

Development of Digital Guidance and Counseling Module for Bullying Prevention in State Islamic Senior High Schools

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Abstract. This study aims to create a digital module on guidance and counseling to prevent bullying in state Islamic senior high schools and assess its practicality among counselors. The ADDIE model was employed for development. Participants included guidance and counseling experts and school counselors selected through purposive sampling. Data collection utilized questionnaires and focus group discussions (FGDs), analyzed descriptively. Findings indicate that the prototype module developed for preventing school bullying are applicable for counselors, suggesting the digital module's potential utility in anti-bullying efforts at schools.

Keywords: Digital module, Bullying Prevention, State Islamic High School

1 Introduction

Bullying represents a serious violation of students' rights and well-being, particularly when it occurs in environments where protection and character development should be prioritized, such as schools. It is characterized by repeated, intentional aggressive behavior that results in physical, psychological, or emotional harm to the victim. This behavior reflects a power imbalance where the perpetrator gains satisfaction or status through domination and humiliation of others. Definitions of bullying from experts like Beane[1], Sanders[2], all emphasize intentionality, repetition, and the presence of a power differential[1][2].

The phenomenon of bullying in schools is not limited to overt physical violence; it also includes verbal abuse, exclusion, digital harassment, and psychological intimidation. Recent reports by UNICEF (2020) and the Indonesian Commission for Child Protection (KPAI) reveal a worrying prevalence of bullying cases, particularly in secondary education settings, including religious schools. In Indonesia, despite the cultural and moral emphasis on community and respect, instances of bullying remain common in pesantren and Islamic senior high schools, often hidden under disciplinary or seniority culture[3]

Bullying often targets vulnerable groups such as students with different physical appearances, minority backgrounds, exceptional academic or athletic talents, or those perceived as socially awkward. The effects can be devastating, ranging from loss of self-esteem and academic decline to anxiety disorders, depression, or school dropout. In Islamic educational settings, where moral values are central, the persistence of bullying indicates the need for more effective and contextually appropriate interventions[4]

Several factors have been identified as contributing to bullying behavior, including peer pressure, dysfunctional family environments, unregulated social media exposure, and poor school climate. Additionally, the normalization of aggression in digital content and competitive classroom cultures can further trigger such behavior. While traditional interventions have focused on punitive approaches, modern educational psychology advocates for preventive strategies rooted in empathy-building, peer support, and restorative practices.

Bullying is also situation where there is an abuse of power by an individual/group. Furthermore, Beane defines "Bullying is a form of over and aggressive behavior that is intentional, hurtful, and persistent (repeated)." Bullying is deliberate, hurtful, and repeated aggressive behavior. Sanders[2] states, "Bullying can consist of any action that is used to hurt another child repeatedly and without cause[1][2]"

Bullying actions have three integrated characteristics: (1) the presence of aggressive behavior that pleases the perpetrator to hurt the victim, (2) it is done disproportionately causing the victim to feel pressured, and (3) the behavior is repeated [3]

The characteristics of individuals/groups who bully include revenge or envy, a desire to dominate the victim with physical strength and sexual allure, to enhance the perpetrator's popularity among their peers [3]. Generally, bullying can be categorized into three types: (1) physical bullying, (2) verbal bullying, and (3) mental/psychological bullying.

Physical bullying is a type of bullying that can be seen with the naked eye. Anyone can see it because there is physical contact between the bully and the victim, such as: hitting, pushing, choking, biting, slapping, kicking, punching, locking someone in a room, pinching, damaging clothing/personal property, scratching, threatening with weapons, stomping on feet, throwing objects, spitting, punishing by making do push-ups, pulling clothes, flicking, nudging, punishing by cleaning toilets, extortion, and damaging others' belongings[5]

