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Original Research

Pop-Up Book–Based Psychoeducation Improves Self-Esteem and Strengthens Bullying Prevention Among Elementary School Children

Dian Putri Eriyanti[1], Endang Caturini Sulistyowati[1*], Dwi Ariani Sulistyowati[1]

[1] Department of Nursing, Poltekkes Kemenkes Surakarta, Indonesia

ABSTRACT

Background: *Bullying is a serious problem that is repeatedly. Bullying can be experienced by a person because they have low self-esteem. One way to overcome bullying is to increase children's self-esteem from an early age through bullying prevention psychoeducation with pop-up book media. This study aims to determine the effect of psychoeducation on bullying prevention with pop-up book media on self-esteem in 3 Kacangan public elementary school children.*

Methods: *This type of quantitative research uses a pre-experimental design with a one-group pretest-posttest design. The sampling technique used was purposive sampling with 36 respondents. The instrument used is the Rosenberg Self-Esteem Scale (RSES). The intervention was carried out 3 times, and data analysis was performed using Paired T-Test.*

Results: *The results of the analysis of the paired sample t-test self-esteem from 36 respondents showed an increase in the level of self-esteem with a p value of < 0.001, so that there was a psychoeducational effect on bullying prevention with pop-up book media on self-esteem in elementary school children.*

Conclusion: *There is an effect of psychoeducation on bullying prevention with pop-up book media on self-esteem in elementary school children. The use of interactive and interesting educational media can increase students' understanding of the causes, impacts, and ways to prevent bullying so that students are better able to control their social behavior. In addition, increasing self-esteem in students is an important factor in forming confidence, positive attitudes, and children's ability to interact healthily with peers.*

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CONTACT
Endang Caturini Sulistyowati
✉
endangcaturini70@gmail.com
Department of Nursing Poltekkes Kemenkes Surakarta, Indonesia
Jl. Letjen Sutoyo, Mojosongo, Jebres, Surakarta 57127, Central Java, Indonesia

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INTRODUCTION

Elementary school is the age when children begin to get to know and explore the environment with enthusiasm. At this age, it is the right moment to form and get used to good character so that children have good behavior (Jumeisya et al., 2022). Many children tend to have bad behavior because they are too happy with their peers, such as incidents of bullying with violence experienced by children both verbally, physically,

and emotionally, which results in a bad impact on others (Putri, Neviyarni, et al., 2022). Therefore, elementary school is a crucial period for instilling positive values and fostering healthy social behavior in order to prevent bullying in the school environment.

Bullying is a deliberate bad behavior carried out continuously by a strong party against a weak party so that the strong party feels satisfied while the other party experiences physical and emotional pressure (Ananda & Marno, 2023). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2019 1 in 3 children in the world experienced bullying for one day or more and 1 in 13 children experienced bullying for six days or more at the same time, in Central America children who were victims of bullying reached 22.8% while in Europe and Africa children who experience bullying reach 25% and 48.2% (Assagaf et al., 2024). The high prevalence of bullying in various parts of the world underscores the need for ongoing promotional and preventive interventions to protect children's physical, psychological, and social well-being.

Based on data from the Indonesian Child Protection Commission (KPAI) in 2018, 161 cases were found, of which 36 cases occurred in children who committed violence and bullying, and in Indonesia, there were 10% to 60% of children who revealed experiencing unpleasant behaviors such as insults, physical violence, and exclusion experienced every week (Widyasari & Windyastuti, 2022). According to the Boyolali Regency Child Protection Commission, in 2021 there were 58 incidents of violence and bullying with the age of 0-5 years there were 3 cases (2 males, 1 female), 6-12 years old there were 10 cases (1 male, 9 females) and 13-18 years old there were 27 cases (27 males, 17 females) and in 2022 22 reported 22 cases of violence and bullying with the age of 0-5 years as many as 1 case (boys), 6-12 years old as many as 2 cases (girls), and 13-18 years old as many as 11 cases (1 boy, 10 girls).

Bullying incidents experienced by children have long-term effects and even cause future effects such as anxiety, inability to socialize, depression, and low self-esteem, and if bullying is not handled properly in early childhood, it can cause negative things in young people or adolescents (Harmiasih et al., 2023). Several actions can be taken to reduce bullying in children, such as developing children's self-esteem since they begin to enter the growth period, and supporting children to have confidence in themselves (Lestari et al., 2023). Thus, boosting children's self-esteem is a key strategy in promotive and preventive efforts to reduce the risk of bullying and support healthy psychosocial development.

