Digital Storytelling with a Motion Graphic into Stopping Children's in Verbal Bullying

Komda Saharja[1]; Rasynal Tenrisanna[2]

[1] Politeknik Negeri Media Kreatif, PSDKU Medan, Indonesia

[2] Politeknik Negeri Media Kreatif, PSDKU Makassar, Indonesia

E-mail: saharjakomda12@polimedia.ac.id

Abstract

Character education in young children is an important aspect in forming individual integrity in society. Digital storytelling is a modern information medium that can be used to disseminate useful information through interactive videos in the form of moving graphics without degrading or belittling other people as children. The aim of this research is to reduce verbal harassment behavior in young children and as a socialization medium that increases children's awareness to stay away from harassment behavior, both in everyday life and in the school environment. This research used moving graphics as a socialization tool to avoid harassment, both verbal and non-verbal. The results of this research show that the use of this media can provide effective learning to all individuals who watch moving graphic videos as a socialization tool through the pre-production, production and post-production stages. The results of this research indicate that information media can change individuals' perceptions about the dangers of abuse that they may experience as children. By this media, researchers emphasize the role of education in preventing harassment.

Keywords: *Digital Storytelling; Bullying; Motion Graphic; Perception Children Behavior; Verbal Harassment*

Introduction

In Indonesia, the development of information technology has accelerated rapidly in recent years. However, unfortunately, this technology is often misused by human error, and the impact is seen in social media which facilitates the phenomenon known as cyberbullying (Khurramov, 2020; Ademiluyi et al., 2022; Hamuddin et al., 2022). This cyberbullying practice has become a serious problem, with profound negative impacts. This includes the risk of various problems in mental and physical health, even reaching a level of depression that has the potential to drive victims to commit suicide. For this reason, it is important to have effective media that can educate the public about the negative impacts of this harassment.

One effective approach in providing understanding about harassment is through the use of media as a socialization tool. Socialization is a process in which individuals interact with other individuals to gain new knowledge and broader points of view (Lee & Bucholtz, 2015; Tull et al., 2023). The main goal is to be accepted in society. Socialization helps individuals become familiar with and adapt to the environment, and in this context, provides a better understanding of the consequences of abuse.

The efforts to provide an understanding about the negative impacts of harassment will have a major impact on society, especially in the school environment. Young people are a group that is vulnerable to cyberbullying, and therefore, innovation is needed in creating relevant social media for them. One form of effective innovation is the use of motion graphics. Motion graphics is a branch of graphic design that combines illustration, typography, photography and videography with animation techniques (Darma & Siahaan, 2022; Richardson, 2017; Manovich, 2013). This can be a powerful tool in conveying messages about the negative impacts of harassment and helping protect young people from the dangers of cyberbullying.

Based on the background that has been described, researchers focus on the problem of how to design motion graphics in digital storytelling to stop verbal abuse of children. This research was conducted on students as subjects who actively create information innovations with technology in the field of motion graphics, with the aim of helping them understand how to overcome the problem of verbal abuse in children through this creative approach.

Literature Review

1. Digital Storytelling

According to Van Krieken (2018, 123) digital storytelling is a combination of multimedia features as graphic, texts, audio, video with art can be storytelling for giving information or points with having specific duration covering on interested digital forms of creative media. The researcher can be called it as storytelling because it is an ancient but it can be the newest literary science. Even though storytelling conditions can be changed from year to years, storytelling still having aims to fulfill needed the basic individual and social. As we know human lives side by side with any events can be occurred in the world (Maynard-Moody & Musheno, 2022; Seyser & Zeiller). Conveying these are events to peoples in stories. The story is spoken can be create its own impression in life. They express their imaginations, beliefs, hopes and impressions in stories into an effort to explain so that other people understand each other. Storytelling can be also an art will tell a real or fictional story accompanied by images, texts, audios, and even video.