Words are powerful tools that can break someone's spirit when received. Verbal bullying is the most commonly used form of bullying, both by boys and girls. Verbal bullying is easy to do and can be whispered in front of adults or peers without being detected. Verbal bullying can take the form of name-calling, ridicule, slander, insults, statements with sexual undertones or sexual harassment, accusations, sneering, cursing, mocking, spreading gossip. Additionally, it can involve intimidating phone calls, intimidating emails, and "chain letters" containing threats of violence [6] Psychological/mental bullying is the most dangerous because it is difficult to detect externally. Examples include: sneering looks, sticking out the tongue, displaying demeaning facial expressions, mocking, glaring threateningly, publicly humiliating, ostracizing, giving scornful looks, isolating, distancing, among others[7][8]

Numerous elements contribute to the emergence of bullying. According to Beane[1], several potential causes include: (1) physical conditions, (2) genetic or biological aspects, (3) individual temperament, (4) social influences, (5) acquired preferences, (6) a sense of personal superiority, (7) exposure to violence, aggression, and conflict in media, (8) aggression in sports, (9) prejudice, (10) feelings of jealousy, (11) efforts to maintain personal reputation, (12) fear, (13) egocentrism, insensitivity, and the need for attention, (14) group dynamics, (15) dysfunctional family background, (16) lack of clear messages against bullying, (17) low self-worth, (18) stress responses, (19) observation of aggression being tolerated or rewarded, (20) pursuit of dominance and authority, (21) negative community and neighborhood norms, and (22) an unhealthy school atmosphere[9]

Characteristics of children vulnerable to bullying include: (1) new to their environment; (2) youngest in the school; (3) experienced trauma; (4) obedient child; (5) behavior perceived as disruptive by others; (6) non-confrontational child; (7) shy child; (8) from poor or wealthy backgrounds; (9) belonging to an ethnic group viewed as inferior by the perpetrator; (10)

belonging to a religion viewed as inferior by the perpetrator; (11) intelligent, talented, or having exceptional abilities; (12) overweight or underweight; (13) having physical features that differ from others; and (14) being in the wrong place at the wrong time.[9]

In reality, there are indications of bullying actions such as teachers using derogatory nicknames for students, teachers pinching students, seniors intimidating juniors, publicly humiliating friends, mocking friends, giving derogatory nicknames to friends, jeering at the wrong friend in public places, mocking friends, spreading gossip, and so forth. However, under Law No. 23 of 2002 concerning Child Protection, Article 54 states that "Children in and around schools must be protected from violent acts committed by teachers, school administrators, or their peers within the respective school or other educational institutions[10].

The conditions described further emphasize the need for guidance counselors to develop guidance and counseling practices to develop student potential, thus preventing and eliminating bullying behaviors. Such development should accommodate factors influencing bullying, creating an effective daily life for students as they must be protected. This is in accordance with Law No. 23 of 2002 concerning Child Protection, Article 4, which states that "Every child has the right to live, grow, develop, and participate appropriately according to human dignity, and to receive protection from violence and discrimination[11].

The central concern lies in determining the appropriate strategies that guidance counselors can implement to address the multifaceted and pervasive issue of bullying. This research aims to offer preventative solutions through the development of specialized guidance and counseling modules targeting bullying prevention in school environments.

The use of modular-based learning systems, both domestically and internationally, has been widely recognized and implemented under the concept of Modular Learning Systems (MLS). As noted by Tjipto Untomo and Kees Ruijter[12] MLS has emerged in various formats under several names, such as the Individualized Study System, Self-Paced Study Courses, and the Keller Plan.

A module is essentially a structured and sequenced educational tool that presents a particular topic in a way that promotes independent learning, enabling students to master content efficiently and effectively[20]. Similarly, Dharma defines a module as an instructional medium designed with systematic content, boundaries, and assessment tools aimed at achieving specific learning objectives based on the complexity of the subject[14].

