Conference Paper

Communicating Anti Bullying Educational Messages For Elementary School Student Through Board Game Storyline

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ABSTRACT

Bullying behavior in elementary school children is increasing daily, following the current development of the digital era. It has become one of the most important cases to be followed up on because it can negatively affect the children's morals and it can also hurt others. Therefore, as an effort to tackle bullying cases, it is necessary to deliver innovative anti-bullying educational messages to children at the elementary school level, in hopes that children will become more interested, and will be easier to absorb the educational messages. Innovative anti-bullying educational messages can be delivered through an interesting and fun storyline of the board game media. The steps used to construct this research are identifying the problem or phenomenon, primary and secondary data collection, and analyzing the primary and secondary data using the Questioning Method of 5W + 1H (What, Why, Who, Where, When, How) to compile anti-bullying educational messages for elementary school children which are packaged attractively through the storyline of a board game. This study concludes that there was three rating weight of anti-bullying actions carried out by elementary school children, namely mild, moderate, and severe. Each rating weight of anti-bullying has five forms of bullying so that there are 15 forms of bullying in total. Each bullying act is then processed into a case study in the form of questions on the board game, with a question model that intentionally touches the empathy of elementary school children. Each question has three positive answer options with different levels of anti-bullying (levels 1, 2, and 3). These levels of anti-bullying are the points that will be obtained by each player (level 1 = 1 point, level 2 = 2 points, level 3 = 3 points). If the player gets a total of 15 points as minimum points, then the player is considered to have low anti-bullying action if the player gets a total of 15-30 points, then the player is considered to have moderate anti-bullying action, and if the player gets a total of 30-45 points, then players are considered to have high anti-bullying actions. These total points are the rewards on this board game.

Keywords: Board game storyline, elementary school children, board game, anti bullying education.

Introduction

Bullying behavior in elementary school children is increasing daily, following the current development of the digital era where children as young as the elementary school level can easily find television shows and examples of bullying behavior without appropriate guidance (Erika et al., 2017). Bullying cases for elementary school children are also increasingly often being found either in printed, electronic, and social media. In some cases, bullying which in itself is a form of deviant behavior has even led to a criminal level. On the other hand, bullying behavior has not been taken seriously either by teachers or parents. They think that bullying behavior is one of the

How to cite:

Krishanti, N. P. R. A., Zulfiana, D., & Wikantyoso, B. (2021). Antimicrobial production by an actinomycetes isolated from the termite nest. *5th International Seminar of Research Month 2020*. NST Proceedings. pages 105-115. doi: 10.11594/nstp.2021.0916

common processes of child development, so that there is no need to follow-up and solve this problem of bullying behavior. The further impact is that bullying often occurs repeatedly both in the school environment and in the neighborhood. Bullying behavior among elementary school children is the most important case to be followed up because it can negatively affect the children's morals and can also hurt others (Jan & Husain, 2015).

Therefore, as an effort to tackle bullying cases in elementary school children, it is necessary to deliver innovative anti-bullying educational messages to children so that children can be more interested and absorb the educational messages easier. Anti-bullying educational messages can be delivered through an interesting storyline on the board game media, where children will feel challenged to solve a problem through the storyline, become winners, and get rewards (Soefandi, 2015). Also, children are mostly very fond of games, play activities, interactivity, and fun things. These aspects can help the educational messages to sink into the children.

Figure 1. The example of the Snake & Ladder board game (Source: id.wikihow.com)

Figure 1 is an example of a snake and ladder board game with the storyline is to determine who plays first by rolling the dice and seeing who gets the highest score. Each player rolls the dice again and move forward several squares according to the number that appears on the dice. Go up through the ladder while stopping at the ladder tile and descending through the snake while stopping at the ladder tile. Players can take additional turns if the number that appears on the dice is six. The player must stop right at the last square to become a winner

Material and Methods

The research method used in this research is a qualitative method with the following steps (Hossain, 2011):

1. Identifying a problem or phenomenon;
2. Primary and secondary data collection;
3. Analyzing primary and secondary data using the Questioning Method of 5W + 1H (What, Why, Who, Where, When, How) to compile anti-bullying educational messages to elementary school children which are delivered & packaged attractively through the board game storyline.

Formulation of the research problem

Researchers study the problem or phenomenon that is happening in society and is urgent to be resolved, to construct the mainframe of the research. The phenomena or problems that have been discovered are then observed and dissected carefully to find the truth within the existence of these phenomena or problems. Furthermore, the data that has been obtained will be more closely analyzed to be summed up as the problem formulation, so that an applicable solution can be found. The solution found through this study was to communicate the anti-bullying educational messages which were packaged attractively through a storyline on a board game to elementary school children as the output of this study.