Education determines one's way of life because the modification in one's view is also caused by interaction influences between intelligence, attention, experience, and so on (Bredo, 2012; Blackmore, 2007; Kaufman, 2018). This understanding is almost the same education is an influence surrounding the individuals to produce permanent changes in their habitual behavior, thoughts, and attitudes.

Educational philosophers state in formulating the meaning of education depends on viewpoint of humans; nature, characteristics, and the aim of human life itself. According to Yanow (2006, p. 11) the meaning of education in the philosophical literal of philosophy is human thinking on educational problems to solve and develop new theories based on normative, speculative, rational empirical, philosophical, and historical-philosophical thinking while education in the practical sense is a process of transferring or transforming knowledge or developing the potentials of students to achieve optimal development.

Pangrazi & Beighle (2019) stated that education is the organized development and equipping of all human, moral, intellectual, and physical powers, by and for their individual and social use, directed at the union of these activities. It means education is an organized development and completeness of all human potential, moral, intellectual, and physical, by and for the individual personality and the use of society, which is directed to collect all these activities for the ultimate goal of life. In Moslem, character education is a major need for the growth of religious ways that can build the characteristic of human being (Taja et al., 2021; Ismail, 2016). It can be shown every human has a certain character but not yet been perfected. In a simple meaning, character education can be anything positive that teacher does and affects the character students. A conscious and an earnest effort from a teacher while teaching the values to his students. As line with this Kohn (1997, p. 430) mentioned that character education becomes an educational movement that supports the social development, emotional development, and ethical development of students. It is a proactive effort by both schools and the government to help students developing the core of ethical values and performance values, such as caring, honesty, diligence, fairness, tenacity, responsibility, and self-respect.

2. Bullying

Home is cored in family the pillar of the state with the family can be state rising or house. It is in a school where children study. It can learn noble qualities, such as loyalty, mercy, and compassion. From family life, a father and husband acquire and cultivate the nature of courage and tenacity of attitude and effort in defending his relatives and making them happy during his life and after his death. The smallest unit is called as family what can be a proponent and spirit of the birth of a nation and society. On the other hand, it can also contribute to the collapse of a nation and society. It is not wrong to say that the family is the pillar of the state with the family can be state rising or house (Lindenberg, 2002; Conger et al., 2010). Family has an important role in determining the progress of a nation, so they theorize that the family is a very important unit in society so that if the families which are the foundation of society are weak, society will be a weakness. Therefore, they believe various social problems, such as rampant sexual crime and acts of violence, and all kinds of depravity in society are the result of weak family institutions. To get pay attention on motion graphic for people especially students can be needed in creating socialization on media showing what a digital storytelling may work and giving a beneficial information for people into stopping children's in bullying verbal. According to Las-Casas (2013) motion graphics is a branch of graphic design art what is in an illustration, typography, photography and videography that can be using animation techniques. Motion graphics consists of two words, namely motion which means movement and graphics or what it usually knows as graphics.

Research Methods

This research are conducted into digital storytelling project of collection methods shown the observations and conversations as informal way with their friends. To identify in field can be encountered in learning process with picturing to be in data with a good motion graphic into socialization. In giving special treatments to the research subject, The information collected as information based some experiences the parenting styles as experienced by students even though characters seeing in behavior shown carrying out tasks as general. Becoming a creative storyteller, it can allow creating notions on scripts into storylines till make a good motion graphic on its theme.

Results and Discussion

The material are traced through a message on social media. As it is providing some info such as in designing motion graphic can be giving more information on theme 'stop in bullying' for harmony.

This is intended to the public especially children and teenagers knowing what the negative impact of bullying are.

The material delivered via social media also provides information about bullying, its types and the negative impacts of bullying on victims. The following is a design for the socialization media motion graphic 'stop bullying' which shows a student who was a victim of bullying and ultimately committed suicide. The story idea describes stopping bullying and its impact on victims with a flat design concept. In short, bullying cases can occur in Indonesia, including by children and teenagers. Stop bullying in motion graphics has been summarized as completely as possible with an initial video explaining the meaning of bullying, then continued with the types of bullying with several examples. From there you will see the impact of bullying on its victims.

