aims to explore the effect of an innovative model that integrates the Numbered Head Together (NHT) cooperative learning model with an audiovisual-based reciprocal teaching style in minimizing bullying behavior in male and female students. The method used was a pre-experiment with a one-group pretest-posttest design. A total of 30 students from one class VIII became the research sample. Data collection used a questionnaire based on the Olweus Bully/Victim Questionnaire (OBVQ) consisting of 23 items, covering three dimensions of bullying, namely verbal (8 items), physical (7 items), and non-verbal/non-physical (8 items). Descriptive analysis, prerequisite tests (normality and homogeneity), and parametric paired sample t-test. The results of the study showed that the descriptive analysis and Paired Sample T-Test showed that the intervention given was effective in reducing bullying behavior in male and female students. A more significant decrease occurred in male students, who were likely more responsive to the intervention than female students. These results confirm that the implementation of the NHT-type cooperative learning model with an audiovisual-based reciprocal style is effective in reducing bullying behavior in the learning process environment. This study provides an important contribution to the development of bullying prevention strategies among students.

Keywords: *Innovative Learning Model; Audiovisual; Minimizing Bullying Students; Physical Education*

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Correspondence Author: Mashud, Universitas Lambung Mangkurat, Indonesia.

E-Mail: mashud@ulm.ac.id

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INTRODUCTION

Bullying is like a poison that eats away at the future of the younger generation. Not just a comedy, but a deep inner wound. According to Wahyuningsih et al. (2021), bullying is unpleasant behavior either verbally, physically, or socially in the real world or cyberspace that makes someone feel uncomfortable, hurt, and depressed whether carried out by individuals or groups. Schools are one of the places where bullying occurs, which should be a safe place for students to learn and develop (Ni'mah, 2024; Wulandari & Afifah, 2023).

The ideal condition in learning Physical Education, Sports, and Health is the creation of an inclusive and supportive atmosphere, where every student feels valued. In this atmosphere, students can actively participate in physical activities without feeling threatened by bullying behavior. Gaete et al. (2021) emphasize the importance of a positive environment in learning to increase student self-confidence and engagement. A safe and supportive environment also allows for the development of positive social skills. This is by (Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 46 of 2023 Concerning Prevention and Handling of Sexual Violence in Educational Units) and (Republic of Indonesia Law Number 35 of 2014 Concerning Child Protection), which in the legal basis requires educational units to guarantee the rights of protection from violence and one of them is preventing bullying in the educational environment.

However, the facts on the ground show that many students still experience bullying, especially in the context of physical education. Research by Setiani et al. (2024) shows that the number of bullying cases in schools is still quite high, with many students reporting negative experiences during physical activities. This indicates an urgent need to implement effective strategies to combat bullying in educational environments. Another fact that occurs from World Health Organization data shows that around 1 in 3 students experience bullying (Marhaely et al., 2024). In Indonesia, bullying cases continue to increase, peaking in 2023. Based on data from the Indonesian Child Protection Commission and the

Indonesian Teachers' Union Federation, the number of bullying cases in recent years was recorded at 119 cases in 2020, 53 cases in 2021, 226 cases in 2022, and 241 cases in 2023 (Karisma, Rofiah, Afifah, & Manik, 2024). According to the Federation of Indonesian Teachers' Unions, in 2023 the highest cases occurred at the junior high school level with a percentage of 50%, elementary school 30%, and high school/vocational school 10% (Ni'mah, 2024). With the increasing cases of bullying based on existing data, it is necessary to follow up with various parties in handling and preventing increasing acts of bullying in educational units.

Bullying is a global problem caused by a combination of various internal and external factors from various perspectives (Wang & Chen, 2023; Widyastuti & Soesanto, 2023). Bullying is aggressive behavior in the form of physical, verbal, social, and cyber, causing psychological trauma to the victim (Herman, Fikri, & Purwaty, 2023; Setiani et al., 2024). In some cases, bullying can even cause victims to commit suicide (Prastiti & Anshori, 2023). Bullying can also create an unsafe and uncondusive learning environment for all students. Victims of bullying may feel afraid and uncomfortable at school, which can lead to decreased academic achievement. Factors that influence bullying in schools include lack of supervision, power inequality, lack of awareness and safe education, and family behavior and environment (Andrews, Cillessen, Craig, Dane, & Volk, 2023).