Self-esteem is a child's view of themselves, including positive or negative assessments in relation to and interacting with those around (Cahyaningrat et al., 2024). According to research (Balluerka et al., 2023), the level of self-esteem related to bullying behavior is dominated by low self-esteem of 52.4%, with a correlation coefficient value of 43.2%, which means that there is a relationship between bullying behavior and self-esteem. The findings indicate that self-esteem is a key factor associated with bullying behavior; therefore, boosting self-esteem can be an effective strategy in efforts to prevent bullying among children.

According to Maidartati et al., (2024), a person's self-esteem has a significant relationship with the risk of bullying. In line with the research of Arya et al., (2021), school children who have a good level of positive self-esteem will reduce the risk of experiencing bullying. According to Agil (2021), children who have high self-esteem will easily accept who they are and recognize their abilities. This allows students to distinguish between good and bad behavior so that they can control their behavior so as

not to hurt or harm others. In addition, the prevention of bullying is conducted by conducting psychoeducation (Soumokil et al., 2021).

Psychoeducation is a forum that is carried out by socialization and discussion with the aim of increasing insight and accurate understanding (Marhan et al., 2022). According to research (Yuli & Ahmad Efendi, 2022), psychoeducation is influential in increasing knowledge, providing understanding and awareness of the dangers of bullying, and can be an alternative to finding solutions in solving the problem of bullying behavior that occurs in the school environment. According to Ramli in Ansori et al., (2022), the types of psychoeducational media are booklets, leaflets, flip sheets, rubrics, posters, dolls, pop-up books, television, radio, slides, and film strips. A pop-up book is a 3-dimensional medium that can attract readers because it has moving images when the page is opened that are arranged in a structured and creative manner as much as possible, so that readers can easily accept the content of the material (Nabila et al., 2021).

According to research by Oka Surya et al. (2024), pop-up book psychoeducational media can increase knowledge about bullying prevention. In line with Mayangsari (2023), psychoeducational media using pop-up books is influential in preventing bullying behavior. In addition, according to research conducted by Pondani et al. (2025), pop-up books are effectively used to prevent bullying in elementary school children because they help students understand bullying behavior through attractive pictures. Research by Mukhtar et al., (2024) found that book pop-ups can increase children's assertive behavior, which can help children become more confident when facing bullying.

However, previous research has mostly only focused on increasing knowledge of bullying prevention, the relationship between bullying and self-esteem, and the influence of pop-up book media on bullying behavior in general. Previous research is also still limited in examining the effect of psychoeducation on bullying prevention using pop-up book media on increasing self-esteem in elementary school children. In addition, research on the use of pop-up book media as an interactive psychoeducational medium for elementary school students has never been done before.

The purpose of this study is to determine the influence of psychoeducation with pop-up book media on increasing self-esteem. This research is expected to help in the development of promotive and preventive interventions in the field of psychiatric and community nursing related to preventing abuse in school-age children. In addition, this research can serve as an inventive educational alternative for teachers and health workers to increase children's confidence and help create a safer and more comfortable school environment for students.

MATERIALS AND METHOD

Research Design

This study employed a pre-experimental one-group pretest–posttest design. The research was conducted at an elementary school in Boyolali, Indonesia, in October 2024. According to Simbolon (2025), this design was considered appropriate for examining the preliminary effects of bullying prevention psychoeducation delivered through pop-up book media on students' self-esteem by comparing participants' scores before and after the intervention.

Population and Sample Research

This study included all students at an elementary school in Boyolali, Indonesia, which totaled 110 students. Research by Nursalam (2016) states that if the population is less than 1000, a sample can be taken as much as 20-30% of the total population. This study took 30% of the total population, so that 33 respondents were, obtained and 10% was added to anticipate the occurrence of dropouts, bringing the total sample to 36 respondents.

