

## LEVERAGING THE ANIMATED VIDEO *IBRA BERKISAH* TO PREVENT BULLYING IN EARLY CHILDHOOD

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**Abstract:** To prevent bullying in early childhood, it is crucial to introduce children to the impacts of bullying from an early age. As a widely popular platform among children, YouTube can serve as an effective medium for educating them about the consequences of bullying. This research explores how the animated video “Ibra Berkisah,” mainly the episode titled “Bully,” can be used as an educational tool to prevent bullying in early childhood. The study adopts a qualitative descriptive design, which is well-suited for investigating and understanding the animated video “Ibra Berkisah” application in addressing bullying behaviors among young children. Data collection methods likely include observations, interviews, and documentation to evaluate the video’s effectiveness in teaching anti-bullying values. The study involved 26 kindergarten children as participants. The findings indicate that the children could identify bullying behaviors and take proactive steps to prevent such actions in their interactions. The results suggest that the animated video “Ibra Berkisah” is highly suitable for early childhood audiences, as it conveys numerous moral messages in a manner that is easy for children to understand. The video’s engaging format and straightforward narrative make it accessible and appealing, enhancing its effectiveness as an educational tool.

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**Keywords:** Early Childhood Bullying, Digital Education, kindergarten, Parental Involvement

## A. Introduction

Early childhood education is one of the educational organizations that have an essential role in providing stimulation for early childhood growth and development, including physical, intelligence, cognitive, social-emotional, and language and communication. During the growth and development of children, there are periods that directly or indirectly affect an educator when dealing with early childhood, including egocentric periods, sensitive periods, imitation periods, grouping periods, and exploration periods. There will come a time when children experience difficulties when they are in a group because this is where children will learn to socialize in their environment, which sometimes makes bullying cases occur; bullying is bad behavior that disturbs comfort and hurts others repeatedly. Bullying is a case that exists from the educational section to the social section, and bullying frequently happens at every level of social life. One section that is identical with bullying cases is the academic section. Ironically, a place that used to improve behavior has become where bullying mentality grows. The school as a place where children spend time with their friends is a fact that bullying often occurs and becomes an open secret. There are many forms of bullying, depending on the person and the environment. For this reason, further studies are needed on bullying that varies. This study aims to prevent bullying cases from a young age, instill positive character, and educate people that bullying is socially wrong. To attract children's sympathy, one method that can be applied in digital media, such as video shows that contain moral messages and approving content, are fun, enjoyable for children, and easy to understand for children's reasoning. Thus, it is hoped that children will accept the message so bullying can be prevented in childhood. This study takes data samples from children who study at Raudhatul Athfal. The dominant Islamic values from childhood are also relevant to the media displayed. In addition to preventing bullying, moral education also becomes a substance conveyed in the video that it can support children's morals to avoid bullying.

Meanwhile, bullying is a form of emotional or physical abuse carried out by children, such as deliberately hurting someone repeatedly by targeting the same victim repeatedly, and power

imbalances, such as choosing victims who are seen as weaker than bullying behavior (Storey & Slaby, 2013). This is evidenced by a survey from UNESCO 2018, which shows that bullying occurs in several countries, with the lowest percentage of 7% in Tajikistan and the highest of 74% in Samoa. Meanwhile, in Indonesia KPAI recorded 253 cases of bullying from 2011 to 2016, and a recent survey from Hinitz, Shore, and Kumara (2021) that 48.78% of 123 kindergarten teachers in Sleman Yogyakarta reported that they had children who were victims of aggressive behavior, such as verbal aggression 88.62% of children mocked their friends, 34.92% of children said harsh words to their friends, and 16.26% of bullies silenced their friends, 17.89% damaged their friends' belongings then physical aggressiveness carried out by children such as 34.15% grabbing their friends' hair, 73.17% hitting their friends, 19.15% biting their friends, and 63.41% kicking their friends. Meanwhile, 64.23% of physiological aggressiveness did not allow their friends to join their group. These data indicate bullying behavior in kindergarten (Mahmud, 2021). Bullying cases occur because several factors, such as family, drive them; family plays an essential role in children's behavior because the parenting patterns used by parents affect children's behavior, usually authoritarian parenting, which can cause bullying behavior in children happens because parents carry out punishments that have physical and psychological effects, thus causing children to lack empathy for others and behave aggressively towards their peers (Rahayu & Nugraeni, 2023). Furthermore, television shows are very influential in bullying behavior. Television shows can cause children to become more aggressive because nowadays there are many concerning television shows in which there are elements of violence, fights to love problems that are too early so that children will unwittingly follow what they watch, which results in bullying behavior, but not all television shows have a terrible impact on children. Hence, it is essential for parents always to supervise what children watch (Storey & Slaby, 2013).