The gap between expectations and reality in the context of bullying is striking. Although various policies and programs have been implemented to address bullying, many students still feel isolated and experience bullying behavior (Wulandari & Afifah, 2023). This shows that the existing approach is not fully effective in creating a learning environment free from bullying. Bullying prevention requires comprehensive efforts through continuous education, inclusive school culture, and participation of all parties. According to Diac dan Grădinariu (2023) and Kusumardi (2024), choosing interactive learning methods and media in an inclusive and empathetic approach can help reduce bullying.

Cooperative learning models, especially Numbered Heads Together (NHT), have the potential to reduce bullying in schools. According to Kinasih et al. (2023), the NHT model encourages students to work together in groups, which can strengthen social relationships and reduce bullying behavior. In the context of PJOK learning, the application of this model can increase positive interactions between students. The results of review articles and other studies show that cooperative learning models can increase collaboration and create social interactions for students in Physical Education (Ihwanto, Warni, & Mashud, 2022; Mashud et al., 2022, 2023). This is in line with Benítez-Sillero et al. (2020) and Wei & Graber (2023), stating that in Physical Education to combat bullying that occurs, cooperative methods can be used in learning process activities. Learning activities in Physical Education can also build students' self-confidence and self-esteem (Sağın, Uğraş, & Güllü, 2022), which can help them fight bullying. However, Yuliani et al. (2021) stated that the weakness of NHT is the potential for dominance of some students, so additional control is needed.

A reciprocal teaching style can also be an effective solution to overcoming bullying problems. The use of a reciprocal teaching style can be a solution to the effectiveness of the NHT-type cooperative model, as explained by (Apriadi, Rustanto, & Arifin, 2023; Rusmanto, Lardika, & Muspita, 2020), adding dimensions of interaction by involving feedback and the role of observers and actors in learning. The research of Tantri et al. (2022), uses a reciprocal style to increase interaction by using the role of each student in learning activities. This allows for more intensive social interaction so that social relations between students can increase significantly. Research by Muthik et al. (2022) and a literature study by Febriant et al. (2024) show that the reciprocal style improves learning outcomes, motivates students, and strengthens empathy. By allowing students to learn from each other, the reciprocal teaching style creates a more supportive atmosphere and reduces stress among students.

The use of audiovisual media in physical education is very relevant in this context. This media can make learning more interesting and educational, and help

students understand the impact of bullying behavior (Anggeriyane et al., 2023). With an audiovisual approach, students can more easily engage in discussions and reflections on bullying behavior, thereby increasing their awareness. Kurniastuti et al. (2024) also emphasized the importance of audiovisual media in preventing bullying because it can attract students' attention and stimulate behavioral changes. Students who watched bullying-related materials showed lower levels of bullying behavior.

Based on this background, this study aims to explore the influence of an innovative model of integrating the NHT cooperative model and audiovisual-based reciprocal teaching style in reducing cases of student bullying based on gender. The research question that arises is: To what extent can the integration of these two approaches create a safer environment for students?

With this research, it is expected that more effective methods can be found to reduce bullying in physical education. This finding is expected to not only provide insight for educators but also help create a more positive learning experience for students. Overall, the integration of the NHT cooperative model and audiovisual-based reciprocal teaching style is expected to be an effective solution to overcome the problem of bullying in schools. With the right approach, we can create a better physical education environment that is free from bullying.

METHOD

This study used a pre-experimental method with a one-group pretest-posttest design (Sugiyono, 2022). This design was chosen to allow the evaluation of differences in bullying actions that occurred between the initial and final test results after the intervention. The research sample consisted of 30 class VIII Tahfidz students at SMP Muhammadiyah 1 Banjarbaru, consisting of (12 boys and 18 girls). The sample selection used a purposive sampling technique based on the results of initial observations which showed higher bullying behavior in that class compared to other classes.

