



THE EFFECT OF ROLE PLAY METHOD ON ADOLESCENTS' KNOWLEDGE ABOUT BULLYING PREVENTION

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ABSTRACT

Introduction: Adolescence is a transition period from childhood to adulthood. As a teenager, individuals will begin to recognize a wider environment than family, and the socialization experienced by individuals will also be wider. Role-playing or role-playing methods as a treatment for bullies in schools so that they can prevent bullying activities that continue to recur. **Methods:** This study aims to determine the effect of the role-play method on preventing bullying in teenagers at SMP Negeri 1 Karanggeneng. This study used a quantitative pre-experimental design method with a one-group pre-test-post-test design approach. The population was 471 patients, with a sample of 114 with a simple random sampling technique. Data analysis used the Wilcoxon test. **Results:** The results of this study obtained 114 respondents for increasing bullying knowledge prevention with the final result being an increase of 94.7% in the good category, 5.3% in the sufficient category, and 0% in the less category. In the statistical test using Wilcoxon, the z value was obtained = -9.858 with a significant p-value = 0.000 where the significance standard $p < 0.005$, meaning that there is an influence of the role-play method on the level of bullying cases in adolescents at SMP Negeri 1 Karanggeneng before and after. **Conclusions:** The use of role-play techniques in adolescent students to improve bullying prevention knowledge has a significant influence. The use of role-play techniques has significance in increasing bullying prevention, so it can lead to increased knowledge in adolescents of SMP Negeri 1 Karanggeneng.

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INTRODUCTION

The adolescent stage is a transitional period where many physical, emotional, and thought changes occur during the adolescent development period. The adolescent development stage is a very unstable period due to the process of finding one's identity. The unstable nature of adolescents causes adolescents to do things that exceed the age limit of adolescents, one form that can be done by adolescents is bullying (Jannah, 2023). The form of change that occurs in the adolescent stage is in the social and social aspects of adolescents. It can be seen from the conditions that good adolescent socialization can be said to be by the rules or norms that apply in society can be shown such as adolescents can prioritize behavior in understanding the boundaries of their socialization between friends by not hurting and demeaning friends, being able to stabilize emotions, not discriminating in the process of friendship, being polite to fellow friends, being able to maintain speech and doing positive things in socializing with friends so that no one is harmed by each other

(Mulia et al., 2024). There are many possible acts of violence that occur in the school environment. Lately, there have been many news cases of bullying in the school environment. Bullying is aggressive and negative behavior of a person or a group that is repeated and abuses the imbalance of power to hurt the victim either mentally or physically. Bullying is done in various ways, such as verbal, physical, and cyberbullying (Maemunah & Karneli, 2021). Bullying among teenagers is nothing new. Many victims of bullying are people who have more power, such as parents, older siblings, seniors, or peers who can be the perpetrators of bullying (Ningsih & Sumiatin, 2023). Bullying behavior can be prevented from an early age, especially in the school environment. During the adolescent development stage, it can be adjusted to the developmental tasks of adolescents, as adolescents socialize with peers, adolescents must be equipped with knowledge about choosing good friends and how to fight bullying behavior, the way that can be done is by



providing education and educating about bullying in adolescents (Ningsih et al., 2022).

Based on the results of the Programme for International Students Assessment (PISA) research, Indonesia is the 5th highest country out of 78 countries as the country with the most students experiencing bullying, with the number of victims being 41.1%. Data according to the Commissioner of the Indonesian Child Protection Commission (KPAI) 2020 over the past 5 years (2016-2020) showed that there were 506 cases of children as victims of bullying (Ayuwandari et al., 2023). The results of a survey by Putik Psychology Center Indonesia show that as many as 3.5 million students in Indonesia are victims of bullying every year, and Indonesia was ranked second in the world for bullying in 2015. In 2015, the NGO Plan International Center for Research on Women (ICRW) conducted research on bullying in Indonesia with the results that as many as 84% of children in Indonesia experienced cases of bullying at school and this figure is higher compared to other countries in the Asian region such as Vietnam, Cambodia, Nepal and Pakistan (Mardiyah & Abdul Syukur, 2020). Data from the Child Protection Agency (LPA) in 2019, East Java stated that the summary of the number of cases of violence that occurred was 90 cases (Zahranie et al., 2024). In 2021, especially in East Java, Indonesia, incidents of bullying increased every year. According to KPAI data, it was found that as many as 1,283 cases of bullying were reported (Hardiyanti & Indawati, 2023). According to data from the Child Protection Agency (LPA) in 2019, there were 11 cases of bullying in Lamongan (Zahranie et al., 2024).

