

DEVELOPMENT OF TEACHING MEDIA KARATE KIDS MOVIE TO TEACH ANTI-BULLYING FOR P5 BK

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Abstract

This study aims to develop film-based learning media using selected scenes from The Karate Kid to teach anti-bullying values as part of character education within the P5 BK program. The research employed a research and development (R&D) approach based on the Borg and Gall model. The product feasibility was assessed through validation by a learning media expert and a teacher from SMK Gondang Wonopringgo. The developed media was also tested with Grade X students at the school. The findings reported by the researchers indicate that using selected film scenes can facilitate the delivery of character education content, particularly anti-bullying material. The film-based approach may also help attract students' attention and support their understanding of bullying-related issues during the learning process. Therefore, selected scenes from The Karate Kid can serve as an alternative instructional resource for anti-bullying education. However, further evaluation involving more detailed validity, practicality, and learning-outcome data is needed to establish the effectiveness of the media.

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A. INTRODUCTION

The introduction contains the research objectives and the reasons for conducting the research. The main part of an article should begin with an introduction that provides further details about the purpose of the writing/research, motivation, research methods, and findings. The introduction should be relatively non-technical, yet clear enough for readers to understand the contributions of the article.

Educational media play an important role in supporting the learning process by presenting information in ways that can attract students' attention, facilitate understanding, and encourage active engagement. In character education, instructional media can provide contextual learning experiences that help students recognize social values and reflect on their behavior. One potential medium is film, which presents characters, conflicts, and consequences through visual narratives. When appropriately selected and accompanied by structured learning activities, films can serve as a resource for discussing social relationships, empathy, respect, and the prevention of bullying in educational settings.

Bullying remains an important concern in schools because it can affect students' emotional well-being, social relationships, and participation in learning. Therefore, anti-bullying education needs to provide students with opportunities to identify bullying behaviors, understand their consequences, and consider appropriate responses when such situations occur. Film-based learning may support this process by presenting social situations through narratives that students can observe, discuss, and critically reflect upon. However, the educational value of a film depends not only on its storyline but also on how its content is selected, connected to learning objectives, and integrated into classroom activities.

The Karate Kid is a film that may provide material for discussing interpersonal conflict, intimidation, perseverance, and responses to challenging social situations. Previous studies have examined the film from different perspectives. Hilmi (2016), for example, investigated the representation of discipline and hard work in The Karate Kid. Sunardi (2021) examined stereotypical representations of Chinese people in the 2010 Hollywood film, while Dayana (2020) explored spiritual educational values in The Karate Kid. These studies demonstrate that the film has been considered in relation to character representation and educational values. Nevertheless, the studies cited here primarily focus on analyzing the film's content and themes. Based on the literature identified in the present study, further investigation is needed into how selected scenes can be developed into structured instructional media specifically designed to support anti-bullying education.

To address this gap, the present study focuses on developing film-based learning media using selected scenes from The Karate Kid for anti-bullying education within the P5 BK program at SMK Gondang Wonopringgo. Rather than using the film solely as a viewing resource, the development process seeks to organize relevant scenes into learning materials that can guide students in identifying bullying-related situations, discussing the consequences of harmful behavior, and reflecting on positive alternatives. The media are intended to support character education by connecting the film's narrative with guided classroom discussion and reflection. The development and feasibility of the product are examined through expert validation and teacher assessment, followed by a field trial involving Grade X students, as described in the research design.

Accordingly, this study aims to (1) develop film-based learning media using selected scenes from The Karate Kid for anti-bullying education within the P5 BK program and (2) examine the feasibility of the developed media based on expert validation, teacher assessment, and field-trial findings. The study is expected to contribute to the development of practical learning resources for character education and provide a basis for further research on the use of film narratives in anti-bullying instruction. The findings should be interpreted in accordance with the evaluation data collected; claims regarding changes in students' behavior or the effectiveness of the media require direct evidence from appropriate outcome measures.

The research questions are as follows:

1. How can selected scenes from The Karate Kid be developed into film-based learning media for anti-bullying education within the P5 BK program?
2. How feasible are the developed learning media based on expert validation, teacher assessment, and field-trial findings?

B. RESEARCH METHOD

This study employed a research and development (R&D) approach to develop film-based learning media using selected scenes from The Karate Kid for anti-bullying education within the P5 BK program. The R&D approach was selected because the study focused on developing an educational product and evaluating its feasibility through expert validation and preliminary field testing. The development process was based on

the model proposed by Borg and Gall, which provides a systematic framework for developing and refining educational products.

