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## Development of Interactive Video to Enhance Students' Understanding of Physical Bullying at SDN 62 Rontu, Bima City

Nurmala\*, Sri Lastuti, Mirham Imamsyah

Primary School Teacher Education Study Program, Taman Siswa STKIP, Bima, 84119, Indonesia

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#### \* Corresponding author:

E-mail: [nurmalabima84@gmail.com](mailto:nurmalabima84@gmail.com)

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### ABSTRACT

Physical bullying is a type of violence that involves direct physical contact, such as kicking, pulling hair, pinching, or hitting, which can result in physical injuries and long-term psychological effects on victims. This study aims to develop an interactive learning medium in the form of an anti-bullying video titled Stop bullying to improve students' understanding of physical bullying at SDN 62 Rontu, Bima City. The development process followed the ADDIE model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation. The research involved 30 students from Grades I to VI. Instruments used in the study included validation questionnaires from subject matter and media experts, response questionnaires for students and teachers, observation sheets, and pre-test and post-test assessments. The validation results showed high validity, with scores of 93.3% from content experts and 90% from media experts. The practicality assessment resulted in scores of 88.13% from students and 88.3% from teachers. The N-Gain test indicated a 0.71 increase in understanding, categorized as high. These findings suggest that the interactive video is an effective and appropriate educational tool for addressing physical bullying in elementary schools.

## 1. Introduction

(Anita & Triasavira, 2021) It's truly disheartening and deeply concerning to see how the number of child abuse cases has increasingly become more tragic in recent times. Bullying or peer harassment is a phenomenon that is no longer unfamiliar in Indonesia—and the same holds true abroad. However, (Anita & Triasavira, 2021). All of these explanations assert that bullying of children can be classified as a criminal offense, as stipulated in Article 54 and Article 76C of Law No. 35 of 2014 on Child Protection. Additionally, several forms of bullying are also relevant under provisions in the Indonesian Criminal Code (Kitab Undang-Undang Hukum Pidana, KUHP), including defamation (Article 310 paragraph 1), deprivation of liberty (Article 333), acts of annoyance or morally offensive behavior (Article 335), and assault or physical abuse (Article 351). Findings from (Jurnal Studi Keislaman

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dan Pendidikan et al., 2023) This further reinforces that violence and bullying still frequently occur within educational institutions, and remain a serious problem that causes multidimensional impacts for victims, perpetrators, and the entire school ecosystem.

Bullying behavior especially in Indonesia requires firm and decisive action grounded in both legal discipline and educational policy, given its high prevalence. Such behavior creates substantial impacts not only on students' physical well-being but also on their mental and psychological health, potentially influencing their overall quality of life and development (Amnda et al., 2020). Therefore, preventing physically manifested bullying is crucial in order to protect individuals' mental and physical health, support academic success, and foster a healthy, inclusive social environment. It also helps avert long-term adverse outcomes such as depression and loss of self-confidence (Alawiyah et al., 2025). This preventive effort must involve the collaboration of all parties including families, schools, communities, and policymakers to ensure everyone feels safe, respected, and capable of growing without fear.

At school, bullying can occur in physical forms, such as beating or kicking. It often happens outside the classroom or during break time (Triatmojo, 2023). At the beginning of 2024, the Indonesian Child Protection Commission (KPAI) received 141 reports of violence against children, with 35% of those incidents occurring within school environments. Article 76C of Law No. 35 of 2014 states that (Analiya & Arifin, 2022).

Based on an initial observation conducted by the researchers at SDN 62 Rontu, Kota Bima, using interviews with students in grades 1–6 and the physical education teacher interviews with the students took place outdoors during recess the results show that they frequently witness or experience physical bullying carried out by their peers. This includes hitting, pulling, pinching, kicking, pushing, and forcibly taking classmates' money. Meanwhile, the physical-education teacher (and other teachers) report frequently receiving complaints from students who have been physically bullied; these incidents occur outside or during recess.

The researchers' direct observation confirms that physical bullying occurs frequently. The impacts include students being afraid to come to school, sustaining bruises or injuries to their bodies, and crying. The students consider these incidents trivial, and the bullying happens repeatedly. The researchers chose to focus on increasing students' understanding of physical bullying because this form of bullying is the most common at SDN 62 Rontu, usually perpetrated by students themselves. Physical bullying can pose real danger to victims, such as physical injury which may trigger severe trauma in body and mind. It can also provoke retaliatory behavior and violate school rules and order.