In addition, teachers need to recognize the signs of bullying in children to prevent unwanted things and find ways to prevent bullying in children. (Maghfiroh & Sugito, 2021). Therefore, the researcher intends to discuss the animated video "Ibra Berkisah"

to prevent bullying cases. The animated video “Ibra Berkisah” has advantages that can reduce bullying cases in children; introducing the animated video “Ibra Berkisah” to children will help teachers, parents, and the community to introduce children to the negative impact and prohibition of bullying cases. Besides that, children will feel comfortable and happy through learning the introduction of bullying in children through animated videos. Based on the aforementioned background, the researchers are interested in investigating how the animated video “Ibra Berkisah” can be utilized for early childhood learning. Therefore, the research question for this study is: How can the application of the animated video “Ibra Berkisah” be used to prevent bullying incidents in early childhood?

## **B. Methods**

This study is a type of field study that uses qualitative descriptive design. A qualitative descriptive research design provides a detailed and factual account of a specific phenomenon. This study used the approach to explore how the “Ibra Berkisah” animated video could serve as a learning tool to prevent bullying behavior in early childhood. Data collection methods included observation, interviews, and documentation. During the observation phase, the researcher directly examined children’s reactions to the “Ibra Berkisah” video, particularly within the school setting. This involved noting changes in behavior, emotional expressions, and social interactions following their exposure to the video. Interviews were conducted with students, parents, and teachers to gather their perspectives on the video’s effectiveness in imparting moral values and reducing bullying behavior. Documentation involved diaries, activity reports, and video recordings of children participating in “Ibra Berkisah” activities.

The collected data were analyzed thematically to identify patterns, themes, and key concepts. These included children’s understanding of bullying, observed positive behavioral changes, and the collaborative efforts between parents and teachers in reinforcing the video’s messages. The sample used in this study is class B students, with 26 children, 11 boys and 15 girls. The participants are listed in the table below.

**Tabel 1.** Name and Age of B Class Students RA Tarbiyatul Aulad

No	Name	Age
1	Abidzar Raffasya Maulani	7
2	Ahmad Farhan Januar	6
3	Ahmad Mauza Anva <u>As</u> Tsaqib	6
4	Alika Naila Putri	7
5	Arista Aqilla Nailil Muna	7
6	Arkha Saputra Almawardi	6
7	Arvino Nazril Rashad	6
8	Aulian Basira Ghayda Ramadhani	5
9	Callista Chika Ayunindya	6
10	Earlyta Arsyfa Salsabila	6
11	Falikhatul Ibrizah	7
12	Kayla Azzahra Alfathunisa	6
13	Lamia Nasyauqi	7
14	Lathifa Wafi Aida	7
15	Muhammad Hafis Romadhoni	6
16	Muhammad Khoirul Asnan	6
17	Nauvan Fajar Rahardian	6
18	Rumaisha Queen Bilqis	7
19	Syahrul Azka	6
20	Farrel Rashya Bahri	6
21	Rosyidul Ibad	6
22	Rudi Noor Habibi	7
23	Assyifa Puji Lestari	6
24	Aurora Megan Alfiansyah	6
25	Allan Maulana	7
26	Ayra Tharya Azkayra	6

### C. Results and Discussion

Based on the observations made at RA TARBIYATUL AULAD, the animated video “Ibra Berkisah” positively impacts children’s behavior even though it does not have a significant effect. Still, the animated video “Ibra berkisah” in episode 17, entitled “Bully,” can help the learning process, especially in introducing the concept of bullying prevention. This can be seen from the

enthusiastic attitude of the eager children responding well to the screening of the animated video of Ibra Berkisah about the bully contained in episode 17. The animated video of Ibra Berkisah entitled *Bully* explains that we as friends should not make fun of, mock, or demean each other. The animated video “Ibra Berkisah,” to be precise in episode 17 entitled “Bully,” is complemented by exposure to the Qur’anic verse Surah Al-Lahab, which tells the story of Abu Lahab and his wife, who often mocked and made fun of the Messenger of Allah and the companions of the Apostle and even provoked the disbelievers of Quraysh to hate the Messenger of Allah and his companions who eventually entered hell and received painful torture. In addition to the verse of the Qur’an, there is also a hadith of the Prophet, which contains a message that humans are prohibited from mocking and making fun of each other (Shihab, 2012). The animated video “Ibra Berkisah,” precisely in episode 17 entitled “Bully,” also teaches children that if we do something wrong to others, it is recommended to apologize immediately by saying the word sorry while shaking the hand of a friend who has been hurt.