Data collection

The data used in this study is collected in the form of primary data and secondary data collection. Primary data were collected through in-depth interviews, while secondary data were collected through literature studies.

Primary data

Primary data is the data collected directly from the source using various methods. The method used to collect primary data in this study is the qualitative method by conducting in-depth interviews.

- **Depth Interview**

An interview is a conversation conducted by two parties with a specific purpose, namely between the interviewer who asks the question and the interviewee who provides the answer to the question (Moleong, 2010). In this study, in-depth interviews were conducted with four different parties to obtain the necessary data.

The first interview was conducted with elementary school teachers in Surabaya as a source to obtain data related to bullying behavior that is often done by elementary school children, and to find out any anti-bullying education efforts that have been carried out thus far. The second interview was conducted with child psychologists to find out the solutions applied thus far to deal with bullying behavior performed by elementary school children based on the psychological point of view. The third interview was conducted with elementary school children in Surabaya to find out their level of interest in board games and how they behave towards their peers. The fourth interview was conducted with a board game media practitioner, namely one of the Indonesian board game creators, where the researchers acquire as much information as possible related to a board game with an interesting storyline to be played by elementary school children.

Data analysis technique

The qualitative data analysis in this study is conducted using the questioning method (namely the 5W + 1H analysis). The 5W + 1H analysis is an analysis method that uses the systematic set of questions consist of *What, Why, Who, Where, When, and How* to conclude anti-bullying educational messages for Elementary school level children who have packaged attractively through the storyline of a board game.

Results and Discussion

Primary data and secondary data that have been collected are then analyzed using the formulation of the 5W + 1H questions (What, When, Where, Why, Who, How) to conclude anti-bullying educational messages for elementary school children which are packaged attractively through the storyline of a board game.

What

Table 1. 5W+1H analysis: what

What forms of bullying are often carried out by elementary school children?
According to the results of an interview with one of the teachers at a private elementary school in Surabaya, some of the bullying actions often carried out by students are teasing, making fun of their parents' names, sneering at friends who have new things, borrowing things without permission, returning things as they please, and not saying "thank you".
According to the results of interviews with two target audiences of students in private elementary schools and public elementary schools in Surabaya, some of the bullying acts that are often carried out by students are being nosy, making fun of their parents' names, hitting, and setting pranks.
According to the results of interviews with child psychologists, some of the bullying actions that are often carried out by students are mocking, excluding from groups, and being picky in choosing play-mates
Is anti-bullying education implemented in schools, especially at the elementary school level?
According to the results of an interview with one of the teachers at a private elementary school in Surabaya, so far there have been positive activities that are often held in schools to support anti-bullying education. These activities are such as charity as character building to care for others, such as sharing meals, giving a donation to other fellow students who have been stricken with misfortune, lending items to each other, and so on. If there is bullying against students at school, the teacher provides positive message education verbally many times to the students.
According to the results of interviews with two target audiences of students in private elementary schools and public elementary schools in Surabaya, teachers usually give messages to students to share and help each other with their friends at school. If there are acts of bullying at school such as students quarreling or taunting each other, the teacher's attitude is to reprimand students for doing these actions, threaten to report to the principal, and give punishment for doing assignments outside the classroom.
What innovative educational message delivery models have been used in schools?
According to the results of an interview with one of the teachers at a private elementary school in Surabaya, the educative message delivery model that has been used in schools is storytelling, playing true story videos that can touch the empathy of students.
According to the results of interviews with two target audiences of students at private elementary schools and public elementary schools in Surabaya, teachers have taught using more interesting methods at schools, such as using collages and storytelling.

When

Table 2. 5W+1H Analysis: When

When is the time this anti-bullying educational message most effectively conveyed to children?
According to the results of an interview with one of the teachers at a private elementary school in Surabaya and a child psychologist, the message of anti-bullying education is more effectively conveyed to elementary school children in the fourth grade to the sixth grade, because of their understanding of the environment is improving at that level.

Where

Table 3. 5W+1H Analysis: Where

Where can children receive anti-bullying educational messages?
This anti-bullying educational message will be conveyed by the teacher to students while at school. The teacher will assist students in delivering anti-bullying educational messages so that there is no misperception of children in receiving bullying educational messages.

