DST (Digital Storytelling) to Familiarize 'Stop Bullying' Cases among Elementary School Aged-Children

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Abstrak: Tulisan ini mendiskusikan penggunaan DST (Digital Storytelling) sebagai cara untuk memperkenalkan kepada anak tentang kasus-kasus perundungan (bullying) antar siswa. Menggunakan mpdel participatory action research, kegiatan ini bertujuan untuk meng-edukasi siswa sebagai pembelajar anak-anak tentang aspek-aspek perundungan. Istilah DST telah banyak digunakan oleh para akademisi untuk memberikan ilustrasi berbagai bentuk bantuan-bantuan belajar untuk siswa sehingga bisa berhasil dalam pembelajaran. Terungkap bahwa intimidasi budaya sudah menjadi tradisi di beberapa tempat, anak-anak merasa aneh ketika mereka menyebut tindakan tertentu sebagai intimidasi. Melalui pemberdayaan proyek DST, anak-anak mulai menyadari bahwa jika mereka tidak ingin dilukai, maka mereka tidak akan melukai orang lain.

Abstract: This article discusses about the use of DST as a way to introduce children to the concept of bullying cases among students. As a participatory action research, this research aims to educate students as young learners to aspect of bullying. The term of DST has been increasingly used by scholars to illustrate various forms of support of learning to help young learners learn successfully. Children in the DST creation process enjoyed the stages. It was revelaed that culturally bullying has already being the tradition in some places, children felt strange when they mentioned certain acts as bullying. Through the empowerment of DST project, children are started to be aware that if they do not want to be hurted, hence they mau not hurt any body else.

Keywords: DST, bully, children

INTRODUCTION

The major objective of the current research is to document the implementation of DST in familiarizing a concept of stop bullying cases in elementary school-aged children. Bullying and victimization are widespread phenomena in childhood and can have a serious impact on well-being (Jansen, et all; 2012). As a destructive and redundant behavior, bullying exists in the living hood. It has been recognised as a serious problem by numerous international organizations. The World Health Assembly has adopted a campaign of declaring violence to the problem of violence (Menesini & Salmivalli, 2017). Not to mention, in some countries, bullying has been acknowledged as desyroying happiness. In England, USA for example, there is a significant rise of 30% of bullying cases and this makes bullying relates closely to important public health issue, as bullying does not only affect (hurt) the bullied victim, physically and psychosocially - but it also brings negative impact for the bully and other parties. (Waseem, Ryan & Peterson, 2013), while in UK it sometimes happens that certain symphtoms are underdiagnosis, lacked of awareness or underreported by others near the victim. While the rest usually directly or indirectly intricated in bullying will be risked in misbehavior, abuse, and may intensly absent from school. Someone who is bullied in some cases may bully others as there are mounting evidences that it has short- and long-term effects on the individual who is bullied, the individual who bullies, the individual who is bullied and bullies others, and the bystander present during the bullying event.

As in other country, Indonesia experiences a strong culture of bullying. Parawansa mentioned that 40% of Indonesian children died from suicide as a result of bullying ("40% of child suicides in Indonesia due to bullying: Social Ministry | Coconuts Jakarta", 2018). This is an irony to the realm that bullying is often appeared on entertainment or done in TV, those who are different or having specific physical appearance tend to be laughed by others, or persecuted.

Some research concerning bullying are conducted by certain scholars Menesini & Salmivalli (2017) revealing the fact that bullying as a sytematic and repetitive abuse of power which is mostly done by peers. Through this research they concluded that there are certain ways to prevent bullying. The key to sucess is the mobilisation of by standers, or the silence of the majority witnessing bullying suggest that peer witnesses' responses are crucial to inhibit or fuel bullying. While another researchers Hymel & Swearer (2015) through their research wrote about effective ways to address bullying clinically, legally, and educationally. They concluded that there is a need to understand bullying as

a systemic problem by using social-ecological model that there will be endless bullying hence there must be struggle against it. Another research was Siregar (2016) revealing that 44.6% children living in Medan bullied other children once or twice in 4 weeks (23.22%), for most of the bullies were boys (22%)and that the perpetration happened in classroom (83.9%). By analyzing these previous research, the writers through this study seeks to examine the use of DST as the combination of visual, verbal and audio text to familiarize children to the concept of stop bullying, hence they may motivate themselves to inhibit the bad behaviour.