The primary goal of developing modules is to provide teaching materials aligned with curriculum standards while also addressing learners' needs. This includes ensuring that the materials are suitable for both the subject matter and the learners' characteristics and social context [14]

According to the Directorate of Vocational High School Development, effective modules exhibit key features such as: (1) self-directed learning, (2) comprehensiveness, (3) independence, (4) adaptability, and (5) ease of use. To be impactful, modules must be carefully designed with attention to format, structure, visual appeal, typography, spacing, and consistency[14]

Modules should include two main parts: an introductory section with elements such as module overview, purpose, competency mapping, content organization, supplementary materials, and study guidance; and a content section comprising an introduction (context, prior knowledge, learning objectives, relevance, and instructions), learning activities (theory, examples, exercises), summaries, formative assessments, answer keys, glossaries, and references.[15]

The use of modules encourages students to develop autonomy and fully realize their potential—objectives that align closely with the purpose of guidance and counseling services,

which aim to foster student independence. As stated by Prayitno (2009:26), counseling is designed to support individuals in becoming self-reliant, capable, and effective in everyday life. However, field observations indicate that many guidance counselors still lack access to or familiarity with appropriate modules. Some counselors find it difficult to develop modules or view the process as overly complex.

These challenges reflect a limited understanding among counselors regarding module development and application. Nonetheless, well-crafted modules offer the potential for counselors to deliver more meaningful and engaging services. As noted by Russel, modular learning creates optimal conditions for individualized instruction.[16]

From a social development perspective, students often feel a stronger connection to peers, suggesting that modules can be designed to promote peer collaboration and minimize didactic approaches [17]. Furthermore, Santyasa emphasizes that one advantage of using modules is the increased motivation of learners due to clearly defined and contextually relevant materials. Properly developed modules, grounded in sound instructional design principles, can foster deeper understanding and equip students with knowledge, skills, attitudes, and values that align with their life aspirations. Ultimately, this approach may enhance students' personal and social capabilities, contributing to more effective and meaningful daily lives.[12]

To achieve these outcomes, a suitable development model is necessary. Instructional design models serve as frameworks for producing effective learning products. Several models are commonly used in educational research and development, including the ADDIE model, Morrison-Ross-Kemp model, Seels and Glasgow model, Dick and Carey model, Borg and Gall model, and the Backward Design model. [18]

For this study, the researcher selected the ADDIE model due to its systematic and iterative nature, which supports structured development where all components are interrelated.[19] The model's staged framework makes it ideal for creating instructional products like educational modules. Based on the above foundation, this study aims to develop guidance and counseling modules for school-based bullying prevention that are content-appropriate and practical for school counselors and evaluate the usability level of the developed guidance and counseling modules for bullying prevention as perceived by school counselors.

2 Research Method

This study adopted the ADDIE development model as the methodological framework, which comprises five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The model is widely recognized in instructional design research for its flexibility and comprehensive structure that allows for iterative improvements. It is particularly suitable for educational product development such as modules, as it ensures that each step is systematically connected to the next [18]

In the Analysis phase, the researcher conducted a needs assessment involving literature reviews, field observations, and preliminary discussions with school counselors. The aim was to identify the prevalence and patterns of bullying in State Islamic Senior High Schools, along with the challenges faced by counselors in providing effective anti-bullying interventions. The findings of this phase formed the foundation for content design and module formulation.

During the Design phase, the structure, content outline, learning outcomes, and media format of the digital module were formulated. The module was intended to be interactive, accessible, and adaptable to various school contexts. Instructional materials were mapped

against relevant competencies in school counseling and national child protection standards, including Law No. 23/2002 on Child Protection in Indonesia.

The Development stage involved the creation of a module prototype, incorporating input from subject matter experts in guidance and counseling. Visual layout, content segments, illustrations, and counseling strategies were integrated using instructional design principles. Validation was then carried out by three guidance and counseling experts, focusing on content accuracy, structure, usability, and pedagogical relevance.

The Implementation phase, in this limited development study, involved product trials with actual users—school counselors. The process included individual and small group testing with four school counselors from various Islamic senior high schools. Each participant was introduced to the module and asked to interact with its content through simulation sessions and guided navigation.