The research procedure includes a pretest stage conducted at the first meeting to measure the level of bullying in students before the intervention. Then

the intervention stage is given treatment in the form of an innovative learning model that integrates the cooperative model of the Numbered Heads Together (NHT) type with an audiovisual-based reciprocal teaching style for four meetings as the integration results listed in Table 1. The posttest stage is conducted at the last meeting to evaluate changes in the level of bullying after the intervention. The scores from the pretest and posttest will be compared to assess the effectiveness of the treatment.

Table 1. Integration of Innovative Model Learning Methods

NHT Type Cooperative (Ade & Hasan, 2017; Fadly, 2022)	Reciprocal Teaching Style (Mosston & Ashworth, 2008)	Integration Results	The Role of Audiovisual Media
Delivering Learning Objectives and Providing Worksheets	Preparing Worksheets and Explaining Topics	Delivering Learning Objectives and Providing Worksheets	Audiovisual media is used as a means of delivering information with specific learning materials at each intervention meeting, carried out at the beginning before the core activities, including delivery about bullying
Making small groups and numbering them	Make Pair Groups and explain the Roles of Actors and Observers	Create groups and pair up to play the roles of actors and observers, as well as numbering	
Instruction and Thinking Together	Implementation of Observers and Actors	Implementation of Observers and Actors	
Giving Answers (Presentation According to Number)	Perform Role Rotation	Role Rotation and Presentation	
Conclusion and Awards	Evaluation and Conclusion	Evaluation, Conclusion and Awards	

The instrument used to measure bullying behavior is the Olweus Bully/Victim Questionnaire (OBVQ) questionnaire consisting of 23 items, covering three dimensions of bullying: verbal (8 items), physical (7 items), and non-verbal/non-physical (8 items) (Gonçalves et al., 2016). The reliability of this instrument is 0.87, indicating good consistency (Gaete et al., 2021; Ratna Wulandari & Desi Yunita Putri, 2023). A Likert scale of 1-4 is used for answer choices, where 1 = never, 2 = rarely, 3 = often, and 4 = very often. Meanwhile, the

data obtained from the pretest and posttest will be analyzed using descriptive analysis, prerequisite tests (normality and homogeneity), and parametric paired sample t-test. The analysis was carried out using IBM SPSS software.

RESULT AND DISCUSSION

Based on the results of data collection conducted using a questionnaire from the pretest and posttest measurement stages for 30 students who were the research samples divided into 12 males and 18 females, the descriptive statistical results are presented in Table 2. The data presentation shows the results of descriptive statistical analysis of bullying behavior of male and female students before (pretest) and after (posttest) the intervention was given. In male students, the average pretest score was 32.25, while the average posttest score dropped to 27.42. The decrease in the average score of 4.83 indicates a significant change, where the level of bullying of male students tended to decrease after the intervention was given. In addition, the standard deviation in the posttest (2.678) was smaller than the pretest (3.196), which indicates that the posttest data results were more consistent than the pretest. In female students, the average pretest score was 28.61, while the average posttest score dropped to 26.00, with a decrease of 2.61. This also shows a change and decrease in the level of bullying in female students after the intervention. The decrease in the standard deviation from 3.182 in the pretest to 2.521 in the posttest shows that the posttest results are more stable and homogeneous.

Overall, these descriptive data show that the intervention given was successful in reducing bullying behavior in both male and female students, with a greater decrease seen in male students than female students.

Table 2. Descriptive Statistical Analysis Results

Result	N	Minimum	Maximum	Mean	Std. Deviation
Male pre-test	12	27	37	32.25	3.596
Female pre-test	18	24	34	28.61	3.183
Male post-test	12	24	32	27.42	2.678
Female post-test	18	23	31	26.00	2.521

Then the results of the normality test are presented in Table 3 using the Shapiro-Wilk method to test the distribution of pretest and posttest data on male

and female students. The test results show that all variables, both pretest and posttest for male and female students, have a significance value greater than 0.05. Thus, the data is considered to be normally distributed.