DST FOR INTRODUCING STOP BULLYING CONCEPT

DST has spreadly grown and gained popularity as it combines pictures, recorded audio narration, music, and video. Firstly the term was popularized by Lambert. Although DST has been popular in these recent years, the term had been introduced firstly by Lambert in 1980 (Robin, 2008). In a learning context, DST has emerged over the last few years as a powerful teaching and learning tool that engages both teachers and their students. DST also foster children's creativity and empower them to deliver their idea to public as stated by Coppi (2015:1) that by "digital storytelling narration generally used in education, children as learners get a chance to tell a story or as the narrative component of a learning activity that has the function of conveying concepts and symbols". Though some may not know about the definition of DST, the term has asready known when in the past people share stories traditionally.

Different to film making, Gregori-Signes (2008) expressed that DST is a "combination of traditional means of telling a story with different types of digital multimedia for instance images, audio, and video (graphics, text, recorded audio narration, video and music to present information on a specific topic)". As stated by Robin (2006: 24) "the stories are typically just a few minutes long and have a variety of uses, as a means to inform or instruct on a particular topic.is " The combination of stories and audio visual are saved in a digital format . The difference of DST to film is that the equipments that DST need is not as complicated as film – making. For DST, it involves more than one mode (verbal, visual, and audio text) the modernization of storytelling in the past as what Porter (2005) points out that DST "takes the ancient art of oral storytelling and engages a palette of technical tools to weave personal tales using images, graphics, music, and sound mixed together with the author's own story voice". DST differs to film making as the later requires sophisticated equipment, it is

more exclusive, requires more expertise, sometimes it emphasises on creating spectacular special effects; while DST is more autonomous that any one has mobile phone can create a story for DST. We can say DST focuses more on stiry telling, not only in arts of film (Stanley, 2018: 1).

Digital stories may be uploaded to the internet to be viewed by broader audiences. In this case DST is used to let the children to share their understanding about the concept of bullying from their point of view, what they feel and what are the messages the children want to convey. These children who participate in the creation of digital stories develop may enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. In short, DST mediates children to relate the topic to their own text creation, to speak out their voice and thought to then present it.

Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view. Most digital stories are relatively, short with a length of between 2 and 10 minutes.

CONTEXT

DST was implemented in the process of educating children to familiarize and prevent bullying among children. 20 elementary school aged-children from a rural area they were selected and have participated in the project. They are both boys and girls, having homogenous age but different social background. The children study in the same school of MI Manbahul Ulum, located in the area of Bendan Kergon, close to the main street of the city. The process of collaborating into the project was started by introducing the children to the theme of bullying concept and certain stories related to the topic. Most of the children are bilingual (e.g. Bahasa Indonesia and Javanese). This study covered for two months from June to August 2018.

METHOD

Several data collection methods were conducted in the project: observations and informal conversations with the children. The prime aim of observations is to identify difficulty in the field, what the children encountered in the learning process. All these process was recorded and pictured to be

narrated as the research data. Informal interview was conducted with during the process. We conducted open ended interview as we need to collect children's opinion regarding the topic. The interview was conducted in the mix of Bahasa Indonesia and Bahasa Jawa to ease the process.

We followed the concept design of Action Research of Kemmis and Taggard (1988) as our research foundation; that the approach to action research is based on a Observe, Plan, Action, Reflect stages. After observing the reality that children had not understood the bullying concept, as adults we did a reflection; "what should be done?" We avoid presenting info by preaching as children prefer learning and will imprint the info longer in their memory through visual learning. Research shows that visual learning supports the learning process were conducted by Bligh, Wiesemes & Murphy (2010). Hence DST was taken into consideration. It allows allows any users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story (Robin, 2008) concerning bullying aspect. First, grown ups and the children negotiated who will perform or what materials would be compiled.

After observation process, then children were introduced to bullying, what and how to address it through reading process and sharing information. The next stage was drafting the material to be narrated as video. Starting from pre-reading activity by using students' own subject of interest in two themes used (this is called the visual reading stage) - the purpose is to build students' critical thinkingIn this act, the teacher did an observation, continued by the reflective stage to see whether students experience difficulties or not. This stage was completed in certain meetings, joining more than one visual image to be a chained story. The point of stages was always reflective stage in each process. While other stages of drafting the concept of story were started after that, followed by inserting voices, music, and the final stage was compiling the text.

RESULT AND DISCUSSION
The participatory action research was started by transferring what is categorized into bullying in children, especially in school, This information was given by grown ups and peers having acknowldged in it (delivered by Fantatik children – Forum Anak Kota Batik Pekalongan).