A recent example in Bima district, reported by [KabarLagi.com](https://www.kabarlagi.com), illustrates a violent incident on Tuesday, December 17, 2024, on the main road of Desa Sumi, Kecamatan Lambu. A female student at a Bima school became the target of brutal

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violence by a group of other female students. In the circulating video, the victim is wearing a blue-and-red sports uniform. She is assaulted hair pulled, thrown to the ground, and kicked by several other students. This case highlights that violence, especially in the form of physical bullying, still frequently occurs in school environments. Such behavior not only causes physical injuries to victims but also significantly impacts their mental and emotional well-being. This issue must be addressed swiftly and appropriately to prevent recurrence. Prevention requires collaboration among the school, families, and the broader community. Strategies include character building among students, tightening school regulations, and enforcing strict sanctions on perpetrators of violence.

Based on the findings of the study by (Chiani et al., 2022) titled “Study on Bullying Behavior Among Vocational High School Students in Bima Regency”, the research concludes that bullying behaviors in school begin as early as elementary school. Students who engage in bullying often were themselves victims of bullying, causing the behavior to persist over time and eventually be perceived as normal. Because of the various negative consequences of bullying, there is a need for educational media that helps students better understand the dangers of such behavior. To address this, the researchers offer a solution: “Developing an Interactive Video to Enhance Students’ Understanding of Physical Bullying at SDN 62 Rontu, Bima City.”

This interactive video is expected to help students better understand the harmful effects of bullying, so that they become more aware and avoid engaging in the same behavior (Gusmiarni, 2025). Additionally, the video is also designed to prevent bullying from recurring within the school environment by delivering an anti-bullying message effectively. The use of this interactive video is also hoped to assist teachers in delivering lesson materials on bullying prevention in a more engaging and easily digestible way for students. Therefore, the video not only serves as an educational tool but also functions as a preventive measure that can help reduce instances of bullying in schools (Ulum, 2024).

The creation of an interactive video to improve students’ understanding of physical bullying is carried out using the web-based graphic design platform, Canva. First, the chosen theme is selected within Canva, then various supporting elements such as animations, images, text, colors, and backgrounds are added to make the video more engaging. The video includes material about bullying its definition, types, impacts, and more. Moreover, this interactive video is very easy to access anytime and anywhere.

Based on research conducted by (Sari & Yatri, 2023) Lessons that use animated videos designed with Canva can improve student learning outcomes in otherwise monotonous classroom settings. With such videos, teachers are encouraged to tap into their creativity in delivering lessons, enabling students to achieve optimal academic results. Furthermore, the advantages of using Canva-generated videos are supported by research findings suggesting that multimedia learning tools created with Canva help students grasp lesson content more easily. (Ruszayanthi et al., 2024) Multimedia learning videos created with Canva are one way to make it easier for students to understand lessons.

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The development of an interactive video themed “Stop Bullying” aims primarily to raise students’ awareness of the dangers of physical bullying. This video is designed to help students quickly understand the intended message and make the learning experience more engaging. Based on this rationale, the study seeks to develop an interactive learning medium in the form of a “Stop Bullying” video to enhance elementary school students’ understanding of physical bullying at SDN 62 Rontu, Bima City.

## 2. Methodology

This study employs a Research and Development (R&D) approach, utilizing the ADDIE development model. (Cantika & Suryanti, 2022) ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation, and it can be applied in a procedural, cyclical, and integrated manner. This study aims to assess the validity, practicality, and effectiveness of an interactive video medium in enhancing students’ understanding of physical bullying at SDN 62 Rontu, Bima City. The research subjects comprised 30 students, representing grades I through VI. In the small-group trial, the sample included 12 students two from each grade. Meanwhile, in the large-group trial, 30 students participated five from each grade.

### *Data Collection Instruments*

This study employed several instruments for data collection, one of which was a questionnaire. The instruments used consisted of three types: 1). A validation questionnaire completed by subject-matter experts and media experts, 2). A questionnaire to obtain feedback from students and teachers, 3). A test instrument in the form of pre-test and post-test questions used to measure students’ improvement in understanding. The detailed blueprint of the data collection instruments is presented as follows: The assessment instrument used by the subject-matter experts comprised nine items designed to evaluate the validity level of the developed interactive video media. The purpose of this instrument was to assess the extent to which the media could support enhancing students’ understanding of physical bullying. A detailed blueprint of these instruments is provided in Table 1 below.