Why

Table 4. 5W+1H Analysis: Why

Why raise anti-bullying educational messages?
The number of bullying behaviors among elementary school children is increasing each day and is increasingly often being found in print, electronic, and social media. Moreover, violence act which in itself is a form of deviant behavior has led up to criminal acts. Bullying behavior among children at the elementary school level is the most important case to be followed up because it can negatively affect children's morals and can hurt others. So as an effort to overcome bullying cases, anti-bullying education is needed to be carried out for children at the level of bullying. Primary school.
According to the results of an interview with a teacher at a private elementary school in Surabaya, the school always tries to instill a positive attitude towards students at school, such as holding activities that support anti-bullying education in schools. Also, the teacher continues to provide anti-bullying educational messages verbally to students at school, such as reminding students to always be positive with friends.

Who

Table 5. 5W+1H Analysis: Who

Who is the target audience for anti-bullying educational messages?
The target audience for the recipients of anti-bullying educational messages is children at the elementary school level in grades four to six because the level of their environmental understanding is much better at such stage. The target audience's social class is middle class and above, considering the target audience's parents' economy-level capable to afford board games. Geographically, the target audiences are Elementary students studying in Public and Private Elementary Schools located in the City of Surabaya. While psychographically, the targeted audiences are those that are interested in challenging

games and require a problem-solving skill. Based on the behavioral aspect, the target audiences are those who enjoy learning while playing games.

Anti-bullying educational messages

After analyzing the data using the 5W + 1H formula, then the anti-bullying educational message as in Table-7 are being constructed with the following explanation:

1. The anti-bullying actions carried out by elementary school children are ranked into three different rating weight, namely mild, moderate, and heavy.
2. Each rating weight has five forms of bullying behavior which are often carried out by children at the elementary school level. So, there are 15 forms of bullying behavior in total.
3. Each form of bullying is then processed into a case study in the form of questions on the board game with a question model that touches the empathy of elementary school children. 15 questions in total must be answered by each player.
4. Each question has three positive answer options in different anti-bullying levels (levels 1, 2, and 3). The anti-bullying level marks the point that each player will get with every question (level 1 = 1 point, level 2 = 2 points, level 3 = 3 points).
5. All points obtained from 15 questions will be summed as the final point at the end of the game. The maximum point that can be obtained by a player is 15 question x 3 points = 45points, and the minimum point that a player can obtain is 15 question x 1points = 15 points
6. If a player gets a total of 15 points as minimum points, then the player is considered to have low anti-bullying action if the player gets a total of 15-30 points, then the player is considered to have moderate anti-bullying action, and if the player gets a total of 30-45 points, then the player is considered to have high anti-bullying action. These total points are rewarded on the board game.

Table 7. The Copywrite list of anti-bullying educational messages packaged through the board game story-line

Numb.	Bullying Act Rating	Bullying Form (According to Research)	Questions Draft (Bullying Act Case Studies)	Answer Options Draft (Anti Bullying Education)	Answer Points (Anti Bullying Level)
1.	Mild	Picky when choosing a playmate	Your friend is always alone and sad in class, no one wants to play with him because his uniform is worn. What would you do?	I will invite my friends to play, but I am afraid that my other friends will also avoid me later.	1
				I will invite my friends to play regardless of whether I get avoided by the others or not.	2
				I will invite my friends to play and invite other	3

				friends to want to play with him.	
2.	Mild	Make friends feel inferior	During class, the teacher asks your friend to come to the front of the class, but your friend is not confident because he is afraid of being teased by your classmates.	I will ask the teacher to convince my friend.	1
				I will convince my friend and encourage him to come to the front of the class.	2
				I will reassure my friend, encourage him, and help him if he gets into trouble.	3
			What would you do?		
3.	Mild	Taunts and make friends feel inferior	In your school, some friends feel sad and not confident because other friends call him fat.	I will tell my friends to stop making fun of him, but I am afraid that they will stay away from me.	1
			What would you do?	I will tell my friend to always be confident and ignore the teasing of other friends.	2
				I will tell my friends to always be confident and tell their friends to stop making fun of them.	3
4.	Mild	Teasing other friends	There is one friend who is always annoyingly teasing the others in the class, so many friends keep themselves away from him.	I will tell the teacher if there are friends who are nosy in class.	1
			What would you do?	I will reprimand my nosy friend and invite him to play with me	2
				I will reprimand my nosy friend and invite the other classmates not to avoid him and play together with him because he is also our friend.	3