Picture 1
Transferring Information

In this educational process volunteers and teachers introduced about the types of bullying. Those types information were based on research articles by Riauskina, I.I., Djuwita R., Soesetio, S. R. (2005), that there are several types of bullying including the type of bullying by doing a). direct physical contact, such as hitting, pushing, biting, grabbing, kicking, locking, someone in the room, pinching, scratching, also including squeezing and damaging things that belong to others; b). direct verbal contact bullying (threatening, humiliating, putting down), disturbing, giving name calling (sarcasm), mocking, cursing, spreading gossip); c). direct non-verbal behavior (looking sarcastically, sticking out tongues, showing condescending facial expressions, mocking, or threatening, usually accompanied by physical or verbal bullying); d) non-verbal behavior (silencing someone, manipulating friendship so that it is cracked, deliberately isolating or ignoring, sending an anonymous letter); e) sexual harassment (sometimes are categorized as physical or verbal aggression).

Children through this stage were expected to understand that bullying is very inhuman, and they will be able to make the decision not to do it. Another stage in our assistance was the active listening process. Children in this respect listened to songs, and captured important points in the lyrics. This process belongs to active listening. The process of habituating children to carry out active listening is believed to be able to foster literacy, improve children's communication and language and help with social development (https://education.gov.gy).

The process of active listening is important because this skill is very important in children's development as it can function properly in society. By giving good examples for children, and discussing how certain things may or may not be done, we will provide benefits both academically and socially in

children's life. As an initial stage in the child, the process of active listening provides a foundation in the formation of speaking habits in the child's developmental period which will be useful as through this they will get the nuances of language related to the context of the message to be taught to children (https://www.education.vic.gov.au).

Regarding this initial education process, we adhere to the principle of scaffolding initiated by Bruner and inspired by the ZPD theory of Vigotsky. The core of the activities we did in the community service was scaffolding. Scaffolding itself is a term related to cognitive development to describe changes in teachers'grown up's support during a learning session. Scaffolding Talk or "teacher talk" is used to organize activities, ranging from starting, explaining, telling children to do certain acts in their learning activities, and its completion is very influential on children's cognitive and language development. If the assistance is carried out continuously, then the child will become accustomed and later s/he will feel comfortable and confident which will make him/her ready to learn new things. In Scaffolding theory, adults provide a number of assistance to children during the initial stages of learning and then reduce the assistance and provide opportunities for children to take on increasingly greater responsibilities as soon as they are able to work on their own. These forms of assistance provided by the teachers/grown ups can be in the form of instructions, encouragement, and describes the problem into other forms that allow students to be independent.

With this process it will create a cooperative atmosphere, where students will be able to interact and solve problems. In the process of listening to this song, the form of adult help in children is by giving direction, before the child is able to show their independence. In the Active Listening session on Naura's song entitled Bully, children listened to the song and and filled in important words related to the theme of bullying. Filling in a number of keywords related to bullying is a useful activity in learning, as written in https://www.britishcouncil.org/voices-magazine/ways-use-song-lyrics-improve-comprehension that 'gap-fills' or fill in words is a useful listening activity to practice comprehension (understanding of something). The activity of listening to this song provided an opportunity for children, especially those from lower economic families to find out some important vocabulary that they have not got at home. Research from Hart & Risley (1995) for example converges on the fact that there are significant differences between children from middle-class economies and children from low income families, in this case for their daily vocabulary intake. Related to the aspect of poverty, Rahmijati

(2012) in his research discussed that one of the factors that can cause bullying is poverty. Certain factors are seen at home also determine the pattern of life of these children. The effect that bullying is a natural thing to do is because children often see on television that there is bullying and it is considered as funny therefore they imitate the actions and lead to bullying for other children. Based on informal interviews, some children consider that what they do is just for fun such as: making other children cry, or mocking others because they also often experinced the similar acts. After these children learned the vocabulary that bully is done by people because they want to seek attention, these children are expected to know that people who like to bully make the situation gloomy, these children are invited to be more courageous in confronting those who like bullying, to dare to say "don't be annoying, just go away, children must be brave don't be afraid." also these children are invited to respect others and advise that it is better to be a good person.

In other pre activity, we combined story and cards to hear children's voice. In this method we used storytelling techniques that are appropriate to the stage of child development, both from language and media. The visual media that we used comes from the process of reflecting observations of children's activities, in the form of visual media: both printed cards and projected visual cards. When the child has been educated about this, the next stage can be continued, namely how children dare to write their own ideas, in this case using card media. This card contains pictures of bullying actions, such as grabbing a friend's hair, pushing a friend to fall and so on.

The small form of cards for these children sometimes brought difficulties. On several occasions we replaced them using the card displayed on the LCD and highlighted on the wall. They looked enthusiastic and took turns to come forward to explain the picture, whether the action in the picture is good or not and what the reasons are.