Although the Borg and Gall model consists of ten stages, this study was limited to the first five stages in accordance with the scope of the research. These stages comprised research and information collecting, planning, developing the preliminary form of the product, preliminary field testing, and main product revision. The five-stage procedure was intended to produce an initial learning media product, obtain feedback from its preliminary implementation, and revise the product based on the findings.

The research procedures were conducted as follows.

1. Research and Information Collecting

The initial stage involved identifying the learning needs related to anti-bullying education and reviewing relevant literature on educational media, character education, bullying, and the use of film in learning. This stage provided the conceptual basis for selecting relevant scenes from *The Karate Kid* and determining their potential use in classroom instruction.

2. Planning

The planning stage involved establishing the learning objectives, determining the anti-bullying content, selecting relevant film scenes, and outlining the instructional activities. The planned activities were intended to help students recognize bullying-related situations, understand their possible consequences, and reflect on appropriate responses to harmful behavior.

3. Developing the Preliminary Form of the Product

At this stage, the selected film scenes were organized into preliminary film-based learning media. The product was designed to connect the film content with anti-bullying learning objectives and supporting classroom activities. The initial product was then submitted for validation by a learning media expert and a teacher at SMK Gondang Wonopringgo. Feedback from the validators was used to identify aspects requiring improvement before the field trial.

4. Preliminary Field Testing

The preliminary product was tested with Grade X students at SMK Gondang Wonopringgo. This stage aimed to examine the initial implementation of the media in the learning context and obtain feedback regarding its suitability and usability. The field-testing process provided information to guide subsequent product improvements.

5. Main Product Revision

The final stage of this study involved revising the preliminary product based on feedback from expert validation, teacher assessment, and the preliminary field test. The revision was intended to improve the suitability of the media for anti-bullying instruction and align the product more closely with the established learning objectives.

The data obtained during the development process were used to inform judgments about the feasibility of the learning media and determine the revisions required. The conclusions regarding product feasibility were based on the actual validation and field-testing data collected during the study. Because the research was limited to the first five stages of the Borg and Gall model, the resulting product should be regarded as a preliminarily developed and tested learning resource rather than a fully validated product whose effectiveness has been established.

C. RESULTS AND DISCUSSION

The findings derived from the product development process pertaining to film media have been meticulously outlined in the subsequent sections:

1. Research and Information Gathering

The initial stage involved identifying learning needs related to anti-bullying education within the P5 BK program at SMK Gondang Wonopringgo, Pekalongan Regency. Based on classroom observations and interviews with teachers and students, the researchers identified several challenges in delivering anti-bullying material. The existing learning process relied on relatively conventional instructional methods and made limited use of supplementary learning media. These conditions indicated the need for a more engaging instructional resource to help students understand bullying-related issues and reflect on their social consequences.

In response to these needs, the researchers proposed developing film-based learning media using selected scenes from *The Karate Kid*. Film was selected because its visual narratives and character interactions could provide contextual examples for discussing bullying, interpersonal relationships, and appropriate responses to harmful behavior. The development was intended to support classroom discussions and provide students with concrete situations that could be analyzed in relation to anti-bullying education.

2. Planning

During the planning stage, the researchers established the learning objectives, identified relevant film content, and designed the instructional activities to accompany the selected scenes. The primary objective was to develop film-based learning media that could support students' understanding of bullying and encourage reflection on the behavior of the characters presented in the film.

The planned implementation involved Grade X students at SMK Gondang Wonopringgo. The teacher would screen the selected film segments during classroom instruction and facilitate structured discussions afterward. These discussions were intended to help students identify bullying-related situations, examine the consequences of the characters' actions, and consider appropriate responses to bullying. This approach positioned the film as a stimulus for guided learning rather than as a substitute for teacher facilitation.

3. Development of the Preliminary Product

The preliminary product was developed through several steps. First, the researchers identified the film *The Karate Kid* as the principal audiovisual resource. The film was then reviewed to identify scenes relevant to bullying and interpersonal conflict. These scenes were selected for their potential to stimulate discussion and help students examine the behaviors and consequences represented in the narrative.

Next, the selected scenes were edited into a learning resource focusing on anti-bullying education. An introductory segment was added to provide context and prepare students for the subsequent viewing and discussion activities. The resulting media was designed to connect the film narrative with the intended learning objectives.

