

# Designing Media and Learning Materials for Character Coaching Techniques to Prevent Bullying

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**Abstract.** Bullying, including its digital form, cyberbullying, remains a significant challenge for adolescents globally, particularly in Indonesia. This study develops media and learning materials utilizing a character coaching technique known as the "RASA" model (Receive, Acknowledge, Summarize, Ask) to address bullying in schools. The character-based approach aims to equip students with the ability to recognize, understand, and effectively respond to bullying situations, fostering empathy, self-awareness, and social responsibility. The research was conducted in two junior high schools in Medan and involved both students and teachers as subjects. Data was collected through observation, interviews, and questionnaires, with pre-test and post-test analyses showing significant improvements in students' understanding and skills in bullying prevention. The "RASA" model proved effective in reducing instances of cyberbullying and improving students' ability to recognize and address subtle forms of bullying, such as trickery and impersonation. This study concludes that character coaching through the "RASA" model is a practical and effective method for promoting bullying prevention and fostering a safer, more inclusive school environment. The developed mobile application was validated by experts and demonstrates potential for broader implementation in Indonesian schools to support character development and combat bullying.

**Keyword :** Designing, Coaching, Bullying

## 1 Introduction

Bullying is one of the major issues faced by adolescents in various parts of the world, including Indonesia. With the development of information and communication technology, bullying has evolved into cyberbullying, where harassment is conducted through online platforms such as social media, discussion forums, and messaging applications. This is a concerning situation as the impacts of both physical and digital bullying are highly detrimental to the mental, emotional, and social development of children and adolescents. According to a report from [1], approximately 30% of teenagers worldwide have experienced bullying, with more than half of them experiencing it through digital media. This phenomenon is also prevalent in Indonesia, especially in secondary schools. Data from the Indonesian Child Protection Commission (KPAI)

shows that bullying cases in Indonesian schools continue to increase every year, with cyberbullying being the most reported form. This phenomenon not only emotionally harms victims but also leads to a decline in academic achievement, increased social isolation, and in some cases, suicidal tendencies. In the educational context, schools should ideally be safe spaces for every student to learn and develop. However, many schools in Indonesia still lack effective programs to prevent bullying. Studies suggest that a character-based approach is one of the most effective methods to address this issue. Character-based learning aims to develop self-awareness, empathy, and social responsibility among students, which are crucial in creating a safe and inclusive school environment.

Given the urgency of this issue, this study developed media and learning materials using character coaching techniques through the "RASA" model (Receive, Acknowledge, Summarize, Ask) to prevent bullying in schools. This technique aims to equip students with the ability to recognize, understand, and address bullying situations through a character- and empathy-centered approach.

Several previous studies have shown that character-based interventions, especially those involving training for students and teachers, can significantly reduce bullying levels in schools. For example, research by [2];[3] concluded that character-based training involving coaching techniques positively impacts students' social skills and fosters a safer school environment. Additionally, learning models such as Project Citizen, which focuses on active citizenship education and social responsibility, have proven effective in encouraging students to engage in solving social problems in their communities, including bullying. Project Citizen involves students in solving social issues through observation, discussion, and concrete actions based on character values

The purpose of this article is to explain the design of media and learning materials using character coaching techniques through the "RASA" model as a preventive measure to stop bullying in schools. This research not only offers a theoretical approach but also provides practical implementation that can be applied in schools. Thus, this article is expected to be a significant contribution to efforts to tackle bullying in Indonesia, particularly in the context of education

## **2 Literature Review**

In efforts to prevent bullying, various methods and approaches have been proposed and implemented, both through classroom learning and extracurricular activities. One widely used method is character-based learning, where students are taught to understand values such as empathy, social responsibility, and self-control. Research by [4];[5] shows that learning approaches focused on developing students' character can significantly reduce aggressive behavior and bullying in schools.

The character coaching technique using the "RASA" model (Receive, Acknowledge, Summarize, Ask) has also proven to be an effective approach to bullying prevention, particularly in the context of cyberbullying. This technique teaches students to recognize (Receive) signs of bullying, acknowledge (Acknowledge) its negative impacts, summarize (Summarize) possible steps to be taken, and ask (Ask) the best way to respond to the situation.

Another study conducted by [6] highlights the importance of student involvement in this training process. When students are given the opportunity to actively participate in character-based learning and bullying prevention training, they are more likely to internalize these values and apply them in their daily lives.