Table 3. Shapiro-Wilk Normality Test Results

Variables	Results	Shapiro-Wilk		
		Statistic	df	Sig.
Student Bullying Questionnaire Results	Male pre-test	0.914	12	0.238
	Female pre-test	0.939	18	0.280
	Male post-test	0.938	12	0.469
	Female post-test	0.918	18	0.121

The results of the homogeneity of variance test based on the Levene method to ensure equality of variance between data groups are presented in Table 4. The results of the analysis show that the significance value for the student bullying questionnaire outcome variable is more than 0.05 in all approaches (based on mean, median, median, and with adjusted, and trimmed mean). This shows that the data has a homogeneous variance between groups.

Table 4. Homogeneity Test Results

Variables and Results	Levene Statistic	df		Sig.
		df1	df2	
Student Bullying Questionnaire Results	Based on Mean	1.171	3 56	0.329
	Based on Median	1.104	3 56	0.355
	Based on Median and with adjusted df	1.104	3 53.7540.356	
	Based on trimmed mean	1.169	3 56	0.330

Next, the results of the Paired Sample T-test analysis to test the significant difference between the pretest and post-test scores on bullying behavior of male and female students after the intervention. In Pair 1, which compares the pretest and posttest scores of male students, the average score difference was 4.833 with a t value of 10.557 and a significance value (Sig. 2-tailed) of 0.000. This significance value is below the threshold of 0.05, so it can be concluded that there is a significant difference between the pretest and posttest scores of male students. These results indicate that the intervention given has a significant impact on reducing the level of bullying behavior in male students. The fairly large average difference (4.833) indicates that the decrease in bullying behavior in male students is very striking after the intervention.

In Pair 2, which compares the pretest and posttest scores of female students, the average score difference was 2.611 with a t-value of 10.701 and a significance value (Sig. 2-tailed) of 0.000. Similar to male students, this significance value is below 0.05, so there is a significant difference between the pretest and posttest scores of female students. However, the smaller average difference compared to male students (2.611) indicates that the decrease in bullying behavior in female students, although significant, is not as large as in male students.

Overall, the results of the Paired Sample T-test confirm that the intervention given significantly reduced bullying behavior in both male and female students. However, the impact was greater in male students, as indicated by the higher average score difference compared to female students. This may indicate that male students may be more responsive to the intervention.

Table 5. Paired Sample T-Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95%				
					Lower	Upper			
Pair 1	Pretest - Posttest Male	4.833	1.586	0.458	3.826	5.841	10.557	11	0.000
Pair 2	Pretest - Posttest Female	2.611	1.335	0.315	1.947	3.275	8.301	17	0.000

Discussion

The results of the descriptive analysis showed that the intervention provided was successful in reducing bullying behavior in both male and female students, with a greater decrease seen in male students than in female students. Meanwhile, the results of the Paired Sample T-Test showed that the intervention significantly reduced bullying behavior in both male and female students, with a greater impact on male students, who may be more responsive to the intervention. Although bullying behavior was still found after the intervention, there was a significant decrease compared to before the intervention, considering that forming an anti-bullying attitude requires time and ongoing effort. This is in line with

Volodymyrivna (2024),, who suggested a systematic four-step approach including education, prevention, assistance, and monitoring to create a bullying-free school environment effectively.

Minimizing bullying that occurs cannot be separated from the role of the methods used in the learning process. The reciprocal style is a learning approach in which students not only act as recipients of information but also as teachers for their friends. In this context, students help and support each other to understand the material being taught. This style promotes positive interactions between students, which are important in creating a collaborative learning environment. Equipped with the implementation of the NHT cooperative model where this model can encourage students to work together in groups, which can strengthen social relationships and increase positive interactions between students. The collaboration of both is very constructive and appropriate in preventing bullying in Physical Education learning.

Audiovisual-based approaches combine visual and audio elements in the learning process. Use videos that explain important concepts related to bullying, its impact, and how to prevent it. These videos can show demonstrations of bullying scenarios and appropriate responses. Interactive presentations use interesting slide shows with images, graphs, and sound to keep students engaged. These presentations can include statistical data on bullying and testimonies from victims and perpetrators. Supplemented with simulations and role-playing using audiovisuals to record or show simulations of bullying situations. Students can participate in role-playing, where they act as perpetrators, victims, or observers, allowing them to experience and understand different perspectives.