The preliminary product was subsequently presented for assessment by a media expert and a teacher at SMK Gondang Wonopringgo. Their feedback, together with the responses obtained during the initial field trial, was used to identify aspects

requiring improvement. This process was intended to refine the media before further use in classroom instruction.

4. Preliminary Field Testing and Validation Results

The preliminary field test was conducted at SMK Gondang Wonopringgo, Pekalongan Regency, during the 2023/2024 academic year. The participants were students from Grade X AKL. Following the classroom implementation of the film-based learning media, student responses were collected through questionnaires. Feedback from the teacher and media expert was also obtained to assess the media's initial suitability and identify areas for improvement.

4.1. Teacher Validation Results

Table 1. Teacher Assessment of Film-Based Learning Media

NO.	ASSESSMENT INDICATOR	YES	NO
1	Ease of media use	✓	—
2	Suitability of media use	✓	—
3	Student interest in using the media	✓	—
4	Feasibility of media use	✓	—
5	Potential to support students' learning motivation	✓	—
6	Potential to support students' knowledge acquisition	✓	—
7	Potential to encourage independent learning	✓	—

Source: Teacher assessment data.

The teacher provided positive responses to all seven assessment indicators. The responses suggest that the media was considered easy to use and suitable for classroom instruction. The teacher also indicated that the film-based resource had potential to attract students' interest, support learning motivation, facilitate knowledge acquisition, and encourage independent learning.

However, these findings represent the teacher's assessment of the media rather than direct measurements of changes in student motivation, knowledge, or independent learning behavior. Therefore, the results should be interpreted as preliminary evidence of perceived instructional suitability. Additional observations and learning-outcome measures would be required to establish whether the anticipated benefits occurred in practice.

4.2. Media Expert Validation Results

Table 2. Media Expert Assessment

NO.	ASSESSMENT INDICATOR	YES	NO
1	Relevance of the material presented in the film	✓	—
2	Ease of understanding the film	✓	—

Source: Media expert assessment data.

The media expert provided positive responses to both assessment indicators: material relevance and ease of understanding. These results indicate that the expert considered the selected film content relevant to the instructional focus and sufficiently understandable for its intended educational use.

Nevertheless, the assessment comprised only two indicators. Consequently, the findings provide a limited initial indication of suitability rather than a comprehensive

evaluation of media quality. Further assessment could include the accuracy of the instructional content, the quality of the audio and visuals, the appropriateness of the selected scenes for the students' age and educational context, and the alignment between the media and the learning objectives.

4.3. Student Response Results

Table 3. Student Responses to Film-Based Learning Media (n = 23)

No.	Assessment Indicator	Yes (n)	Yes (%)	No (n)	No (%)
1	Ease of media use	23	100.0	0	0.0
2	Student interest in using the media	22	95.7	1	4.3
3	Potential to support learning motivation	21	91.3	2	8.7
4	Potential to support students' knowledge acquisition	22	95.7	1	4.3
5	Ease of understanding the film	20	87.0	3	13.0

Source: Student questionnaire data. Percentages are calculated from 23 respondents and rounded to one decimal place.

The student questionnaire results indicate generally positive responses to the film-based learning media. All 23 students (100%) reported that the media was easy to use. In addition, 22 students (95.7%) responded positively to the indicator concerning interest in using the media, while 21 students (91.3%) gave positive responses to the indicator concerning learning motivation. The same number of students, 22 (95.7%), responded positively to the indicator concerning knowledge acquisition.

The lowest positive response was recorded for ease of understanding the film, although 20 students (87.0%) still responded positively. Three students (13.0%) reported difficulty understanding the film. This finding suggests that the selected scenes or their presentation may require further clarification, such as introductory explanations, guiding questions, subtitles where appropriate, or teacher-led discussion after viewing.

Overall, the questionnaire results indicate that the media was positively received by most participating students. Its audiovisual format may provide an engaging starting point for examining bullying-related situations. Nevertheless, because the questionnaire used binary responses and did not provide pretest–posttest scores or direct behavioral measures, the findings cannot establish that the media caused an increase in knowledge, motivation, or anti-bullying behavior. Instead, they provide preliminary evidence of student acceptance and perceived usability.

5. Main Product Revision

The final stage of the reported development process involved revising the preliminary product in response to feedback from the field trial and validation activities. Three areas were identified for improvement: audio quality, the selection and duration of film segments, and the inclusion of supporting graphics.

