

Audiovisual Media and Its Implications in Art Therapy: A Review of Anti-Bullying Instrumentation

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Abstract. The phenomenon of bullying among Indonesian teenagers shows an alarming trend with a significant increase in cases. Art therapy-based intervention approaches through audiovisual media offer the potential for innovative solutions, but valid and reliable measurement instruments are needed to objectively evaluate their effectiveness. This study aims to systematically examine psychometric characteristics and the application of bullying behavior measurement instruments in the context of art therapy-based audiovisual media intervention.. This study uses the method of systematic literature review with content analysis of previous studies. The data source is obtained from published scientific literature in the period 2010-2024 which discusses bullying measurement instruments and art therapy interventions. Studies show that the Likert scale questionnaire is the dominant instrument used, with adaptations of standardized instruments such as the Illinois Bully Scale and Olweus Bully/Victim Questionnaire. The results of the analysis of the instrument showed excellent psychometric characteristics with item validity values ranging from 0.497-0.751 and reliability Cronbach's alpha 0.930. This instrument is able to measure various dimensions of bullying behavior comprehensively covering physical, verbal, social, and cyber aspects. The integration of art therapy interventions through audiovisual media with standardized measurement instruments provides a comprehensive approach to bullying prevention. This study recommends the use of instruments with tested psychometric characteristics to ensure accurate and reliable evaluation of interventions

Keywords: Bullying, Instrument, Adolescents



INTRODUCTION

Bullying has become a worrying socio-psychological phenomenon among adolescents. At the end of 2024, the Indonesian Child Protection Commission (KPAI) recorded 240 cases of violence (bullying), showing a significant increase from the previous year (KPAI Public Relations, 2025). Unicef Indonesia even in 2018 reported that 40% of suicides in Indonesia were caused by bullying (Unicef, 2020). Bullying, whether in the form of physical, verbal, social, or cyber (cyber), is an expression of abuse of power that aims to injure, intimidate, and suppress individuals who are perceived as weaker (Yuyarti, 2018; Hurlock, 2017).

Bullying behavior is often rooted in complex emotional experiences, emotional regulation difficulties, and unexpressed trauma. If left unchecked, bullying can develop into an uncontrollable phenomenon. In this context, guidance and counseling services play a crucial role as the closest foundation to students to solve personal and social problems. Various efforts to deal with bullying have been encouraged by schools, ranging from providing information to anti-bullying campaigns. However, there are still few of these methods that utilize Art Therapy (art therapy) as the main focus of intervention (Pama, 2019).

Art Therapy offers a theoretical and practical framework for reaching deeper psychological layers. As a modality of expressive therapy, Art Therapy is based on the premise that the creative process of making art can facilitate the exploration of emotions, recover trauma, and increase self-awareness in a safe and non-judgmental space (Malchiodi, 2005). Audiovisual Media, as one of the media that utilizes elements of Art Therapy in its application, offers a more immersive and engaging presentation of information. The Format of films, slides or short videos is not only capable of conveying informative content but also of building empathy and simulating experiences in a visual-auditory way, so that the message conveyed is easier to internalize.

Previous research has suggested that providing intervention through audiovisual media—which is closely related to the principles of art therapy—can reduce bullying behavior in junior high school students (Pama, 2019; Pama, 2024). The success of such interventions is generally measured quantitatively using standardized research instruments. The most commonly used measurement instrument is the Likert scale-shaped psychometric questionnaire, which is designed to measure the frequency, intensity, and type of bullying behavior. Some of the standard instruments that are often used as references include the Illinois Bully Scale (Espelage & Holt, 2001) which measures perpetrator behavior, the Olweus Bully/Victim Questionnaire (OBVQ; Olweus, 1996) which identifies the role of individuals as perpetrators, victims, or bystanders, and the Bullying Behavior Scale which adapts specific aggressive behavior indicators to the Indonesian school context. These questionnaires have advantages in terms of reliability and validity, allowing researchers to conduct pre-test and post-test measurements objectively to evaluate the effectiveness of the intervention.

The Art Therapy approach offers a method for advanced intervention that addresses the emotional roots of bullying, the results of which can then be measured empirically through these instruments (Malchiodi, 2012). The integration of art-based interventions and objective measurement represents a comprehensive model for tackling bullying, from the Cognitive to the psycho-emotional level. Therefore, this study aims to review the literature on the use of instruments in measuring bullying behavior after intervention through audiovisual media.