1. Design of Motion Graphic

According to Tsai-Yun et al. (2013, p. 1035) storyboard is an important element in the process of creating visual stories, especially in animation and film. It is a kind of visual sketch that serves as a visual guide or plan for the story to be told. On a piece of paper or in digital format, a storyboard includes a script or short description that describes the scenes, dialogue, and actions that will be illustrated in the story.

Storyboard examples vary greatly depending on the type of story being told. For example, in animation, the storyboard will contain illustrations of characters, backgrounds, objects, and all the visual elements that will appear in the scene. Apart from that, storyboards can also detail character movements and changes in the atmosphere of the scene. This is an important step in developing story visualizations before entering the production stage.

The assets used in storyboards can also include property objects that have an important role in the story, as well as visual elements such as color, composition, and artistic concepts. These are all key elements that help explain the story better and help the audience or production team understand how the story will be told.

Illustrations in storyboards are visual representations of the story. These can be images depicting scenes and characters, helping to visualize what will happen in the film or animation. These illustrations help story creators and production team members to clarify story concepts and visualizations before the actual production process begins.

Animation is a key element in the digitalization process, and storyboards play an important role in organizing how the animation will be translated from concept to visual medium (Budach et al., 2022; Hafner, 2014). It includes illustrations of character movements, special effects, and transitions between scenes. With the help of a storyboard, the animation team can organize and plan every movement to create a smooth and effective storyline in animated form.

In digitalization, storyboards are an important tool for depicting and organizing key elements in a story, ensuring that the story message can be conveyed well in digital media. This helps detail every aspect of the story before production, ensuring that all assets, illustrations and animations are treated consistently and effectively, as in the image below;

Figure 1. Storyboards

This helps story creators in planning how the story will be told visually. They help in determining scene composition, camera settings, and the selection of viewpoints to be used to maximize the dramatic effect in the story. Storyboards help in organizing story sequences. It allows storytellers to see how each scene relates to each other and whether the story sequence is logical and coherent.

Figure 2. Asset

In the art of storytelling, the term "assets" refers to important elements used to enrich a story and make it stronger. These assets in storytelling include various elements that play a role in building and communicating stories with strong appeal, especially in visual narrative formats, such as films, animations, comics and even presentations.
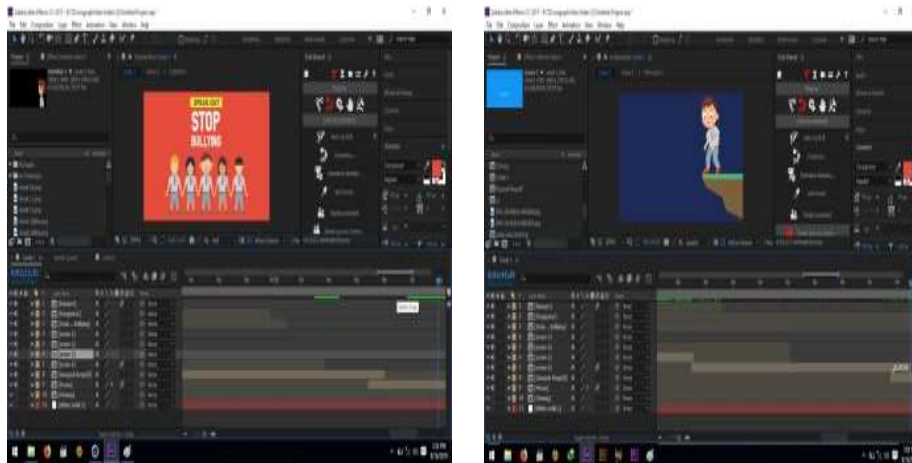
Figure 3. Illustrations and Animation

After going through a series of manual steps in creating several illustrations, the digital illustration scene was finally successfully completed. However, this work is not over yet. It's time to take the next step in this creative process, which involves using Adobe software to process the digitized results. This stage is known as Post-Production, and is the final step in my creative journey.