First, audio quality required attention to ensure that dialogue could be heard clearly when the media was played through classroom speakers. Poor sound quality may

interfere with students' understanding of important scenes and reduce the effectiveness of subsequent discussions. Improving the audio and checking the playback equipment before classroom use would help address this limitation.

Second, the film segments required further consideration in terms of duration and content coverage. Feedback indicated the need to include additional scenes illustrating bullying-related situations. However, extending the video should be undertaken selectively to maintain instructional focus and fit the available lesson time. The revised media should prioritize scenes that directly support the learning objectives rather than increasing its duration without a clear pedagogical purpose.

Third, informative graphics could be incorporated to help students identify the main issues presented in the selected scenes. These graphics might include brief explanations, guiding questions, or key points for reflection. Such additions could help students connect the events in the film with the concepts addressed during classroom discussion.

These revisions are consistent with the iterative nature of research and development, in which preliminary products are improved based on evaluation and user feedback. The teacher's positive assessment, the media expert's responses, and the generally favorable student questionnaire results provided an initial basis for continuing product refinement. At the same time, the identified limitations demonstrate that positive responses do not eliminate the need for improvements in technical quality and instructional design.

6. Discussion

The findings suggest that film-based learning media using selected scenes from *The Karate Kid* has potential as a supporting resource for anti-bullying education in the P5 BK program at SMK Gondang Wonopringgo. Positive teacher and media expert responses indicated perceived suitability, while student questionnaire results showed favorable responses to usability, interest, learning motivation, and perceived knowledge acquisition. Together, these findings support the continued development of the media as a classroom resource.

One potential educational contribution of the film is its capacity to present social situations through visual narratives and character interactions. Rather than relying exclusively on verbal explanations, teachers can use selected scenes as discussion prompts that invite students to identify harmful behaviors, consider their consequences, and reflect on alternative responses. The educational value of this approach, however, depends on careful scene selection and teacher facilitation. Viewing a film alone does not ensure that students will interpret the narrative accurately or transfer its messages to their own behavior.

The student responses also highlight the importance of comprehensibility and technical quality. Although most respondents indicated that the film was easy to understand, three students reported otherwise. This result reinforces the need for clear audio, appropriate pacing, contextual explanations, and structured discussion questions. Such adjustments may make the media more accessible and help teachers guide students toward the intended learning objectives.

The study has several limitations. First, the preliminary field test involved one Grade X class at a single vocational high school, which limits the extent to which the findings can be generalized to other educational settings. Second, the validation instruments used a limited number of binary-response indicators. Third, the available results do not include pretest–posttest comparisons or direct observations of changes in bullying-related attitudes and behavior. Accordingly, the study provides preliminary evidence concerning the media's perceived suitability and student acceptance, but it does not yet demonstrate its effectiveness in reducing bullying or producing measurable character transformation.

Future evaluation should involve a more comprehensive validation instrument, clearly documented revision procedures, and learning-outcome measures aligned with the anti-bullying objectives. Pretest–posttest assessments, structured classroom observations, or follow-up interviews could help determine whether students' understanding and responses to bullying change after using the media. These steps would strengthen the evidence base for assessing the educational contribution of the developed product.

D. CONCLUSION

In light of the empirical evidence presented above, it is reasonable for the researchers to draw the conclusion that the incorporation of learning media, particularly in the form of cinematic presentations such as films, significantly enhances the educational experience, particularly concerning character education with a focus on the issue of bullying, as evidenced by the trials conducted on a cohort of 10th-grade students enrolled at SMK Gondang Wonopringgo. Consequently, it is highly advisable for educators and curriculum developers to integrate the film "Karate Kids" into their character education programs, especially those that address the critical topic of bullying, thereby fostering a more engaging and impactful learning environment.

By utilizing films as a medium for education, students are likely to exhibit increased levels of interest and motivation, which in turn facilitates a deeper comprehension of the material being presented during the instructional process. In addition, it is important to highlight that there are numerous recommendations for future investigations, which could include a broader exploration of diverse learning media that extends beyond just the thematic focus on bullying, encompassing various educational aspects such as cross-cultural learning experiences that range from the cultural nuances of American society to the rich traditions of Chinese heritage. Such research endeavors would not only contribute to a more comprehensive understanding of educational methodologies but also promote the development of innovative teaching strategies that cater to the diverse needs of learners in an increasingly globalized world. Therefore, the implications of these findings underscore the necessity for continuous exploration and adaptation of educational media to enhance teaching effectiveness and student engagement across various subjects and cultural contexts.

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