### 3 Method

This research is a preliminary study involving observations, pre-tests, and post-tests of junior high school students on several dimensions. The initial dimensions used as variables in this research are flaming, harassment, denigration, and impersonation. Subsequent pre-tests and post-tests were conducted on the dimensions of outing, trickery, exclusion, and cyberstalking. The research was conducted at SMP Negeri 2 Medan and SMP Swasta Gajah Mada. The research subjects consisted of students and teachers from these two schools. Data collection techniques involved observation, interviews, and questionnaires. The data collected were analyzed using descriptive techniques to evaluate the effectiveness of the character coaching model with the RASA approach in bullying prevention.

## 4 Result and Discussion

### 4.1 Result

The research results show that the "RASA" character coaching mobile application is effective in reducing incidents of cyberbullying among adolescents. Expert validity tests indicate that the application is valid for use, with a validation score of 91.3% for media experts, 88.7% for material experts, and 86.9% for instructional design experts. Additionally, pre-test and post-test analyses show a significant improvement in students' understanding and skills related to bullying prevention.

**Table 1.** Results of statistical tests for initial dimensions of students.

Dimensi	Pre-Test	Post-Test	Peningkatan
Flaming	3.24	2.25	0.99
Harassment	3.25	2.32	0.93
Denigration	2.99	2.56	0.43
Impersonation	3.89	2.67	1.22

The results of this research refer to the implementation of character coaching-based learning media through the "RASA" (Receive, Acknowledge, Summarize, Ask) approach to prevent bullying, especially among junior high school students in Medan. Moreover, this study involved validation by media, material, and instructional design experts. To evaluate the effectiveness of the application in improving students' understanding of bullying and how to prevent it, pre-tests and post-tests were conducted. The results of these tests show significant improvements in students' understanding of aspects of bullying, as shown in Table 2.

**Table 2.** Pre-Test, Post-Test, and Gain Results for Descriptive Analysis

Dimension	Pre-Test (Mean)	Post-Test (Mean)	Gain
Flaming	3.24	2.25	0.99
Harassment	3.25	2.32	0.93
Denigration	2.99	2.56	0.43
Impersonation	3.89	2.67	1.22
Outing	3.77	2.75	1.02
Trickery	3.93	2.11	0.65
Cyberstalking	3.27	2.56	0.71
Average	3.43	2.46	0.97

As shown in Table 2, there is a decrease in post-test scores across all tested dimensions, indicating an improvement in students' understanding of bullying. The average pre-test score was 3.43, while the post-test score showed a significant decrease to 2.46, with a gain of 0.97. This indicates that students using the character coaching application were better able to recognize and reduce bullying actions after participating in the training.

#### 4.2 Discussion

The results of this study show that the mobile application based on character coaching using the "RASA" approach is effective in helping students understand and handle bullying cases, both physical and digital (cyberbullying). The "RASA" technique, consisting of Receive, Acknowledge, Summarize, and Ask, has proven to provide better understanding to students in handling bullying situations.

In the dimension of trickery, the highest improvement was observed, with a gain of 1.82, indicating that students were increasingly able to recognize and respond to tricks used by bullies to manipulate or deceive victims. The impersonation dimension also showed significant improvement, with a gain of 1.22, indicating that students were more prepared to face identity theft cases in the context of cyberbullying.

However, while there were improvements in all dimensions, some dimensions such as denigration and exclusion showed lower gains compared to others, with increases of 0.43 and 0.65, respectively. This suggests that more intensive approaches are still needed to raise awareness about subtler forms of bullying, such as denigration and exclusion, which are often difficult for victims to recognize.

Overall, the results of this study indicate that the character coaching technique applied through the "RASA"-based mobile media is effective in raising students' awareness of the importance of bullying prevention. This technique equips students with the necessary skills to confront and report bullying cases and encourages them to become agents of change in their school communities. Moreover, the application allows students to learn independently and

anonymously, which is crucial in the context of cyberbullying, where victims are often reluctant to speak openly.

## **5 Conclusion**

This study successfully demonstrated that character coaching-based learning media using the "RASA" approach can provide students with a better understanding of bullying prevention. The mobile application developed is valid, practical, and effective in enhancing students' understanding of various forms of bullying and how to handle them. It is hoped that this learning model can be more widely implemented in schools across Indonesia to help create a safer learning environment and support the development of students' character.

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