Table 1. Content-Expert Instrument Blueprint

Aspects Evaluated	Number Item	Number Of Items
Suitability of the material	1,2,3,4,5	5
Clarity of the bullying material/message	6	1
Appropriateness for the target audience	7, 8	2
Effectiveness of the anti-bullying prevention message	9	1
NUMBER		9

Next, the evaluation blueprint by the media experts consists of 10 items addressing three evaluative aspects. The detailed breakdown of this assessment instrument is shown in Table 2 below.

Table 2. Media Expert Instrument Blueprint

Aspects Assessed	Number Item	Number Of Items
Design	1, 2	2
Benefits	3, 4, 5, 6, 7, 8	6
Interactivity	9, 10	2
NUMBER		10

In addition to the questionnaire designed for subject-matter experts and media experts, this study also used questionnaires to gather responses from students and teachers. These questionnaires include evaluations of the interactive video developed to enhance students' understanding of physical bullying (bullying). Table 3 presents ten items that cover three assessment aspects, which students used to evaluate the interactive video.

Table 3. Student Response Blueprint

Aspects Assessed	Number Item	Number Of Items
Design	1, 2, 3, 4	4
Benefits	5, 6,7	3
Interactivity	8, 9, 10	3
NUMBER		10

Details of the teacher response questionnaire grid, which comprises two evaluation aspects, are shown in Table 4 below

Table 4. Teacher Response Blueprint

Aspects Assessed	Number Item	Number Of Items
Material	1, 2, 3, 4, 5, 6	6
Appearance	7, 8, 9, 10, 11, 12	6
Number		12

### ***Data Analysis Techniques***

This study employs two approaches to data analysis: descriptive qualitative analysis and quantitative analysis. Descriptive qualitative analysis is used to process feedback, criticisms, and suggestions from validators namely media experts and subject-matter experts. This approach aims to evaluate the product's feasibility and its conformity with established standards based on expert assessments. Meanwhile, quantitative analysis is used to process data obtained through questionnaires that assess product quality. These quantitative data are utilized to determine the levels of validity, practicality, and effectiveness of the developed media. In this study, the data analysis process is carried out in three stages: the validity test, the practicality test, and the effectiveness test. These three stages complement each other to provide

a comprehensive overview of the quality and feasibility of the interactive video media developed.

### Validity Assessment

The validity of the interactive video is achieved based on validation conducted by media experts and content experts. Afterward, the data obtained from this validation process is analyzed using a Likert scale with evaluation categories as shown in Table 5 below.

Table 5. Rating categories on a Likert scale

Score	Description
5	Excellent
4	Good
3	Satisfactory
2	Less Good
1	Not good

Source: (Hidayat & Nizar, 2021)

The formula used in the feasibility test is the percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P= Percentage

F= Score obtained

N=Maximum

The validation criteria or performance levels used in interactive video media to enhance students' understanding of physical bullying can be seen in Table 6 below.

Table 6. Expert Validation Qualification Leve

No	Achievement Level	Qualification	Note
1.	81-100 %	Highly valid	Highly eligible
2.	61-80%	Valid	Eligible
3.	41-60%	Fairly valid	Fairly eligible
4.	21-40%	Less valid	Less eligible
5.	<20 %	Highly invalid	Highly ineligib

### Practicality Assessment

The practicality of the developed interactive video was evaluated using survey responses from students and teachers. Every item in the questionnaire was presented with a 1–5 Likert-type scale, indicating the respondents' level of agreement or reaction to each statement, as shown in Table 7 below.

Table 7. Category of Ratings on the Likert Scale

Classification	Score
Strongly agree	5
Agree	4
Neutral	3
Strongly agree	2
Strongly disagree	1

To accumulate the average score percentage for each statement, it is calculated using the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage value

F = Obtained score

N = Maximum/ideal possible score

As for the criteria of practicality that can be used as a reference, they can be seen in Table 8 below.