In the Evaluation stage, both formative and summative assessments were conducted. Data collection involved mixed-method instruments, including closed-ended questionnaires with Likert scales and open-ended questions to obtain qualitative feedback. A Focus Group Discussion (FGD) was also held to gather collective reflections and suggestions for improvement. To quantify the consistency of evaluations from different assessors, the Kendall's W Concordance Coefficient was used as the non-parametric statistical test.

The study emphasized descriptive analysis to determine the level of module feasibility and counselor satisfaction. The categorization was based on score interpretations from expert validators and users, ranging from 'very poor' to 'excellent'. The combination of qualitative insights and quantitative ratings helped to determine whether the developed module could be considered both practically applicable and pedagogically sound for bullying prevention in schools.

While this study did not progress to the full-scale implementation and longitudinal impact assessment, it laid the groundwork for future experimental studies. The structured approach to module development, grounded in the ADDIE model, offers replicable steps for researchers and practitioners seeking to design educational tools in counseling and character education domains.[20]

3 Results and Discussion

Expert testing in the field of guidance and counseling was conducted to assess the content/construct validity of the developed module. From the results of the product testing, an average score of 3.82 was obtained, indicating that overall, the guidance and counseling module developed for bullying prevention in schools falls under the category of suitable. In the open-ended questionnaire for comments and suggestions from the three experts regarding the overall module, it can be concluded that all three experts provided positive feedback.

Furthermore, based on the results of Kendall's W Concordance Coefficient test, a probability of 0.000 was obtained. Thus, it can be said that there is consensus/consistency in the assessment from the three experts regarding the research product. In individual testing, school counselors evaluated the initial research product. From the individual testing with school counselors, an average score of 3.72 was obtained, indicating that the testing results of the developed module are categorized as good. In the open-ended questionnaire containing comments and suggestions from school counselors regarding the research product, positive comments were received.

Next, in the limited field trial to assess the usability of the product by school counselors. From the results of the limited field trial, an average score of 4.14 was obtained, indicating that overall, the assessment by school counselors of the guidance and counseling module developed for bullying prevention in schools falls under the category of good. In the open-ended questionnaire containing comments and suggestions from school counselors regarding the overall research product, generally positive comments were received.

Furthermore, based on the results of Kendall's W Concordance Coefficient test, a probability of 0.050 was obtained. Thus, it can be said that there is consensus/consistency in the assessment from the three school counselors regarding the research product. Then, in the FGD activities, evaluations on each component are presented in histogram form in Figure 1 below.

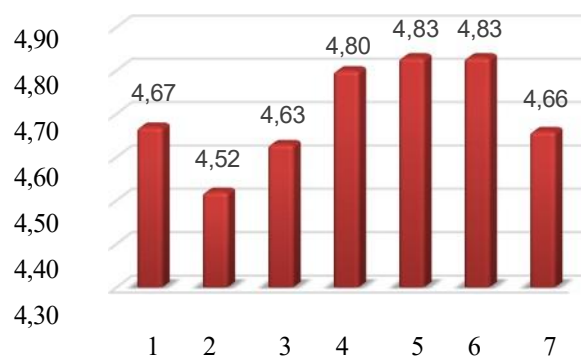


Fig. 1. Histogram of participant scores in the FGD evaluation

Caption for Figure 1:

1. Initial part of the module
2. Guide for using the module for BK/Counselor teachers
3. Module introduction
4. Module content
5. Language usage in the module
6. General comments about the module
7. Overall average score.

The overall average score obtained for the module is 4.66, which falls into the category of excellent. This indicates that the module developed for preventing bullying in schools is very good in terms of content/structure and can be utilized by Counselor teachers to help prevent bullying in schools. However, it cannot be generalized to all schools yet as it has not been widely field-tested or experimentally evaluated for the effectiveness of counseling modules in preventing bullying in schools.

The research product produced is a prototype counseling module for bullying prevention in schools along with a user guide for Counselor teachers.

