



# Effectiveness of Learning Using Comics Media in Reduce Bullying in Grade V of Elementary School

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**Abstract:** Weak character education causes deviant behavior such as bullying behavior that often occurs in the school environment. Bullying behavior is one example of deviant and dangerous behavior characterized by the intention to hurt, power imbalance, mocking parents' names, making fun of physical conditions. Students do not fully understand the dangers of bullying behavior for mental health so that learning is needed using media in the form of comics. The objectives of this study are: to analyze bullying behavior experienced by students in the experimental group before and after implementing learning with comic media; to analyze the differences in bullying behavior experienced by students in the control group before and after implementing learning without comic media; to analyze the effectiveness of implementing learning using comic media between the experimental group and the control group without using comic media. The study used a quasi-experimental pretest-posttest control group design method. The population was 45 fifth grade students of SD Negeri Gugus 1 Kec. Siulak Mukai. The sampling technique was cluster random sampling totaling 30 students. The research instrument used a Likert scale. The data were analyzed using parametric statistics, namely Paired T-Test (T-Test) and Independent Sample T-Test. The results of the study showed: there was a significant difference before and after learning using comic media was given to the experimental group; There was no difference before and after learning without using comic media was given to the control group; there was a significant difference in the effectiveness of learning using comic media in the experimental group with the control group learning without using comic media. Therefore, learning using comic media is effective in reducing student bullying behavior.

**Keywords:** Bullying reduction; Comic media; Learning

## Introduction

The implementation of strengthening character education in elementary schools still faces several obstacles. Weak character education leads to deviant behavior such as bullying behavior which often occurs in educational environments (Astuti et al., 2021; Rus et al., 2024). Bullying behavior in educational environments, especially at the elementary school (SD) level, is a form of aggressive action carried out

repeatedly by a student or group of students against other students who are considered weaker, either physically, psychologically, or socially, with the aim of hurting, intimidating, or dominating the victim, and this behavior can occur in various forms, such as physical violence (hitting, kicking, pushing), verbal violence (insulting, mocking, cursing), relational violence (isolating, spreading gossip, manipulating social relationships), and cyber violence (via social media or digital messages), all of which have the potential to

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seriously disrupt the emotional, social, and academic development of the victim (Ogie et al., 2022; Wood et al., 2016). The context of elementary school children's development who are at the concrete operational stage according to Piaget's theory (Börnert-Ringleb & Wilbert, 2018), children at this age are not yet fully able to understand the social and emotional consequences of their actions, so when they are not given proper understanding and guidance (Darling-Churchill & Lippman, 2016; Kalland & Linnavalli, 2023), they tend to imitate deviant behavior from their surroundings without realizing that their actions can hurt others deeply (McDonnell & Nurmohamed, 2021; Khessina et al., 2018).

Based on bullying data, Indonesia is one of the countries with the 78th highest bullying cases in the world with 40% of victims. Based on data published through the Online Information System for the Protection of Women and Children (SIMFONI PPA), bullying cases also occurred in Jambi Province, the highest since 2020 with 343 cases, in 2021 with 383 cases, in 2022 with 435 cases until 2023 it continued to increase to 458 cases. Based on bullying data that occurred in Kerinci Regency in 2020 there were 13 cases, in 2021 there were 23 cases, in 2022 to 2023 there were 42 cases. Based on the results of observations and interviews in the field with several teachers who teach at SD X, it was stated that bullying often occurs in the school by elementary school children, and teachers have approached students so that they do not bully, but this has not been effective until bullying is still rampant in the environment of SD X, so based on these problems, the role of teachers must be more active, one alternative can be done by developing media in the learning process in order to provide ease in providing understanding (Haleem et al., 2022). The media that can be used in the form of comic media is useful for disseminating information about bullying (Al-Turif & Al-Sanad, 2023; Siddiqui & Schultze-Krumbholz, 2023).

Comic media is very useful and fun when used for students in elementary school characters in eradicating bullying cases (Sastrawan et al., 2021; Puriasih & Trisna, 2022; Alwi et al., 2024), that educational comics are

media that can be used to overcome problems in understanding a material (Sigit et al., 2024), the use of analogies and depictions of stories in everyday life can help students understand a material. The solution presented in the form of educational comic media is one means of creating more enjoyable learning (Marougkas et al., 2023; Čepič et al., 2024). This is in line with the opinion expressed by Lamminpää et al. (2023) and Niland (2023) where children can gain a better understanding of the relationship between stories and pictures through comics that can stimulate their imagination. The disclosure of this problem is useful as an alternative in compiling a learning program using comic media as a solution to overcome bullying cases in elementary schools.

Method

This study uses a quantitative approach, quasi-experimental pretest-posttest design. The population is 45 elementary school students, sampling using cluster random sampling technique totaling 30 elementary school students divided into 15 experimental groups and 15 control groups. The research instrument uses a Likert scale with five answer choices. The study was conducted at elementary school X located in Kerinci Regency, Jambi Province by providing learning using comic media for the experimental group but the control group learning without using comic media. Data were analyzed using non-parametric statistics.

Result and Discussion

This study aims to analyze and determine the effectiveness of learning using comic media in reducing bullying in grade V of elementary school Gugus 1, Siulak Mukai District, Kerinci Regency. Based on the histogram of the processed data of pretest and posttest bullying behavior in grade V of elementary school Gugus 1, Siulak District, Kerinci Regency, the experimental group is below.