METHODOLOGY

The type of research used is Library Research. In library Studies, Research is carried out by reviewing and studying various literature (books, journals, legal regulations, and others) which are used as references based on the subject matter studied (Arikunto, 2019; Sugiyono, 2019; Creswell, 2020). Data analysis is done with content analysis techniques which use the results of research as a source of data and descriptive analysis.

RESULT AND DISCUSSION

Based on the literature review, audiovisual media is effectively used as an Art Therapy module because of its ability to create a simulation of a safe experience (safe space) for adolescents to reflect and process emotions. A video or short film showing a Bullying scenario can serve as a mirror, allowing the perpetrator, victim, or bystander to understand the impact of their behavior without feeling directly attacked. This process is aligned with the principles of Art Therapy which emphasizes indirect and non-verbal expression (Malchiodi, 2005).

Studies by Pama (2019, 2024) prove that this internalization of messages through audiovisual simulations is more effective in changing adolescents' perceptions and attitudes towards Bullying than conventional lecture methods. A review of various literatures shows that the Likert scale questionnaire is the most dominant instrument used to measure changes in Bullying behavior (Ningrum & Astuti, 2023). Psychometrically, the Likert scale is seen as more measurable and systematic because it is able to quantify complex psychological constructs such as bullying behavior into observable operational indicators. This instrument serves as an effective quantitative measure to capture behavioral changes observed and believed by students at the cognitive and affective level, specifically in measuring increased knowledge about Bullying and decreased intention to commit aggression (Yusrarefin & Aulia, 2025).

In the context of measuring bullying, these instruments generally adapt or modify scales that have been tested for validity and reliability internationally, such as: the Illinois Bully Scale (Espelage & Holt, 2001) which focuses on measuring proactive aggressive behavior, the Olweus Bully / Victim Questionnaire (OBVQ) which measures the perception of individuals as perpetrators and victims, and the Bullying behavior Scale that integrates various dimensions of bullying behavior (Bariyyah, et.al, 2024). Adaptation of this instrument must go through a rigorous translation process, content validity tests by experts, and reliability tests with representative samples to ensure compliance with the Indonesian cultural context.

The questionnaires generally contain statements that measure the frequency of Bullying behavior in its various manifestations (physical, verbal, social, cyber), the intention to bully, as well as empathy and attitude towards the victim. In Pama's research (2019) the instrument used has 25 items of statement items covering various dimensions of bullying behavior, more details are shown in Table 1, below :

Table 1. Effectiveness of Audiovisual Media in reducing Bullying

NO	PERNYATAAN	Pilihan Respon				
		SS	S	R	TS	STS
1	Saya mencibir teman yang tidak saya suka dihadapan teman yang lainnya					
2	Saya tidak memanggil teman dengan nama julukan.					
3	Saya menasehati teman yang menyebarkan cerita aib orang lain					
4	Saya bersikap biasa saja saat teman yang tidak saya sukai ada dihadapan saya					
5	Saya melaporkan teman yang menyebarkan cerita tidak benar tentang saya kepada guru					
6	Ketika saya melihat teman sedang mengolok-olok teman lainnya saya langsung melaporkannya kepada guru.					
7	Ketika saya melihat teman sedang berkelahi di lingkungan sekolah, saya hanya diam dan ikut menonton					
8	Saya tidak memukul teman ketika marah					
9	Ketika melihat teman dikucilkan saya mengajaknya bermain Bersama.					
10	Saya berteman tanpa memandang kekurangan teman					
11	Ketika teman mengejek kekurangan saya, saya tidak memperdulikannya					
12	Saya memaafkan teman yang berbicara buruk mengenai saya					
13	Saya memanggil teman dengan nama orangtuanya					
14	Saya mendukung teman yang kurang percaya diri agar lebih berani					
15	Ketika saya dihina teman, saya menegurnya					
16	Saya menegur teman yang menghina fisik teman lainnya.					
17	Saat teman mempermalukan teman lainnya, saya ikut serta					
18	Ketika teman mempermalukan teman lainnya saya ikut serta.					
19	Ketika mengetahui cerita tidak baik teman, saya tidak menceritakannya kepada orang lain					
20	Saya meninggalkan komentar tidak baik pada laman media sosial yang tidak saya senangi					
21	Saya tidak suka memakai kekerasan ketika menghadapi teman yang menjelekkan saya					
22	Saya mengabaikan teman yang berkomentar kasar pada laman media sosial saya					
23	Saya merasa percaya diri dalam berteman					
24	Saya membalas hinaan teman yang menghina saya					
25	Saya mengajak teman untuk tidak saling menghina kekurangan masing-masing					