The introduction of the theme of bullying followed by storytelling by children provides facts about the voices of children about actions that are categorized as "bullying." When seeing a picture of a child falling because of being tackled by his friend, Melati said that she had experienced it. When we asked what she was doing at the time, she was silent and smiling. One of Melati's friends, Mawar said that Melati cried. In this education process, we asked whether the act of tackling a friend hence s/he fell was permissible and almost the majority said the action was not good. We asked again, "what are your friends doing, what can you do to help a friend who is accused?" The process of instilling this value is actually included in the domain of peer

education, because ultimately these children will acquire the information that some one must not bully others. Children will ultimately educate each other, in this case through collaborative learning used in the peer education strategy. Another educational activity is to make a story. Children after being invited to do the dialogue process are invited to participate in voicing their feelings through storytelling. Children will be more receptive to something when the information are delivered by peers, and through a process that starts with a listening story (children listened to stories about bullying), drafting text (made draft stories in groups), and crafting their own ideas This will bring a learning experience that they share with other friends who eventually will be able to make bullying-themed films.

The next stage was transferring what the children learned in the first stage into their own story. They retold the story in their own language and shared what they experienced in schools or at homes, and what they thought about bullying.

Some students were questioned, such as "What do you think about bullying?" - there was a girl (Ani) saying that she often bullied others because she was ever bullied before. "I often called a friend *pesek*" and she thought it was okay because the friend just smiled. Ani came from low social economic family and she said that she often did bullying at school and at home, too. Ani was aggressive, verbally and physically. Whenever her friends moked her, she confronted verbally. This is what explained by Olweus (1979) an 'aggressive personality pattern' of bullies as a driving force behind their mean behaviour and Menesini & Salmivalli, (2017) who stated that as "bullying is a form of aggressive behaviour, it is not surprising that an individual's general tendency to aggress (trait aggression) is associated with bullying. As Ani was the victim of bullying, in longer period effect, she tended to bully others who have lower power than her. This aggresiveness usually comes in the form of behavior such moking, hitting, kicking, and others.

The initial stages carried out by adults (teachers, volunteers, researchers) were an introduction to 'bullying'. What we did on this occasion was building conversation to interact with children and exchange ideas about bullying.

Telling story method is a teaching and learning method in which the teacher conveys information in the form of telling the students. In this one-way method the attention is centered on the teacher and students only listen (Fathurrohman and Sutikno, 2007). However, we invite the involvement of children to share their thought about bullying itself and their responses to it. We adopt "conversation / dialogue" with the background that conversation is an

exchange of thoughts or opinions about certain theme between two or more people, in which the activities are usually built in a friendly and polite atmosphere (Andayani, 2015).

In some assistants, we conducted a dialogue process with the children. Some volunteers invited the involvement of children to share their ideas regarding stop bullying literacy. Although not all elementary school-aged children were active, some showed a positive response by answering several questions from both teachers and volunteers.

The tool used in the process was not high-tech equipments, as students used a mobile phone hence the quality of voice was not super clear. Hence there is a process of inserting audio to some still images of the story. The children read the script and recorded the voice in the mobile phone in mp3 format. They were guided to join the images into meaningful story, and were free to use any supporting application, in this case was Viva Video. Again, grown ups halped them if needed.

The point was that the series of pictures as visual texts united each other, along with the spoken and or written narrative to explain details of the story.

The process of creating DST of Stop Bullying's main aim was to educate and empower children. By knowing and generating their own DST story, children are expected to build their confidence for those who ever bullied by others and prevent harming others (for those who ever bullied lower powered friends). This is in line with Podcalicka & Campbell's research (2010:1) that "Digital storytelling (DST) has been widely used as an empowering technique for marginalised voices across community-based projects worldwide. The idea of providing ordinary people with access to media and basic editorial skills to allow personal stories to be told through a simple, two – three minute digital format has found application across a range of educational, developmental, and public contexts."

The problems hampered in the DST process covered the difficulties in picking real pictures, a limitation to compose individual project therefore we initiated one project for all children; and the equipment related problem since children do not have their own mobile phone as they are from marginalized community, for the last one was noise in audio record or inserting audio process. To overcome the modest tool, we prepared tripod stand for mobile phone, this reduced the shaking of unstable pictures in video mode.

In a DST project, there is a need to meet the criteria of joining visual, verbal, and audio text. Some projects combined the still images, depending on the application of computer software or mobile application. There were mixed

of moving video and still pictures in the project therefore an application named 'kinemaster' was used to combine them. In this stage, teacher helped the editing process and children were enrolled in the process.