The application of the integration of the NHT-type cooperative model with an audiovisual-based reciprocal style has proven effective in overcoming bullying behavior in schools. The NHT cooperative model encourages prosocial behavior, such as cooperation and sacrifice, which contributes to bullying prevention (Fitriana Zakaria, 2016). In addition, research by Diac & Grădinariu (2023) shows that NHT strengthens student relationships through intensive

communication, creating a positive classroom environment. The reciprocal teaching style also plays an important role in minimizing bullying by increasing social interaction and empathy (Muthik et al., 2022; Rusmanto et al., 2020). Audiovisual media provides a deeper understanding of bullying and its impacts, as found by Anggeriyane et al. (2023) and Pama dan Herlinda (2020), which confirm its effectiveness in increasing knowledge and forming anti-bullying behavior. This integrative approach allows students to not only understand bullying but also develop social skills that support the creation of an inclusive and positive learning environment.

Bandura (1977) social learning theory states that individuals learn through observation and social interaction. Recent research has shown that cooperative learning models can facilitate positive interactions among students (Slavin, 2015), which in turn can reduce bullying behavior. Integration of audiovisuals into learning can also increase student engagement and strengthen their understanding of the impact of bullying. This makes learning that emphasizes positive social interactions instill social values and makes students aware of bullying actions that they know from providing understanding stimuli through audiovisual media. Through this media, it can help them process emotions and understand the consequences of bullying (Tache-codreanu, 2024).

Several previous studies support this finding. To explore this, researchers conducted a literature study using Publish or Perish software, which produced three relevant studies (Benitez-Sillero, Corredor-Corredor, F, & J, 2021; Benítez-Sillero et al., 2020; Oliveira et al., 2017). All three studies showed that cooperative methods are effective in reducing bullying rates, both for victims and perpetrators. Benitez-Sillero et al. (2021) and Oliveira et al. (2017) applied cooperative methods in the form of games, while Benítez-Sillero et al. (2020) referred to cooperative methods in general in the Physical Education curriculum. This study is different because it combines several methods for bullying prevention and reduction. Although the cooperative learning model is one of the intervention methods, the integration of NHT cooperative with a reciprocal

teaching style based on audiovisual media creates novelty that not only focuses on learning variables but also improves soft skills and student learning outcomes, so that it is more comprehensive in efforts to minimize bullying.

While many studies support the effectiveness of these interventions, some studies show mixed results. For example, research by Wei & Graber (2023) found that traditional approaches to physical education do not always reduce bullying, and can sometimes exacerbate the problem if not accompanied by adequate teacher training. Research by Wang & Chen (2023) showed that not all educational interventions are successful in reducing bullying, especially if they do not actively involve students. This suggests that the context and implementation of intervention programs are critical.

The implications of this study indicate that it is important for schools to implement more interactive and collaborative learning methods. The results of this study also emphasize the need for training for teachers to implement cooperative learning models effectively. Thus, schools can create a safer and more inclusive learning environment.

The study's recommendations include developing curricula that incorporate anti-bullying education elements more deeply. In addition, schools are advised to involve parents and the community in bullying prevention programs. Further research is also needed to explore other factors that may influence the effectiveness of these interventions. The novelty of this research lies in the integration of the cooperative model with an audiovisual-based reciprocal style. This approach not only educates students about the impact of bullying but also provides them with the social skills needed to interact well in the school environment. Overall, this study provides strong evidence that educational interventions involving innovative models can reduce bullying behavior in schools. By integrating various approaches to learning Physical Education subjects, it is hoped that a more positive and safe learning environment can be created for all students.

CONCLUSION

This study proves that the innovative model of integrating the Numbered Head Together cooperative learning model with a reciprocal teaching style based on audiovisual media can significantly reduce bullying behavior in male and female students in Physical Education subjects. The results of the descriptive analysis showed that the intervention given was successful in reducing bullying behavior in both male and female students, with a greater decrease seen in male students than in female students. Meanwhile, the results of the Paired Sample T-Test showed that the intervention was able to significantly reduce bullying behavior in both male and female students, with a greater impact on male students, who may be more responsive to the intervention.

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