Adolescence is a transition period from childhood to adulthood. As a teenager, individuals will begin to recognize a wider environment than the family, and the socialization experienced by individuals will also be wider (Romadhoni et al., 2023). In the process of becoming adults, teenagers interact a lot with their peers, with many teachers at school from different social and ethnic backgrounds. Teenage relationships have not only positive but also negative sides. The positive effects of interactions on teenagers such as when they are accepted by their peers, and negative effects occur when they experience rejection, insults, or are ignored. This can make a teenager feel lonely and show hostility (Jannah, 2023). Bullying is the behavior of someone who uses power or strength to hurt a weaker person or group so that the victim feels hurt and uncomfortable (Diantini & Mustamiin, 2024). Bullying behavior must be acted upon immediately because the impacts can have very serious effects on victims,

both short-term and long-term. The short-term effects that can be caused are such as physical injuries due to physical violence received by the victim, feeling unsafe such as not daring to go to school because the place is the same as the perpetrator, or having a lack of courage to leave the house and meet peers. The long-term effects that can be caused are experiencing emotional problems and feelings of inferiority, difficulty socializing, depression, and even feelings of wanting to commit suicide in cases of bullying that occur at school, all elements of the school can be a place for children to become victims of bullying (Susanti et al., 2023). Role-play techniques or role-playing techniques can help teenagers in exploring roles and behavior in adolescent society. Role-play techniques that are done correctly will make teenagers understand the role being played, so role-play techniques are an alternative to increasing knowledge of bullying prevention in teenagers (Atikah & Wirastania, 2022).

Preventive efforts to overcome bullying can be carried out through education and training, while curative efforts can be carried out by providing treatment to children who have become or are at risk of becoming victims of bullying (Susanti et al., 2023). In addition, role-playing techniques can be carried out as a learning medium for preventing bullying in adolescents. In role-play or role-playing techniques, students work in groups with roles assigned are based on social conditions experienced by group members. Role-playing or role-playing methods is a way to increase knowledge and prevention of bullying in adolescents, so that they can prevent bullying activities that continue to recur. Roleplay is the most effective game in students' social development (Jannah, 2023). For this reason, this study aims to determine the level of knowledge of adolescents about bullying prevention.

MATERIALS AND METHODS

This research design uses a quantitative pre-experimental design method with a one-group pre-test-post-test design approach. The population in this study was 471 adolescents at SMP Negeri 1 Karanggeneng. This study used a simple random sampling technique. The sample size was 114. The questionnaire used is a pure questionnaire made by the researcher himself and has been tested for validity with a calculated r value $> r$ table and the results of the reliability test if the Cronbach's Alpha value > 0.6 then it is reliable and the results of the reliability test are 0.683 which means it is reliable. The data collection technique used in this study was the role-play technique and filling out pre- and post-test questionnaires. Data processing used the

Wilcoxon statistical test on the variables. This study was conducted in May 2024. This study was approved by the Health Research Ethics Committee of the Muhammadiyah University of Lamongan on May 21, 2024, with the ethics number 104 / EC / KEPK-S1 / 05/2024. Before the study was conducted, the researcher collected data according to the agreed criteria and explained it to the respondents who then gave informed consent upon a pre-test questionnaire sheet. Next, the researcher collected data and then provided guidance and role-play methods to the

respondents. Then, two to three respondents were selected to be given their respective roles in the form of bullying perpetrators, victims, and witnesses. Furthermore, the researcher ensured that each role reflected the situation that was happening in the school environment. After the role-play technique was carried out on the respondents who had been exemplified, the respondents were then given a post-test questionnaire, and a Wilcoxon statistical test was carried out.