After watching the animated video “Ibra Berkisah” episode 17 about bullying, children at RA TARBIYATUL AULAD have begun to understand that behaviors such as mocking friends, making fun of friends, not allowing friends to join in playing together, and pushing friends are not commendable and not good if done. (Wulandari & Afifah, 2023). They also said they would not disrespect their friends, as they did not want to be treated the same way. Thus, it is evident that the animated video Ibra Berkisah is indeed worth watching by children because it contains many moral messages and can also facilitate teachers’ delivery of a lesson in a fun way.

Aida, one of the students who watched “Ibra Berkisah,” commented on screening the animated video “Ibra Berkisah Tema Bully episode 17: “The video is excellent. I am thrilled that there are many children in the video and many colorful pictures.” This student also wishes to be like Ibra, a good-natured character who loves his friends.

Meanwhile, the teacher also commented regarding “Ibra Berkisah. “I am very grateful to IAIN KUDUS students who have visited RA Tarbiyatul Aulad and provided education about

bullying to class B students by showing animated videos. It makes children very helpful and useful because there have been many bullying cases lately. Besides that, with this activity, the teacher also gained experience developing fun learning methods, one of which is watching videos together. And not enough, through showing this video, children learn that actions such as mocking friends are included in bullying and are not good to do.”

During the group period, children will experience difficulties socializing with their environment, resulting in bullying. (Rahayu & Nugraeni, 2023). Bullying comes from the English word *bull*, a *bull* that always bows here and there. In Indonesian, etymologically, the word *bully* means a bully or a person who likes to bother weak people, so bullying is an aggressive behavior in which someone repeatedly intends to hurt someone physically or emotionally. (Dey Putri et al., 2020). While experts define bullying differently, Coloroso argues that bullying is an act or word that causes fear, pain, or pressure both physically and mentally carried out in a planned manner by those who feel more potent than those who are considered weaker (Asro, Sugiharto, and Awalya, 2021). Meanwhile, according to Storey & Slaby, bullying is a form of emotional or physical abuse carried out by children, such as deliberately hurting someone, repeatedly targeting the same victim, and power imbalances, such as choosing victims who are considered weaker than the bully (Jamaludin et al., 2023). The Qur’an has also prohibited bullying as stated in surah al-Hujurat verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ  
وَلَا نِسَاءٌ مِّنْ نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا  
تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَنْ لَّمْ يَتُبْ فَأُولَئِكَ هُمُ  
الظَّالِمُونَ ﴿١١﴾

Quraish Shihab in Tafsir al-Mishbah Volume 13 (2003: 250) explains that Allah calls his people with a friendly call, *namely* “O you who believe, let not a group of men make fun of another group of men because it can cause dissension, even though those

who are made fun of are weak people, moreover *it may be that they* (who are made fun of) *are better than* those (who make fun of) so that by doing so those who make fun of make a double mistake, namely the first mistake of making fun and secondly those who are made fun of are better than those who make fun; *And women should not make fun of other women*, for this will cause a rift between them, especially since the *women may be better than the women who make fun of them*. *Do not insult one another* secretly or openly by word, deed, or gesture, for the insult will come upon yourselves, *and do not call one another by nicknames* that the person you are calling will find ugly, even if you think it is proper and beautiful, whether you invent the title or someone else. *The worst of calls is the call of the wicked*, which is a bad call *after believing*. Those who repent after doing bad things follow the straight path, and *those who do not repent* are the *wrongdoers*, and they are steadfast in their wrongdoing by wronging others and themselves. The verse shows that making fun of others is mentioning the shortcomings of others to laugh at them, whether by words, deeds, or behavior, either overtly or by gestures through the lips, hands, or eyes. The prohibition of insulting and making fun of in this verse also implies that whoever does it will be adversely affected by the ridicule, and it is not even possible that he will receive ridicule that is even worse than the ridicule he gives to others. In addition, humans do not know if it turns out that those who are mocked are more than themselves because the measure of human goodness is glory in the sight of Allah based on the level of devotion. Of course, this benchmark is different from the human point of view. The next verse is al-Hujurat verse 12:

يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِّنَ الظَّنِّ إِنَّ بَعْضَ الظَّنِّ إِثْمٌ وَلَا تَحْسَبُوا  
 وَلَا يَغْتَبَ بَعْضُكُم بَعْضًا أَيُّبُّ أَحَدِكُمْ أَنْ يَأْكُلَ لَحْمَ أَخِيهِ مَيْتًا فَكَرِهْتُمُوهُ  
 وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ تَوَّابٌ رَّحِيمٌ ﴿١٢﴾

This verse tells people to avoid prejudice that causes someone to backbite, which is about other people's disgrace. This verse

also shows that Allah likens people who backbite others to eat the flesh of their dead brothers. Of course, dead meat is so disgusting that this equation should make humans avoid talking about other people's disgrace. Related to the meaning of surah al-Hujurat verses 11 and 12, early childhood also needs to be instilled that humans are equal in the sight of Allah, both men and women, both rich and poor, both beautiful/handsome and ugly, and so on. So that fellow humans do not insult, mock, or even prejudice each other. Devotion to the Creator is the benchmark that distinguishes a person from other humans. This is in line with the continuation of his words in surah al-Hujurat in verse 13:

يُهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse states that Allah created humans from a man, namely Prophet Adam, and a woman, namely Hawwa, and made humans into nations and tribes to get to know each other so that they can help and complement each other. Of course, there are physical differences between tribes and countries, such as skin color, facial structure, posture, etc. This difference certainly does not make humans hostile to each other but can be taken lessons and lessons so that they are more grateful for Allah's blessings. The 13th verse of surah al-Hujurat is closed with an explanation that the noblest in the sight of Allah is the most pious. (Shihab, 2012).

Hastuti further explained that four types of bullying often occur among them:

### 1. Physical Bullying

Physical bullying is a form of violent behavior that is visible because it is supported by evidence, namely the physical touch carried out by the bully. Physical bullying usually occurs because of a big problem that continues into criminal acts such as biting, choking, kicking, slapping, grabbing, pinching, pushing hard, spitting, and damaging the victim's property.

### 2. Verbal Bullying

The sense of hearing can usually be recognized as verbal bullying. It can be the beginning of another bullying. Examples of

verbal bullying include slandering, criticizing, shaming, making fun of, spreading gossip, dehumanizing, and intimidating.

### 3. Psychic Bullying

Psychic bullying is bullying whose actions are carried out by breaking the relationship or relationship that the bully has, which has a purpose and intention that is not good for the victim of bullying (Mahayanti et al., 2023). Psychic bullying can be in the form of ostracizing, sneering, humiliating, looking with a cynical gaze in addition to a gaze full of threats and discrimination (Widiyanthi, 2017).

### 4. Cyber Bullying

Cyberbullying is an act of bullying that occurs due to the development of increasingly sophisticated information technology. Cyberbullying is carried out by utilizing today's technology, such as gadgets, computers, laptops, and many more; the perpetrator does this by giving threatening messages that make the victim feel scared; this is commonly called terror. Not only that, the perpetrator even sends chat messages, SMS, and pictures that can hurt the victim mentally because the picture is related to the victim's matters (Hastuti & Maryatun, 2024).

Factors that cause bullying, according to Ariesto, include:

#### 1. Family

Bullying perpetrators usually come from families that are not okay with it, or there is a fight in it, and the habit of parents who often punish their children excessively is this: the child will imitate what he sees. The child is accustomed to seeing the fight as right and has a complex nature, which results in the child committing bullying behavior by bullying his friend because the child feels stronger. (Bili & Sugito, 2020).

#### 2. School Factors

Schools are places where educational activities and processes occur; schools organize education, learning, and training activities. Schools are formal educational institutions that systematically organize teaching, learning, and training programs to help students develop and improve moral, spiritual, intellectual, emotional, and social potential. Schools

where bullying usually occurs are schools with minimal teacher supervision, especially for students who live in the back class or far from teacher supervision; children spend much time at school, so school conditions can cause bullying behavior. (Vaillancourt, 2015).

### 3. Peer Factors

Peers are a factor that significantly influences bullying; this happens because children spend much time at school, and some children usually carry out bad behavior to hurt their friends, such as kicking friends, pushing, and making fun of bad words, resulting in trauma to one of the children. (Arumsari et al., 2018).