The questionnaire with 25 items of the statement is then tested for validity using product moment correlation. The results of the validity test showed that all items have a correlation value (R count) above 0.497, which exceeds the critical value for a large sample ($R_{table} \approx 0.3-0.4$), so it can be concluded that all items are valid in measuring the construct in question. Validity values ranging from 0.497 to 0.751 indicate that this instrument has sufficient Differentiability, with some items (such as items 1 and 7) showing a very strong correlation with the construct of bullying behavior. The results of the validity test are described in Table 2 as follows: (Pama, 2019)

Table 2. Analysis Of The Effectiveness Of Audiovisual Media

Item (1)	Nilai “r” Hitung (2)	Kesimpulan (3)
Item 1	0.745	Valid
Item 2	0.607	Valid
Item 3	0.578	Valid
Item 4	0.676	Valid
Item 5	0.596	Valid
Item 6	0.677	Valid
Item 7	0.751	Valid
Item 8	0.569	Valid
Item 9	0.630	Valid
Item 10	0.703	Valid
Item 11	0.563	Valid
Item 12	0.547	Valid
Item 13	0.603	Valid
Item 14	0.694	Valid
Item 15	0.538	Valid
Item 16	0.622	Valid
Item 17	0.501	Valid
Item 18	0.596	Valid
Item 19	0.691	Valid
Item 20	0.554	Valid
Item 21	0.497	Valid
Item 22	0.702	Valid
Item 23	0.639	Valid
Item 24	0.595	Valid
Item 25	0.580	Valid

Source : Pama (2019)

Then, to support the validity of the questionnaire, the researchers also conducted a reliable test on the instrument, the results of which can be seen in Table 3, below:

Table 3. Audiovisual Media Effectiveness Instrument Reliability Test Results

Variabel	Butir Pernyataan	Cronbach Alpha	Kriteria	Keterangan
Efektifitas Media Audiovisual dalam Layanan Informasi Terhadap Penanggulangan Perilaku <i>Bullying</i>	25	0.930	0.60	Reliabel

Furthermore, to ensure the consistency of measurements, reliability tests were carried out using the Cronbach Alpha coefficient. The test results showed a value of $\alpha = 0.930$, which far exceeds the minimum limit of 0.70 required for research instruments (Nunnally & Bernstein, 1994). This very high alpha value indicates excellent internal consistency between statement items, indicating that the instrument measures the same construct consistently and reliably for use in research Measurement with questionnaires carried out pre-test and post-test to see the difference in scores before and after the provision of audiovisual Media intervention.

The advantages of this instrument lies in the ease of administration, the ability to reach large samples, ease of statistical data analysis, as well as the ability to provide objective and standardized quantitative data. However, it is important to note that self-report questionnaires such as these have a limited potential for social desirability bias, whereby respondents may be less likely to provide answers that are considered socially acceptable rather than reflecting their actual behavior. The likert scale questionnaire is an instrument that is easy to apply and the data obtained meets the needs of research (Fitriadi, 2025). This is evident from the many studies that use this type of instrument as a measuring tool in his research, such as in Rayani's research, et.al (2025) which used likert scale questionnaires to measure the success of anti-Bullying education strategies, Mutia research, et.al (2024), Adelia, et.al (2025), Singamurti & Anggraini (2022), and previous research by Charlos (2015) to measure students understanding of bullying.

Based on a comprehensive review of bullying measurement instruments, it can be concluded that the use of Likert scales that have been tested for validity and reliability is a strong methodological approach to evaluating the effectiveness of anti-bullying interventions. The combination of Art Therapy intervention through audiovisual media with measurement using standardized Instruments provides a comprehensive approach in dealing with bullying problems among adolescents

CONCLUSION

Handling bullying has been widely applied in schools ranging from elementary to upper. Various efforts have been made ranging from providing information, to anti-bullying campaigns on social and non-social media, but still show a significant decline. The use of audiovisual media is an effective and engaging Art Therapy module for intervention in bullying behavior in adolescents, because it is immersive and able to build empathy. This is supported by the acquisition of data obtained through questionnaires that show a significant decrease in bullying behavior. The most common and valid measurement instrument for evaluating the success of an intervention is the Likert scale questionnaire adapted from standard instruments such as the Illinois Bully Scale. In

summary, this article shows the importance and effectiveness of anti-bullying questionnaires used to measure bullying behavior.

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