The sampling technique used is purposive sampling, which is sampling based on certain criteria that have been set by the researcher. The inclusion criteria in this study include students in grades IV and V, aged 9–11 years, cooperative, able to interact well, and willing to be respondents with the consent of parents or guardians. The exclusion criteria are students who resign or do not take part in the research series until it is completed. The recruitment of respondents was carried out after the researcher obtained permission from the school, and then the researcher coordinated with the homeroom teacher to determine the students who met the research criteria. Furthermore, the researcher explains the objectives, benefits, and procedures of the research to students and parents or guardians and asks for informed consent before the research is carried out.

Variable and Instruments

The independent variable in this study is psychoeducation to prevent bullying with pop-up book media, while the dependent variable is self-esteem in elementary school children. The research instrument used the Rosenberg Self-Esteem Scale (RSES) questionnaire, which consisted of 10 statement items with a Likert scale, including favorable and unfavorable statements. The minimum score on this instrument is 0, and the maximum score is 30, with the categories 0–14 including low self-esteem and 15–30 including high self-esteem. The RSES instrument has been tested for validity and reliability in Rasiman's (2021) research, with a validity test result of 0.678–0.703, so that it is declared valid because r is calculated > r table (0.279). The results of the reliability test showed that Cronbach's Alpha value was 0.713, so the instrument was declared reliable because the alpha value > 0.60.

Procedure

Before the intervention was administered, all participants first obtained consent from their parents or guardians by signing an informed consent form. After obtaining consent, the participants were divided into several small groups, each consisting of eight students, to facilitate the psychoeducational activities. The intervention was conducted over three sessions, each lasting 30 minutes. Grouping was done to enhance the effectiveness of material delivery and encourage active student participation during the learning process.

The psychoeducational material was delivered in stages, with a different theme in each session. The first session focused on explaining bullying, its forms, and its impact on victims (Explanation). The second session aimed to build students' self-confidence (Build Your Self-Confidence), while the third session focused on efforts to maintain self-confidence when facing various social situations (Maintain Self-Confidence). After the entire intervention series was completed over three days, a post-test was administered three days after the final session to evaluate changes in self-esteem levels among participants following the psychoeducational program.

Data Analysis

Data analysis in this study uses univariate and bivariate analysis. Univariate analysis was used to describe respondent characteristics such as age and gender, while bivariate analysis was used to determine the influence of bullying prevention psychoeducation with pop-up book media on students' self-esteem before and after the intervention. The statistical test used is a paired sample t-test because the study compares two measurements in the same group, namely pre-test and post-test values, as well as numerical and normally distributed data.

Ethical Clearance

This research has received ethical approval from the Health Research Ethics Commission of Dr. Moewardi Hospital with number 1.836/VII/HREC/2024 on June 18, 2024. All participants and their parents or legal guardians were provided with complete information regarding the study objectives, procedures, benefits, and potential risks before participation. Confidentiality and anonymity of the participants' data were strictly maintained throughout the study, and participation was entirely voluntary with the right to withdraw at any time without any consequences.

RESULTS

Demographic Characteristics of Children

Table 1. Respondent Characteristics by Gender, Age, and Self-Esteem Levels (n = 36)

Characteristics	n (%)	Low Self-Esteem n (%)	High Self-Esteem n (%)
Gender			
Male	19 (52.8)	13 (68.4)	6 (31.6)
Female	17 (47.2)	14 (82.4)	3 (17.6)
Total Gender	**36 (100.0)**	**27 (75.0)**	**9 (25.0)**
Age (years)			
9	11 (30.6)	9 (81.8)	2 (18.2)
10	20 (55.6)	14 (70.0)	6 (30.0)
11	5 (13.9)	4 (80.0)	1 (20.0)
Total Age	**36 (100.0)**	**27 (75.0)**	**9 (25.0)**

Note: n = number of observations; % = percentage

According to Table 1, the majority of respondents were male, totaling 19 students (52.8%), while female respondents numbered 17 students (47.2%). The majority of respondents were 10 years old, totaling 20 students (55.6%), followed by 9-year-olds (11 students, 30.6%) and 11-year-olds (5 students, 13.9%). Most respondents had low self-esteem (75.0%), with the highest proportion found among female respondents (82.4%) and the 9-year-old age group (81.8%).