In the Post-Production stage, all elements that have been prepared and processed during the production stage will be combined into one balanced whole. This involves several important processes, such as compositing, where various visual elements are combined to create a cohesive scene, editing to tidy up sequences and ensure a smooth story, and rendering, which produces the final video in a format that is ready for display.

The Post-Production stage is the time when all the effort and creativity during the production stage finally materializes into a work that is ready to be presented to the audience. This is an important stage in the creative process, where each element is carefully examined and arranged to create a stunning and effective final result.
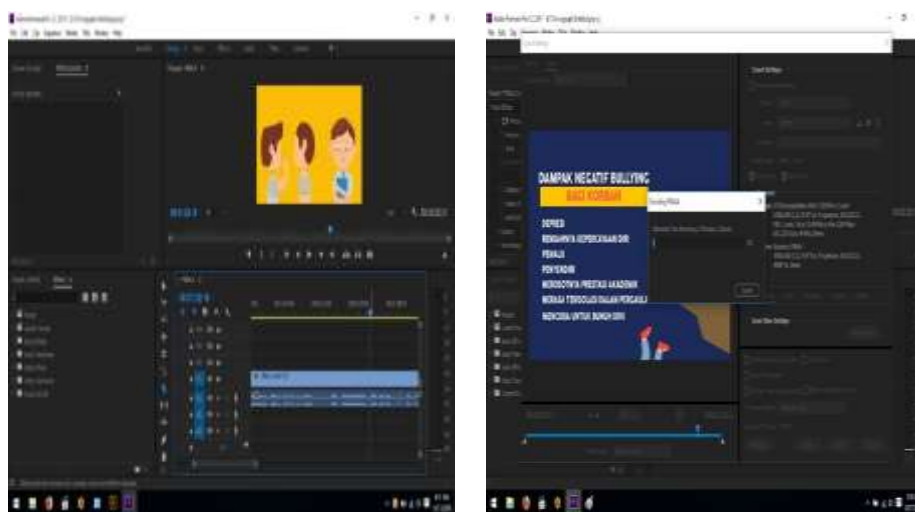

Figure 4. Compositting, Editing, Rendering

The motion graphic discussing harassment prevention produces a video with a duration of 2 minutes 22 seconds, a resolution of 1920 x 1080p, and in .mp4 format. This video has a very important purpose, namely to provide a deeper understanding of the problem of harassment and its negative impact on victims.

In this video, viewers will find a brief explanation of what harassment is and how it affects daily lives. This explanation is not only addressed to those who may have experienced abuse or become victims, but also to the entire community, especially children and teenagers.

It is hoped that this socialization media can be an effective means of opening people's eyes about the urgency of preventing harassment and understanding the impacts experienced by victims. This is very important, especially in an era where technology and social media can become a vehicle for harassment. With better understanding, it is hoped that there will be increased awareness and support for stopping harassment in school, social and online settings. This video is a small but significant step in the effort to make society aware of the importance of desisting from acts of harassment and treating its impact on affected individuals.

Conclusion

In conclusion, making motion graphics about preventing harassment as a media for socialization has an important role in providing understanding to the public, especially teenagers, about harassment, categories of harassment acts, and their impact on victims. Through an attractive visual approach, we can encourage people to avoid harassment and take preventative action. This media has the potential to reach various groups of society, especially teenagers who actively interact with social media and digital technology. Thus, the use of motion graphics as a socialization tool is a relevant and effective step in increasing awareness about preventing harassment and encouraging better behavior in society, especially among teenagers.

References

Ademiluyi, A., Li, C., & Park, A. (2022). Implications and preventions of cyberbullying and social exclusion in social media: systematic review. *JMIR formative research, 6*(1), e30286.

