Developing Media of Guidance Services to Overcome Bullying Behavior

Dewi, S. A. P.[1], Riyono, A.[2] & Gudnanto[3]

[1,2,3]University of Muria Kudus, Kudus Regency 59327, Central Java, INDONESIA

*Corresponding author: 202003105@student.umk.ac.id

Abstract: The purpose of the research is to develop classical guidance media based on the Lectora Inspire application and determine the level of effectiveness of the media in overcoming bullying behavior. The research is Research and Development (R and D) using ADDIE model that consists of five stages: analyze, design, development, implementation, and evaluation. The instruments were observation sheets, interviews, questionnaires, validation sheets, and tests. The feasibility analysis shows that the validation of material obtained an average of 3.93 with a very good category, the validation of media obtained an average of 3.78 with a very good category, and the validation of the user obtained an average of 3.84 with a very good category. The analysis of increased knowledge about bullying of the students shows an average pretest score of 35.05 while the average posttest score of 61.08 with an increase of 74,27 % and the decrease in the level of bullying in students' behavior from an average value of 95,85 to 56.67 with the decrease of 69,10 %. Based on the results of the T-test that determine the effectiveness of the media to increase the students' knowledge and the results of the Wilcoxon test that determine the effectiveness of classical guidance to change students' behavior show that the development of classical guidance media based on the Lectora Inspire application is effective to overcome bullying behavior of the students.

Keywords: Evaluation Bullying, classical guidance, media, lectora inspire

1. Introduction

The behavior of bullying is one of the problems that seize attention in the world of Education. We often see news about bullying cases in various media, both television media, newspapers, and social media.

In 2019 The Indonesian Child Protection Commission has received 153 complaints of cases of physical and psychological violence against students in the education unit and the number consists of children victims of physical violence and bullying (in Listiyarti, 2019). Data from the Ministry of Women's Empowerment and Child Protection on Violence against Children (2018) showed that, two out of three girls or boys aged 13-17 years have experienced at least one type of violence during their lifetime and three out of four children and adolescents who have experienced one or more types of violence reported that the abuser was a friend or peer.

One of the causes of bullying behavior is the lack of knowledge and understanding of students about bullying behavior. Adolescents need education to increase their knowledge of bullying and to positively change their attitudes and behaviors (Albayrak, 2012). This confirms the relationship of knowledge and attitudes towards bullying behavior (Yuniliza, 2020). It shows a significant effect of information on students' understanding of the impact of bullying (Yani, 2017).

This implies the important role of Guidance and Counseling (GC) in the prevention of bullying behavior in students. School-based counselling in the UK is mostly a student-centered, humanistic, or integrative form of guidance and has shown evidence of positive effects (Cooper et al, 2021). The counselor's relationship of trust and understanding, listening, and empathy is important for young people who experience bullying, recognition and respect for clients can increase their self-esteem especially for clients who have experienced bullying behavior and in its implementation that counselors can adopt more directive or structured methods, such as offering coping strategies and giving advice and using creative media (Verasammy et al, 2021).

Meanwhile bullying behavior of the students can be described from the Student Needs Questionnaire which shows the high percentage of student needs for knowledge and understanding of bullying. There is still a low understanding of students towards bullying behavior resulted high potential for students to conduct bullying behavior. Therefore, the purpose of the research is to develop classical guidance media based on the Lectora Inspire application and determine the level of effectiveness of the media in overcoming bullying behaviour.