Improvement of Self-Esteem Before and After Psychoeducational Interventions to Prevent Bullying with Pop Up Book Media

Table 2. Changes in Self-Esteem Levels Before and After the Intervention (n = 36)

Self-Esteem Level	Pre-Test n (%)	Post-Test n (%)
Low	27 (75.0)	2 (5.6)
High	9 (25.0)	34 (94.4)
Total	**36 (100.0)**	**36 (100.0)**

Note: n = number of observations; % = percentage

Based on Table 2, before the intervention, most respondents had low self-esteem, accounting for 27 students (75.0%), while only 9 students (25.0%) had high self-esteem. After the intervention, the proportion of respondents with low self-esteem decreased substantially to 2 students (5.6%), whereas those with high self-esteem increased to 34 students (94.4%). These findings indicate a marked improvement in self-esteem levels following the psychoeducation intervention using pop-up book media.

The Effect of Psychoeducation on Bullying Prevention with Pop Up Book Media on Self-Esteem in Children

Table 3. Effect of Psychoeducation on Bullying Prevention with Pop Up Book Media on Self Esteem (n=36)

Variable	n	Mean	T value	p-Value*
Pretest	36	13.14	-20.494	<0.001
Post test	36	23.14		
Difference		-10.00		

Table 4 shows the results of the paired-sample analysis, indicating a statistically significant difference in self-esteem scores before and after the intervention ($p < 0.001$). The mean self-esteem score increased from 13.14 on pre-test to 23.14 on post-test, with a mean difference of 10.00 points. These findings demonstrate that psychoeducation on bullying prevention using pop-up book media was effective in improving self-esteem among elementary school children.

DISCUSSION

Based on Table 1, male respondents constituted the majority of the study participants. Meanwhile, the findings indicate that low self-esteem was more commonly observed among female respondents than male respondents. These results suggest that self-esteem levels may vary according to gender among elementary school children. According to Putri et al. (2022), women have a different mindset from men, where women often experience feelings of lack of confidence, are not sure of their abilities, and even feel that they need to get more protection. Women have a lower level of self-esteem.

In line with the research of Rosani et al. (2021), which shows that women experience more levels of self-esteem in the low and low category than men, this is caused by women often thinking negatively about something and having feelings of lack

of confidence in themselves. Supported by Meitin's (2022) research, which found that the majority of high self-esteem levels were experienced by male respondents by 43%, while in women, with high self-esteem as much as 14%, the data shows that male students have good self-confidence, so that self-esteem increases when compared to female students.

Based on Table 3, the age range of respondents 9-11 years old, is dominated by 10-year-olds. And in Table 4, the level of self-esteem based on age is dominated by 10-year-olds with a low level of self-esteem. Children who enter elementary school age have a change towards more formal education, and this age is an important age for children in developmental stages who are directly influenced by the surrounding environment and peers, both in terms of cognitive, social, physical, and emotional aspects (Zakiyah et al., 2024). This developmental stage is characterized by increasing social interactions and greater sensitivity to peer acceptance, which may contribute to the emergence of low self-esteem among children.

According to Aini (2020), the age of children 6-12 years old is in an adaptation period with many new experiences from the surrounding environment. There are changes towards middle and late childhood so that children begin to show their understanding and innate abilities, so that many children at this age will feel less about themselves. Supported by Park's (2021) research, which found that children aged 9-11 years (grades 4 and 5) experience lower levels of self-esteem than students 1 and 3, this is because students in grades 4 and 5 tend to show higher levels of stress with increased levels of awareness.

In line with O'Moore and Kirkham (2022), 10-year-old children begin to get to know their environment and often follow what they see. Usually, children will compare themselves with peers or figures in the surrounding environment, so that they consider themselves less than others and do not feel satisfied, which can lead to low self-esteem. Apart from the social environment, children at this age often face pressure to excel in school, where they will feel like failures if they find it difficult or lag behind in the learning process. Therefore, both social comparison with peers and academic demands represent important factors that may influence children's self-esteem during this critical stage of development.

Based on Table 5, respondents' self-esteem showed improvement after receiving the psychoeducational intervention on bullying prevention using pop-up book media. Before the intervention, the majority of respondents had low self-esteem levels. Following the intervention, the majority of respondents demonstrated high self-esteem levels, indicating that the psychoeducation program contributed positively to the enhancement of self-esteem among elementary school children. In line with Nikmarijal's (2022) research, the level of self-esteem of respondents before being given education is low, and the level of self-esteem after being given education is high.