5.	Mild	Ridiculing friends	Every time the teacher gives an assignment about telling the family and mentions the names of parents, friends often make the names of the parents as material for ridicule.	I will alert friends who mock, but I am afraid that I will also become the next target of their taunts.	1
				I will remind my friends that we should not make fun of our parents' names.	2
				I will remind my friends that we should not mock and have to respect those who are older than us even though they are not our parents.	3
6.	Moderate	Showing off items to friends	What would you do?		
			There is one of your friends who like to show off with new things to the point of making friends jealous and sad because they can't have that item.	I will remind my friend not to show off anymore, but I am afraid that he will be offended and turned hostile towards me.	1
				I will remind my friends not to show off anymore.	2
7.	Moderate	Lying and blaming friends	What would you do?		
			You see two of your friends fighting over stationery until the teacher comes to intervene. One of your friends doesn't want to be blamed and doesn't speak honestly to the teacher.	I will remind my friends not to show off anymore, to share, and willingly lend their things to other friends.	3
				I will tell the teacher what happened, but I am afraid that after that he will turn against me.	1
				I will reprimand my friend for speaking honestly to the teacher after that incident.	2
				I will tell the teacher what happened.	3

To be continued...

8.	Moderate	Borrowing something from a friend without permission	What would you do?		
			In your class, one of your friends is borrowing something that belongs to another friend without permission.	I will remind my friends to ask permission when borrowing things, but that's not my stuff.	1
				I will remind my friends who have borrowed things without permission even though it's not my stuff.	2
9.	Moderate	Damaging friends' things	What would you do?	I will remind my friend to apologize and will not do it again.	3
			One of your friends often broke other friends' things but doesn't want to take responsibility.	I will remind my friends not to destroy other friends' things, but it's not my stuff.	1
				I will remind my friend to apologize and will not do it again.	2
10.	Moderate	Annoying and coercing friends	What would you do?	I will remind my friends to apologize and replace the things that he broke.	3
			During the daily exam, a friend of mine is always being bullied by other friends and they force him to copy his answer.	I will tell my friends to ignore friends who cheat.	1
				I will report this incident to Mr. or Mrs. teacher.	2
11.	Heavy	Making friends scared	What would you do?	I will tell my friends to refuse it and tell my friends who cheat if it's bad deeds.	3
			When you are going to the bathroom, you see some of your friends	I'll help my friends when the bullies are gone.	1
				I will report this incident to Mr. or Mrs. teacher.	2

To be continued...

			lock the bathroom door of other friends who are in it until they are scared.	I will stop them and reprimand them.	3
			What would you do?		
12.	Heavy	Pull a prank on a friend	Your friends are crying, their uniforms are soaked with water because they were pranked by some classmates.	I will help my friend dry the uniform	1
				I will help my friend and report this incident to Mr. or Mrs. teacher.	2
				I will help my friends and reprimand the friends who pull a prank on him to apologize and not to repeat it.	3
			What would you do?		
13.	Heavy	Hurting a friend	Your friend's hand hurts a lot because another friend hit him for no reason.	I will let off the friend who hit and ask my friend not to get back because it will hurt.	1
				I will remind the hitting friend to apologize to my friend for hurting.	2
			What would you do?	I will remind the friend who hit to apologize and report this incident to the teacher or teacher.	3
14.	Heavy	Physically hurting a friend	Your friend was in pain when he fell and his knee was bleeding	I will help my friend to be tended in the infirmary	1
				I will help my friends and reprimand the friends who had pushed them.	2

To be continued...

			because another friend pushed him.	I will help my friend and report this incident to the teacher or teacher.	3
			What would you do?		
15.	Heavy	Forcefully taking things from a friend	Your friend is sad because another friend took her pocket money and can't buy lunch.	I want to buy food for my friend, but I don't have enough money.	1
			What would you do?	I will reprimand a friend who takes money to return money that doesn't belong to him.	2
			What would you do?	I will buy food and share with my friends, then report this incident to the teacher or teacher.	3

Conclusion

The conclusion in this study is that the anti-bullying actions carried out by elementary school children are ranked into three different rating weights, namely mild, moderate, and heavy. Each rating weight of anti-bullying action has five forms of bullying which are often carried out by elementary school children, so there are 15 forms of bullying in total. Each form of bullying is then processed into a case study in the form of questions on the board game, with a question model that touches the empathy of elementary school children. Each question has three positive answer options in different anti-bullying levels (levels 1, 2, and 3). The anti-bullying level marks the point that each player will get (level 1 = 1 point, level 2 = 2 points, level 3 = 3 points). These points are rewarded in the board game. If the player gets a total of 15 points as minimum points, then the player is considered to have low anti-bullying action if the player gets a total of 15-30 points, then the player is considered to have moderate anti-bullying action, and if the player gets a total of 30-45 points, then players are considered to have high anti-bullying actions.

Acknowledgment

We would like to thank the Institute for Research and Community Service (LPPM), the Universitas Pembangunan Nasional "Veteran" Jawa Timur for providing funding for this activity. We also express our gratitude to all parties who helped this activity to the end.

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