Blackmore, C. (2007). What kinds of knowledge, knowing and learning are required for addressing resource dilemmas?: a theoretical overview. *Environmental Science & Policy, 10*(6), 512-525.

Bredo, E. (2012). *Philosophies of educational research*. In Handbook of complementary methods in education research (pp. 3-31). Routledge.

Budach, G., Sharoyan, G., & Loghin, D. (2022). 13 'Animating Objects': Co-Creation in Digital Story Making between Planning and Play. *Liberating Language Education, 101*, 277.

Conger, R. D., Conger, K. J., & Martin, M. J. (2010). Socioeconomic status, family processes, and individual development. *Journal of marriage and family, 72*(3), 685-704.

Darma, F. N. T., & Siahaan, A. U. (2022). Motion Graphics About Successful English Presentation For Vocational Students. *Journal of Applied Multimedia And Networking, 6*(1), 44-55.

Hafner, C. A. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multi-modal ensembles. *TESOL quarterly, 48*(4), 655-685.

Hamuddin, B., Syahdan, S., Rahman, F., Rianita, D., & Derin, T. (2022). Do They Truly Intend to Harm Their Friends?: The Motives Beyond Cyberbullying among University Students. *In Research Anthology on Combating Cyber-Aggression and Online Negativity* (pp. 775-788). IGI Global.

Ismail, I. (2016). Character education based on religious values: an Islamic perspective. *Ta'dib: Jurnal Pendidikan Islam, 21*(1), 41-58.

Kaufman, D. M. (2018). Teaching and learning in medical education: how theory can inform practice. *Understanding medical education: evidence, theory, and practice*, 37-69.

Khurramov, O. K. (2020). The role of the tourism sector in the digitalization of the service economy. *Economics and Innovative Technologies*, (1), 6.

Kohn, A. (1997). How not to teach values: A critical look at character education. *Phi delta kappan, 78*, 428-439.

Las-Casas, L. F. (2013). Cinedesign: Principles of Audiovisual Design in Motion Pictures. *The International Journal of Visual Design, 6*(2), 47.

Lee, J. S., & Bucholtz, M. (2015). *Language socialization across learning spaces*. The handbook of classroom discourse and interaction, 319-336.

Lindenberg, M. (2002). Measuring household livelihood security at the family and community level in the developing world. *World development, 30*(2), 301-318.

Manovich, L. (2013). *Software takes command* (p. 376). Bloomsbury Academic.

Maynard-Moody, S. W., & Musheno, M. C. (2022). *Cops, teachers, counselors: Stories from the front lines of public service*. University of Michigan Press.

Pangrazi, R. P., & Beighle, A. (2019). *Dynamic physical education for elementary school children*. Human Kinetics Publishers.

Richardson, A. (2017). *Data-driven graphic design: Creative coding for visual communication*. Bloomsbury Publishing.

Seyser, D., & Zeiller, M. (2018, July). Scrollytelling–an analysis of visual storytelling in online journalism. *In 2018 22nd international conference information visualisation* (IV) (pp. 401-406). IEEE.

Taja, N., Nurdin, E. S., Kosasih, A., Suresman, E., & Supriyadi, T. (2021). Character education in the pandemic era: A religious ethical learning model through Islamic education. *International Journal of Learning, Teaching and Educational Research, 20*(11), 132-153.

Tsai-Yun, M., Tay-Sheng, J., & Chien-Hsu, C. (2013). From storyboard to story: Animation content development. *Educational Research and Reviews, 8*(13), 1032-1047.

Tull, A., Hirt, J. B., & Saunders, S. (Eds.). (2023). *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors*. Taylor & Francis.

Van Krieken, K. (2018). Multimedia storytelling in journalism: Exploring narrative techniques in Snow Fall. *Information, 9*(5), 123.

Yanow, D. (2006). Thinking interpretively: Philosophical presuppositions and the human sciences. *Interpretation and method: Empirical research methods and the interpretive turn, 2*, 5-26.