According to Rahmawati et al. (2024), there is a significant difference in the level of self-esteem before and after being given education about the concept of self-esteem. In elementary school children with the age of 6-12 years, children begin to recognize right and wrong, but children are not yet able to make the right decisions because at this age children begin to adapt to the school environment that has an influence on development and relationships with others, both related to peers and related to childhood at their age (Nadiyah Ameylia et al., 2023). Therefore, educational interventions that promote positive self-perceptions are essential during this

developmental stage to support children's psychosocial adjustment and strengthen their self-esteem.

Good self-esteem needs to be instilled in children because it will be related to enthusiasm, behavior, self-comfort, self-confidence, and has an impact on mental conditions. Therefore, children must have a positive image that begins with confidence in themselves and have a good recipient of their own direction (Kamaruddin et al., 2022). After being given treatment, there was an increase in respondents' self-esteem because respondents were able to improve their understanding of themselves and knowledge of bullying prevention , one of which was by increasing self-esteem through education.

Education can have a significant influence on bullying prevention efforts in students through direct interaction with the speakers and through the use of relevant and interesting educational materials, so that students can increase their knowledge and awareness of bullying and can increase their self-esteem (Marhaely et al., 2024). Education using pop-up books has the advantage that children do not feel bored and are interested in the pictures that are arranged as attractively as possible and can move when the page is opened, where children will have a high sense of curiosity and will pay more attention, so that the material is conveyed well and children can understand the material more easily (Mayangsari, 2023). These findings indicate that the use of interactive educational media, such as pop-up books, may improve students' engagement during the learning process, thereby facilitating better knowledge acquisition and contributing to the development of higher self-esteem.

The results of this study had a significant influence on pop-up book media on increasing self-esteem before and after. Education about bullying is one of the efforts to prevent violence or bullying in children by increasing insight into the dangers of bullying (Jumeisya et al., 2022). Bullying education explains the factors that cause and impact bullying. A person with good enough self-esteem will be able to limit himself to behaving according to what he knows. In line with Andriati (2020), psychoeducation with various media can increase understanding through the material delivered, so that it has an impact on the behavior carried out, where sufficient understanding and knowledge will make a person behave in line with their way of thinking. At elementary school age, children tend to recognize their peers in doing something, including bullying incidents, it is necessary to take early steps to prevent bullying through increasing children's knowledge about bullying and the impact on perpetrators and victims with psychoeducation (Hurriyati & Fitri, 2023).

Bullying education explains the factors that cause and impact bullying. A person with good enough self-esteem will be able to limit himself to behaving according to what he knows. Self-esteem needs to be instilled early because it is one of the important identities for every individual; the need to increase self-esteem is one way to prevent bullying (Wulandari & Sakti, 2022). Pop up book is a 3-dimensional medium that can attract readers because it has moving images when the page is opened that are arranged in a structured and creative manner as much as possible so that readers can easily accept the content of the material (Nabila et al., 2021).

Pop-up books present learning material in a tangible and engaging form, creating a realistic impression that allows them to function as interactive learning games. This interactive quality encourages active child participation, making the learning process more enjoyable and reducing boredom (Dewi et al., 2021). Furthermore, research conducted by Oka Surya et al., (2024) demonstrates a significant increase in students'

knowledge and understanding following bullying prevention education delivered through pop-up books, with comprehension levels rising from 30% to 90%. These findings indicate that pop-up book media can serve as an effective educational tool and may be used as a practical guidebook by schools to help reduce the incidence of bullying among children.

This research is expected to help in the development of promotive and preventive interventions in the field of psychiatric and community nursing related to preventing abuse in school-age children. In addition, this research can serve as an inventive educational alternative for teachers and health workers to increase children's confidence and help create a safer and more comfortable school environment for students. Furthermore, the findings of this study may provide evidence to support the integration of bullying prevention and self-esteem enhancement programs into school health promotion initiatives.

CONCLUSION

There is an effect of psychoeducation on bullying prevention with pop-up book media on self-esteem in elementary school children. The use of interactive and interesting educational can increase students' understanding of the causes, impacts, and ways to prevent bullying so that students are better able to control their social behavior. In addition, increasing self-esteem in students is an important factor in forming confidence, positive attitudes, and children's ability to interact healthily with peers. Therefore, Pop Up Book–Based Psychoeducation can be considered an effective and engaging intervention for improving self-esteem and supporting bullying prevention efforts among elementary school children.

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