A. Counseling Module for Bullying Prevention in Schools

From the results presented in the development stage, it is known that the compiled product has met the criteria for content/structure suitability by experts in counseling. The findings of this research are in line with the study by Indaryanti, Aisyah, and Hartono on the Development of Individual Learning Modules in Mathematics Subject in Class XI of SMA Negeri 1 Palembang, which proves that in the small group stage, students are willing to learn using modules [18]. This is relevant to Russel's opinion that module-based learning aims to provide optimal learning conditions for each individual. With the goal of achieving educational

objectives effectively and efficiently [18]. Module is not a complete device, but the absolute necessity is the instructional sheet (included in learning tasks in each module) which directs the student and the method for the student to reach the learning goal [15]. Learning from modules can cultivate study habits, work responsibilities, and positive personal behavior. Additionally, from the standpoint of its social aspects, students tend to be closer to their peers, so the module learning method can also be effective by activating cooperation with their peer groups, and avoiding methods that are authoritative [17]. One of the advantages gained from learning using modules is increased student motivation, because the material is clearly limited and suitable to field conditions. By using a well-designed module following the rules of module preparation, students can obtain new understanding and knowledge to create perspectives, insights, skills, values, and attitudes that are suitable for life goals [12].

B. The Usage Level of Counseling Module for Bullying Prevention in Schools

The research findings regarding the usage level of the counseling module for bullying prevention indicate a high level of utilization among school counselor teachers. This suggests that the module developed is not only relevant but also meets the practical needs of guidance and counseling services within the school context. These findings are aligned with the study by Ayryza [18], who developed a social-personal guidance module to support counseling teachers in addressing natural disasters. Ayryza's research demonstrates that such modules are perceived as essential resources, both in terms of conceptual design and presentation, thereby enhancing the teachers' effectiveness in delivering targeted guidance services.

Furthermore, the significance of the module is corroborated by Wardoyo [15], who emphasizes that modules must be designed to support the comprehensive roles of teachers—not merely as knowledge transmitters, but also as organizers, facilitators, motivators, evaluators, and mentors. The module-based approach facilitates these multifaceted roles by offering structured content and instructional flow, which reduces the teachers' burden in lesson preparation and enables more individualized student support.

One notable advantage of using modules in the counseling context is the efficiency it brings. Teachers can allocate more focused time and attention to students in need without disrupting the entire class, thanks to the self-instructional nature of modules. Additionally, the modular system incorporates pre-test and post-test assessments, which serve as tools for evaluating the effectiveness of the guidance materials. These assessments enable teachers to track learning outcomes and make informed decisions for future improvements. Moreover, as teachers engage with the modules, they become more open to feedback and collaboration, which fosters continuous professional development and innovation in module creation [19].

Overall, the high level of module usage observed in this study underscores its relevance, functionality, and potential to elevate the quality of guidance services in schools, particularly in addressing the complex and pervasive issue of bullying.

4 Conclusion

The development of a digital counseling module for bullying prevention in schools demonstrates strong relevance and applicability in the educational context. The module was

designed to address the increasing urgency of bullying issues in schools through structured, accessible, and counselor-friendly materials. Research findings affirm that the module is not only theoretically sound but also practically beneficial, as evidenced by its high usage levels among counselor teachers.

Furthermore, the module aligns with previous studies that emphasize the importance of teacher-mediated guidance materials in supporting students' personal and social development. Its implementation empowers counselors to deliver targeted interventions efficiently while reducing their workload and increasing opportunities for individualized support. The integrated assessment approach through pre-tests and post-tests further enhances the module's value by allowing the measurement of learning effectiveness and guiding data-based improvements.

In conclusion, the counseling module presents a significant contribution to the advancement of guidance and counseling practices in schools, particularly in mitigating bullying behaviors. Its user-centered design and pedagogical robustness provide a model for future development of digital counseling resources. Continued refinement and broader implementation of such modules can enhance student well-being and create safer, more inclusive school environments.

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