Table 8. Practicality Criteria

Score Range (%)	Eligibility Criteria Level
85% - 100%	Highly Practical
69% - 84%	Practical
53% - 68%	Less Practical
37% - 52%	Impractical
20% - 36 %	Highly Impractical

### *Assessment of Effectiveness*

The effectiveness of the interactive video media was measured using the results of a pre-test and a post-test administered to students. An N-Gain test was then conducted to determine the extent of students' understanding of bullying before and after using the interactive video media. The formula used is as follows (Hidayat & Nizar, 2021). The formula used is as follows:

$$\langle g \rangle = \frac{X \text{ post teks} - X \text{ pre test}}{X \text{ maksimum} - X \text{ pre test}}$$

The N-Gain calculations are then interpreted using the categories shown in Table 9 below:

Table 9. Gain Score Category

No	Score $\langle g \rangle$	Category
1	$(g) \geq 0,7$	High
2	$0,7 > (g) \geq 0,3$	Medium
3	$(g) < 0,3$	Low

### 3. Results and Discussion

#### *Analysis Results*

This analysis stage aims to identify the number of physical bullying cases occurring at SDN 62 Rontu, Bima City. It also seeks to gain a comprehensive understanding of the needs required to develop a suitable product. To conduct this analysis, an observational method was used, employing closed-ended questions as a tool to measure and structure the identification of bullying cases at SDN 62 Rontu.

#### *Design (Planning)*

The design phase follows analysis and is intended to formulate both conceptual and technical plans for the interactive video to be developed. This phase involves: Researching articles to serve as references for designing an interactive video aligned with bullying-related educational objectives; Creating the product design using Canva, including editing the cover, instructional materials, animations, audio, images, and video background; Designing the interactive video in quiz form using Lumi.

#### *Development*

The next step is to develop or produce the interactive video, with the goal of helping students better understand physical bullying by using Canva and Lumi, which are online graphic-design applications. In this stage, the research instrument a questionnaire is also prepared and reviewed by both subject-matter experts and media experts. The questionnaire is then used to collect feedback from teachers and students as users. Additionally, product validation is carried out by both experts to ensure the developed media is suitable for use.



Figure 1. Interactive video design

The validation results by the subject-matter expert, Anggih Tri Cahyadi, S.Km., M.Kes., yielded a score of 93.3%. As shown in Table 10 below.

Table 10. Subject Matter Expert Validation Results

Validator Name	Category	Percentage	Notes
Anggih Tri Cahyadi, S.Km.,M.Kes	Fit for use without revision	93,3 %	Highly suitable

Table 11 below presents the results of media expert validation, indicating those that fall into the usable/acceptable category

Table 11. Results of Media Expert Validation

Validator Name	Category	Percentage	Remaks
Muh.Rijalul Akbar M.Pd	Suitable for use	90 %	Highly suitable

### ***Implementation (Application)***

The next stage is the implementation of the interactive video product with students, following validation by content experts and media experts. This interactive video product will be tested with 30 students, representing each class, with five students per class. During the implementation phase, the trial will be conducted at two scales: a small group and a large group. The results of the small group trial are presented in Table 12 below.

Table 12. Results of Student Responses from Small Group Testing”

Number of questions	Score obtained	Maximum score	Percentage	Category
10	584	600	97,33 %	Very practical

Based on evaluations from 12 students using the instrument, the total score achieved (F) was 584 out of a maximum possible score (N) of 600. Using the Likert scale formula,  $P = (F / N) \times 100$ , the average percentage response from students toward the instrument is 97.33%, which falls into the “Very Good” category. This high figure indicates that most students responded very positively to the quality of the interactive video used in teaching. A high score like this suggests that the interactive video is: Easy for students to understand, Appropriate to the material being taught, Engaging and encourages critical thinking and problem-solving.

Therefore, it can be concluded that the interactive video meets the standards in terms of clarity, ease of understanding, and usefulness within the context of elementary school student learning. Based on Table 13 below, the total score obtained across all respondents is 1,322 out of a maximum possible score of 1,500. To calculate the level of achievement, the formula  $P = (F / N) \times 100$  is used. The resulting percentage indicates that students’ responses to the interactive assessment video fall into the “very practical” category.

Table 13. Student Response Results of Large

Number of Questions	Score Obtained	Maximum Score	Percentage	Category
10	1,322	1,500	88,13%	Very practical

Based on the data resulting from assessments of the interactive video created to improve students' understanding of **physical bullying**, the teacher assigned scores across **12 assessment indicators**. The total score obtained (**F**) was **53**, out of a maximum possible score (**N**) of **60**. To determine the percentage level of achievement for the evaluated aspects, the formula  $P = (F / N) \times 100$  was used. The calculation shows that the percentage score awarded by the teacher for that instrument is **88.3%**, which falls into the "**Very Practical**" category, as shown in **Table 14** below.