In this early stage the adult invited the assisted children to play and tell stories together, with the assistance of them the children got the message and could understand the concept, we mingled with the children by doing themed games Say NO to Bullying. Wrapped in a form of game, it aims in educating children cognitively. Children need to be fully involved as they have been lacking of information so that they lack knowledge about bullying concept. One of the causes of children getting bullying treatment is the lack of instilling for "defending themselves" or taking resistance if there is unpleasant act. This is what makes children sometimes helpless or ignorant when they were threatened to not tell what they experienced to others.

The DST project related to bullying was then continued by selecting the pictures and frame. Children by the help of their teacher and other grown ups created their story. There was chosen a girl Bunga to be the narrator. She explained that bullying is not a good act since it harms others. Through this scene it was expected that children who would see the DST would be informed well thus they know what they will cope bullying – not depressed, not give up, but they will survive against it.

There was a help from grown ups in the section of reflection. The sentence was corrected based on the logical order. Children here learned that the expression must be cheerful as this is the first impression for the viewers later. The process of getting the real image from some children was not done at once. Children created script containing stories of bullying in their school. This school context was chosen as mostly the school bullying dominated children bullying. Jan & Husain (2015) reported that "the most common and frequent forms of bullying are; insults, name-calling and nicknames, hitting, direct aggression, theft, threats, and social exclusion or isolation". This was supported from the evidence in children's interview, to name was Budi who mentioned that his friends often called his father's name and moked him by that, while Susi reported that her friends did not want to play with her as she did not want to follow their bad intention to other friends. Through this, the researchers as grown ups along with the teacher let students write their experience about bullying to build a self-defense concept and not only rely on adult's help. This 'finding the moment' stage gave children experience that pictures can be combined and made them as moving pictures. If the inserted the voice, then it

can be categorized as DST. In the following stage, children composed the story, narrated the visuals and inserted audio to create their story.

In accordance to the Vigotsky's theory of ZPD, the core point lies in the ability to solve problems independently and the level of potential development that is defined as problem solving ability under adult guidance or through collaboration with more capable colleagues. In several stages, scaffolding or giving a number of assistance to students during the initial stages of learning is provided by volunteers and teachers. However, as needed, volunteers and teachers then reduce assistance and provide opportunities to take on greater responsibilities after children can do so. In the context of making scripts, this educational process initially required the help of adults (volunteers and teachers). Making a story script based on what is experienced by these children needed the help of grown ups. During the process, when we felt that children were ready to be independent, we gave them the opportunity to carry out the process of voicing their aspirations. However, in certain occasion, we helped in terms of recording to eliminate noise that will enter the digital movie. In the movie creation, movie was effectively a tool to make children interested in following and easily accepted learning in accordance with the stages of development of the child's age. They enjoyed the process, in other hand the content was conveyed through messages inserted in stories. From this we can instill their understanding of the importance of protecting ourselves from all acts of bullying.

The process of storytelling by children is the origination of peer learning. For the aspect of moral development, it relates to the formation of children's behavior through habituation that is manifested in everyday conditions, it is to prepare as early as possible in developing attitudes and behaviors based on Pancasila morals. For children, moral values will be seen from whether or not a child can distinguish between good and bad. This will lead to other values.

In instilling the moral values, what we did in this case was to provide support to children - this is called scaffolding. In simple terms, scaffolding learning can be interpreted as a technique of providing structured learning support, which is carried out at an early stage to encourage students to learn independently. In the process of education, we began by giving understanding to children, we gave questions, and finally we gave the, assignments to answer questions related to the theme of bullying, what they thought about it, and some examples in everyday life. By differenciating what was allowed or not, to provide evidence that the child have gained successfull understanding.

In the digital movie creation, the learning support was not carried out continuously, but along with the increase in children's abilities. For example, when children felt that they were not able to do something and that they needed help, we did not necessarily cut out our assistance. Gradually we reduced the help for children's independent learning. In this context, if students were not able to achieve independence in their learning, we returned to the support system to help children get progress until the child was truly capable of independence.

CONCLUSIONS

The Digital Storytelling (DST) project in was started from building the concept of bullying – the yes and no to do. This was done to familiarize what it is, to prevent others having superior power intimidate the lower powered children, and to empower the lower powered children to address bullying well and confidently. This is important as bullying brings short and long impact – it attacks self confidence and children who can not deal with it will be soul-attacked.

Children in the DST creation process enjoyed the stages. It was revelaed that culturally bullying has already being the tradition in some places, children felt strange when they mentioned certain acts as bullying. They tend to laugh on it, and accepted the bullying. Before, they did not recognize that they were bullied. Through the empowerment of DST project, children are started to be aware that if they do not want to be hurted, hence they mau not hurt any body else.[]

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