

**DST (Digital Storytelling) To Familiarize ‘Stop Bullying’  
Cases Among Elementary School Aged-Children**

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***Abstract***

*This article discusses about the use of DST as a way to introduce them 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.*

***Keywords:*** *Cooperatives, Social Capital, Change*

**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 al; 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 significat 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 symptoms 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 intently absent from school. Someone who is bullied in some cases may bully others as but 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 systematic 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 success is the mobilisation of bystanders, or the silence of the majority witnessing bullying suggest that peer witnesses' responses are crucial to inhibit or fuel bullying. While another researcher 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.

## DISCUSSION

### 1. 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 already 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.

## 2. 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.

## 3. 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 thinking. In 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.

#### 4. Concept Implementation

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 acknowledged in it (delivered by Fantatik children – Forum Anak Kota Batik Pekalongan).



Picture 1

#### Transferring Information

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 aggressiveness usually comes in the form of behavior such moking, hitting, kicking, and 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 survive against it.



Picture 2

#### Opening Scene

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.

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.

## 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 revealed 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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