Table 1. Bullying experimental group

Score	Category	Pretest		Posttest	
		F	%	F	%
140-165	Very high	0	0	0	0
114-139	High	3	20	0	0
88-113	Currently	11	73.33	1	6.67
62-87	Low	1	6.67	10	66.67
≤ 61	Very Low	0	0	4	26.67
Total		15	100	15	100

Based on the results of the data analysis in table 1 above, the bullying of the experimental group experienced a decrease in scores, meaning that there was a significant change that occurred after being given learning using comic media. Furthermore, below is a table of the results of the pretest-posttest data processing of the bullying behavior of the control group.

Based on the Table 2, it can be understood that the bullying behavior of the control group experienced no significant changes after learning without special treatment was implemented. Before being given information about bullying behavior without special treatment, the average pretest score was 98.27. Meanwhile, after being given learning without special treatment, the average posttest score was 89.93.

**Table 2.** Table of processed pretest-posttest data on bullying behavior of the control group

Score	Category	Pretest		Posttest	
		F	%	F	%
140-165	Very high	0	0	0	0
114-139	High	4	26.67	0	0
88-113	Currently	8	53.33	10	66.67
62-87	Low	3	20	3	20
≤ 61	Very Low	0	0	2	13.33
Total		15	100	15	100

**Table 3.** After being given learning using comic media

Score		Experiment				Control			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
140-165	ST	0	0	0	0	0	0	0	0
114-139	T	3	20	0	0	4	26.67	0	0
88-113	S	11	73.33	1	6.67	8	53.33	10	66.67
62-87	R	1	6.67	10	66.67	3	20	3	20
≤ 61	SR	0	0	4	26.67	0	0	2	13.33
Total		15	100	15	100	15	100	15	100

Based on Table 3, it can be seen that 15 students in the experimental group and control group involved in the calculation experienced a decrease in scores from the pretest and posttest but the decrease in the experimental group's score was higher than the control group because they were given learning using comic media. The findings of the research conducted by the researcher analyzed bullying behavior in class V of elementary school (SD) Cluster 1, Siulak Mukai District, Kerinci Regency, Jambi Province. Against the control and experimental groups, before and after and the effectiveness of learning using comic media in the experimental group and learning without using comic media against the control group. So based on the data analysis there is a significant difference in bullying behavior in class V of SD Cluster 1, Siulak Mukai District, Kerinci, Jambi, the experimental group that was given learning using comic media with the control group learning without using comic media.

This difference occurs because of the treatment of the services provided the researcher carried out learning using comic media several times with interrelated material in each meeting (Shayan et al., 2022; Alutaybi et al., 2020). Learning using comic media not only presents

learning visually and narratively, but also helps students in real situations in the social life lived by students (Dias & Santos, 2023), thus allowing the formation of emotions, empathy such as understanding other people's feelings (Decety & Holvoet, 2021; Aldrup et al., 2022). So in the context of students in grade V observing learning using comic media (Dewi et al., 2023), it will be easier to understand the material presented and comics as a medium designed to be a figure to be imitated (Saputri et al., 2021), where when students see characters in comics choosing to resolve conflicts peacefully, refusing invitations to tease, or helping friends who are victims of bullying, then this behavior indirectly shapes students' mindsets and attitudes in the real world (Calafato & Gudim, 2022; Apridayani & Waluyo, 2025).

The world of children, symbols, expressions in comics, colors used in comic illustrations will play an important role in conveying emotional conditions and certain values to be achieved (Zhang et al., 2021; Reumont & Budke, 2020; Vilaça, 2022). This makes students not only have cognitive reading experience, but also affective experience, which means that students not only know that bullying is wrong, but also feel emotionally that the action is painful and inhumane

(Pfathheicher et al., 2023; Li, 2010). Learning by utilizing comic media is in line with the principle of contextual learning, namely learning that links material to real situations faced by students (Indawati et al., 2024). Because the stories in comics are specifically designed based on everyday events that usually occur in the school environment (Mustaqim et al., 2024; Saputri & Qohar, 2020), so they are easy to understand, appreciate, and connect to the social life of the students themselves (Meibert et al., 2020; Ong & Quek, 2023; Amerstorfer & Münster-Kistner, 2021). This directly increases the relevance of the material, strengthens the understanding of values, and encourages permanent behavioral change. So based on the research, it can be concluded that learning using comic media is effective in reducing bullying behavior in class V of SD Gugus 1 Kec. Siulak Mukai, Kerinci, Jambi.

## Conclusion

Based on the quantitative data and the description of the data above, it is concluded that there is a significant difference in bullying behavior in class V of SD Gugus 1 Kec. Siulak Mukai, Kerinci, Jambi. The experimental group before being given treatment was in the medium category, and after being given treatment, learning using comic media was in the low category. Learning using comic media realizes that the success of using comics in reducing bullying behavior is inseparable from the power of this media in forming a meaningful, enjoyable, and positive emotional learning experience, which ultimately influences students' mindsets, attitudes, and social behavior more effectively than conventional approaches that only focus on verbal knowledge transfer. There is a significant difference in bullying behavior in class V of SD Gugus 1 Kec. Siulak Mukai, Kerinci, Jambi, the control group, was in the medium category before being given service treatment, but the decrease in the score did not change and remained in the medium category. Based on the explanation above, the final conclusion is that learning using comic media is effective in reducing bullying behavior in class V of SD Gugus 1 Kec. Siulak Mukai, Kerinci, Jambi.

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## Author Contributions

Conceptualization, methodology, validation, formal analysis, investigation, resources, E.E.L.; data curation, writing—original draft preparation, writing—review and editing, visualization, F. All authors have read and agreed to the published version of the manuscript.

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## Conflicts of Interest

The authors declare no conflict of interest.

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