### 4. Mass Media Factor

Mass media is very influential in bullying behavior because there are so many shows that are not suitable for consumption by children, often containing elements of fights and quarrels. (Silva et al., 2021). Many bullying actions are shown in a scene, both verbally and physically, ranging from the simplest things, such as inciting someone, to acts of violence, such as hitting, grabbing, slapping, punching, fighting, etc. (Ayuni Despa, 2021).

In this case, children are most easily influenced by the scenes they see on television and even practice them. (Bili & Sugito, 2020). This is a form of social media abuse among children and encourages bullying behavior. (Bahri, 2022). Various forms of bullying behavior usually occur in both verbal and non-verbal forms. (Mahriza et al., 2020). Bullying that often occurs in children in general, such as mocking and making fun of friends during learning, pushing friends, not allowing friends to sit with them, hiding their friends' belongings, hitting friends, grabbing friends' hair, and many more of these mentions are forms of how a child's behavior is bullying his friends. (Arumsari & Setyawan, 2018).

How to deal with bullying cases in educational institutions:

#### 1. Early detection of bullying cases.

In this case, the teacher must know and be sensitive to all situations and conditions experienced by students so that

there is something that makes children feel uncomfortable while at school; for example, children feel afraid when they want to go to school. (Muhopilah & Tentama, 2019).

2. Set a good example through animated videos and games.

In general, bullying occurs because children often imitate what they see. Therefore, teachers must model good behavior in children and be careful in their actions. Teachers can introduce the prohibition of bullying to children through singing, watching animated videos, or playing games so that children will imitate good behavior from what they watch (Kampoli et al., 2017).

3. Teach children to be able to defend themselves when they are bullied.

In this case, the form of defense does not have to be violent, but as teachers, we can tell children if they experience bullying so that they can immediately report it to parents or teachers. (Nickerson et al., 2014).

4. Helping bullies to acknowledge and stop their bad behavior.

Bullying is included in bad behavior, so a smart and good teacher must help students stop it. In this case, not only do teachers play a role, but parents also need to do several things so that their children can stop it (Sofyan et al., 2022).

Ten parental actions can be used to help overcome bullying in the school environment, including:

1. Talk and listen to children every day.
2. Take time to rest with your child.
3. Be a good example of kindness and leadership.
4. Learn the signs of a child being bullied.
5. Create healthy anti-bullying habits early on.
6. Help your child's school organize anti-bullying effectively.
7. Make a household rule about bullying.
8. Teach your child how to be a good witness.
9. Teach children about the problem of cyberbullying (Hymel et al., 2012).

In line with the description above, the following is the result of an interview with an early childhood education practitioner

and gender observer, Mrs. Indy Ari Pratiwi, M.Pd., who stated, "In the case of early childhood, bullying can occur when children lack attention from parents so they do many things that are not following manners to seek attention. In addition, violence seen by people around them also becomes a reference for children to do it too. On the other hand, technological advances also make it easier for children to access violent content, both on social media and in games. Moreover, to overcome this, a deep understanding and approach to children is needed to instill the bad impact of violence and also teach them to empathize. The existence of learning media, such as the animated video Ibra Berkisah episode 17 entitled "Bullying," is considered to provide an understanding of verbal and nonverbal bullying. Still, it is less effective without guidance and mentoring. In addition, the examples in the video can also be applied to children's friendship environment. As a learning medium, educational videos are beneficial in instilling interesting and interactive understanding in children according to their age."

#### **D. Conclusion**

Parents and teachers need to work together to overcome bullying behavior in schools. Bullying behavior can be prevented by continuously instilling in children that the glory of man in the sight of Allah depends on his level of devotion to Allah, not his wealth, intelligence, beauty, posture, and so on. In addition, invite children to watch the animated video "Ibra Berkisah" entitled Bully. By watching the animated video "Ibra Berkisah," it is hoped that teachers and parents will know how to overcome the problem of bullying. By showing the animated video, children are expected to be happy and know that bullying is not allowed. Children can understand that fellow friends should not make fun of, mock, or demean each other. Ibra Berkisah has been quite successful in preventing bullying by using animated videos. This can be proven by researchers practicing at RA TARBIYATUL AULAD, who get good results. For example, children increasingly understand that mocking, insulting, and avoiding/not teaching them to play are destructive behaviors that must be avoided.

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