Table 14. Teacher Response Results

Number of Questions	Score Obtained	Maximum Score	Percentage	Category
12	53	1,500	88,13%	Very practical

According to Table 15 below, it shows that students' understanding of physical bullying (bullying) improved after the implementation of interactive videos. This is evidenced by higher post-test scores compared to the pre-test scores.

Table 15. Summary of Students' Pre-Test and Post-Test Scores

<i>Pre-test</i>		<i>Post-test</i>	
Obtained Score	Maximum Score	Obtained Score	Maximum Score
680	100	2.320	3000
Mean: 22, 67		Mean: 77,33	

## Evaluation

The next phase is the evaluation stage, which aims to determine the effectiveness of the interactive video through analysis of students' pre-test and post-test results. The evaluation was conducted using the N-Gain test. Based on the calculations, an N-Gain value of 0.71 was obtained, which falls into the "high" category according to gain interpretation criteria. This finding indicates a significant improvement in learning outcomes between before and after the implementation of the learning media. Thus, the applied teaching strategy was proven effective in enhancing students' understanding of physical bullying as well as their academic achievement.

## Discussion

This study aimed to develop a learning medium in the form of an interactive video to improve students' understanding of physical bullying at SDN 62 Rontu, Bima City. The development of this medium used the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, cases of physical bullying occurring in the school environment of SDN 62 Rontu were identified. This illustrates the need for educational efforts through a learning medium suited to elementary school students' characteristics. In the design phase, the interactive video was created using Canva and Lumi. Next, the medium was reviewed and validated by material and media experts, receiving a

material expert validation score of 93.3%, categorized as “very valid.” The media expert validation result showed a percentage of 90%, also categorized as “very valid.” These results indicate that the media is suitable for use in preventing cases of physical bullying in elementary schools.

The above statement is reinforced by (Zain et al., 2024), who reported that validation results indicated the media developed achieved overall validity scores averaging 93.9 % and 95 %, both meeting the valid criteria. The media were then pilot-tested with a small group and later implemented more broadly with a larger cohort spanning multiple grade levels. Student responses were overwhelmingly positive 97.33 % in the small group and 88.13 % in the large group both falling into the “very practical” category.

This data analysis is further supported by findings from (Silvia et al., 2024) which showed that the efficiency of developing the learning media was perceived by students via a questionnaire, with a score of 85.9 %, classified as “very efficient.” Teachers also responded positively, rating its practicality at 88.3 %. These results align with (Arisandy & Amaniah, 2025) who stated that educators’ feedback on the learning media was favorable across all indicators: ease of use (97.5 %), clarity (92.5 %), appropriateness (97.5 %), presentation (77.5 %), and attractiveness (96.2 %). These figures suggest that the tool was perceived by educators as suitable and efficient for instructional use (Condeng et al., 2025).

Effectiveness of the media was measured using N-Gain scores based on students’ pre-test and post-test results. The average score increased from 22.67 to 77.33, yielding an N-Gain of 0.71, which falls into the high category. This indicates that the interactive video media contributed significantly to improving students’ understanding of physical bullying. This is further supported by (Hastuti, n.d.) who reported that a problem-based learning module achieved an N-Gain of 0.71, classified as “very high.” Therefore, the developed media has been proven valid, practical, and effective, and it holds strong potential for wider implementation as an educational tool for raising early-stage student awareness about the negative impacts of bullying (<https://Annpublisher.Org/Ojs/Index.Php/Abdisci> Vol 2 No 6 April 2025, 2025).

#### **4. Conclusion**

This study successfully developed an interactive learning media in the form of a video themed “Stop Bullying,” designed to help elementary school students better understand physical bullying. The media development process used the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The development results show that the video meets criteria for validity, practicality, and effectiveness. Assessments from content experts and media experts indicate that the developed media falls into the “very feasible” category. This is further supported by positive feedback from students and teachers, who rated the media as excellent and highly practical. Moreover, there was a

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significant improvement in student understanding, shown by the comparison of scores before and after instruction. These findings demonstrate that the use of interactive videos can enhance student participation, deepen their comprehension of the material, and raise awareness of the negative consequences of physical bullying. Therefore, this media is not only appropriate for use in elementary education but also has potential for further development to support character education at higher education levels. This research offers a concrete contribution to the development of innovative, communicative, and meaningful educational media.

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