RESULTS

Table 1. Distribution of the influence of the role-play method on preventing bullying in adolescents at SMP Negeri 1 Karanggeneng 2024(n=114)

Prevention Knowledge	Before the Role Play Method is Carried Out		After the Role Play Method is Carried Out	
	f	%	f	%
Good	0	0	108	94,7
Enough	20	17,5	6	5,3
Less	94	82,5	0	0
Total	114	100	114	100

Uji Wilcoxon $z = -9.858$ dan $p = 0.000$

Based on the results of the cross-tabulation above, it was found that respondents' bullying prevention knowledge before being given the role-play method (0%) with a good category (0 respondents), and there was an increase of (94.7%) with a good category (108 respondents), respondents' bullying prevention knowledge before being given the role-play method (17.5%) with a sufficient category (20 respondents) and there was a decrease of (5.3%) with a sufficient category (6 respondents) and respondents'

bullying prevention knowledge before being given the role-play method (82.5%) with a less category (94 respondents) and there was a decrease of (0%) with a less category (0 respondents). After conducting a statistical test using Wilcoxon, the z value was obtained = -9.858 with a significant p -value = 0.000 where the significance standard $p < 0.005$, meaning that there is an influence of the role-play method on the level of bullying cases in adolescents at SMP Negeri 1 Karanggeneng before and after.

DISCUSSION

The results of this study found that most respondents were less knowledgeable about bullying prevention in the lower category. After cross-tabulation was carried out with the predetermined bullying prevention criteria. It was found that more than half of the respondents had knowledge of bullying prevention; as many as 94 respondents were in the less category, 20 respondents were sufficient, and 0 respondents were good. After a statistical test using Wilcoxon, a significant effect was obtained on the use of the role-play method on the level of bullying cases in adolescents at SMP Negeri 1 Karanggeneng before and after it was carried out.

The results of this study are in line with previous research conducted by Jannah 2023, this study explains that there are significant changes in the process of providing role-play techniques, and the description of role-play techniques or role-playing techniques has a significant impact, based

on the results of data and observations there are changes according to the expected indicators (Jannah, 2023). The results of this study are also in line with research conducted by (Maemunah & Karneli, 2021) who mentioned that there is an increase in bullying prevention after being given role-play action compared to before being given role-play action so the application of role-play techniques is effectively given to junior high school teenagers to increase bullying prevention in teenagers. The research conducted is also in line with previous research conducted by (Mardiyah and Abdul Syukur, 2020) that there is a difference in results before and after being given the role play technique, this condition occurs because knowledge can increase with the educational process that has been obtained through education with the role play technique. The study (Kusumawardani et al., 2020) explained that there were significant changes in meaningful knowledge

before and after role play was carried out on teenagers, so there was a significant change in the knowledge of respondents who were given role-play techniques. This research is in line with that there are differences in respondents before and after being given the role-play technique, so it can be concluded that there is an understanding of bullying in the group of teenagers who were given the role-play method compared to before.

The results of knowledge about bullying prevention also increased because when conducting the intervention, students were enthusiastic and delighted to implement the role-play method. This is because the method given is different from methods that have ever been used beforehands. Knowledge in students after being given role-play intervention eventually increase so as to reduce the occurrence of bullying that can occur at any time.

CONCLUSIONS

The use of role-play techniques in adolescent students to improve their knowledge of bullying prevention has a significant influence. The use of role-play techniques has significance in increasing bullying prevention, so it can lead to increased knowledge in adolescents of SMP Negeri 1 Karanggeneng.

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AUTHORS' CONTRIBUTIONS

All authors participated in the research and publication of this article. From preparing the background, research concept, data collection, data analysis, drafting the manuscript, revising the manuscript, and until this article is accepted, and ready for publication.

CONFLICT OF INTEREST

This research was conducted purely to complete the undergraduate program to obtain a bachelor's degree in nursing.

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