2.   Conceptual Framework

Intervention and prevention programmes need to be developed not only to help the victims of bullying but also the bullies themselves (Maliki et.al, 2017). Raising awareness among students about the role of the whole group has an impact on maintaining bullying, and enhancing antibullying norms and responses within classrooms is crucial. It is also highly important that teachers clearly communicate their antibullying attitudes to students (Menesini dan Salmivalli, 2017). According to Ministry of Education and Culture Directorate General of Teachers and Education Personnel (2016) classical guidance is a service activity provided to a number of students in a study group and carried out in the classroom in the form of face-to-face between guidance and counseling teachers or counselors with students. Classical guidance service activities aimed at helping students so that they can achieve independence in life, full and optimal development in the field of personal, social, learning, and career, as well as achieving harmony between thoughts, feelings and behavior. Therefore, school counselors must be competent in using their group skills and other specialized developmental guidance skills to effectively help students develop coping skills to navigate future problems (Ohret et.al, 2016). They must understand children as individuals, know their personal needs, and provide facilities to accommodate these needs (Coleman, 2015). Helpful counsellor activities are ways of relating, understanding, listening supportively, acknowledging/prizing, conveying empathy, teaching strategies, offering advice, and incorporating creative media (Verasammy dan Cooper, 2021)

Multimedia is the use of computers to present text, graphics, video, animation, and sound in an integrated way (Zen, 2016). Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan et.al, 2018). The use of video-assisted picture storybooks is effective in increasing students' understanding of learning materials (Utaminingsih et al, 2022). The use of learning media in the teaching and learning process can generate new desires and interests, as well as generate student learning motivation (Azizah et al, 2022). Some others benefits of the multimedia are summarized as follows: (1) Ability to turn abstract concepts into concrete contents (2) Ability to presents large volumes of information within a limited time with less effort (3) Ability to stimulates students' interest in learning (4) Provides teacher with the ability to know students position in learning (Adurrahman et.al, 2020). Multimedia was not only can improve students' attitude, but also able to increase their interest in learning and improve their academic results (Kiat, 2020).

3.   Methodology
3.1   Research design
This research was a research and development using ADDIE model that consisted of five steps: Analyze, Design, Development, Implementation, and Evaluation.

4.   Findings and Discussions
4.1   Analyze
The teachers in the implementation of classical guidance services are still "teachers center" or centered on teachers. Service materials are also still limited to teaching materials provided by the school and there has been no development for materials from other sources. The media used by teachers is generally still limited to "powerpoint" presentation. The guidance process is still books oriented or textually. Students' attention is sometimes not focused on the teacher because of the lack of variety of materials and methods used by teachers and also the need for interlude activities in the form of games or interesting activities to break the tension of the class. Students expect classical guidance activities using media (video, image, animation, quiz or game) to strengthen understanding and avoid saturation. At the end of each service the teacher also does not give an evaluation to the students to find out how far the service material can be absorbed by the students.

4.2   Design
The product is designed using the Lectora Inspire app version 18. The things that have been done are:
- Determine the subject that is based on the analysis of student needs;
- Determine the purpose of classical guidance services that are made and adapted to the material or subject matter;
- Develop a Service Implementation Plan containing service objectives consisting of general objectives and special objectives;
- Creation of a flowchart containing the main menu: goals, ice breaker, video, survey, material, reflection, and evaluation;

Designing a Storyboard (media design) that is used to provide a clearer picture of the media to be created in accordance with the planned flowchart.

4.3   Development
The material in the media is about stop bullying. On the main menu contains general objectives and specific objectives of the implementation of the service, Ice breaker to bring children to the theme or subject matter, videos as an introduction to the topic of discussion, surveys about bullying to explore the attitude of students towards bullying behavior, material

about bullying, reflection in the form of short videos containing wise phrases or sentences about bullying, and evaluation to determine the extent to which students understand the material.

The product that has been designed is validated by material expert with an average score of 3.93 in the category of "very good". Product validation by media expert obtained an average value of 3.78 in the category of "very good". While the results of the assessment of the user obtained an average value of 3.84 in the category of "very good". From the evaluation given by material experts, media experts and also users are then used to improve the media. Parts that require repair are then repaired according to the direction and advice of material experts, media experts and also user:

4.4 Implementation

This product is implemented in the process of classical guidance services in the classroom. Sampling took Class VIII B in Kaliwungu 1 Junior High School Kudus that consists of 31 students. Furthermore, the class was given a pretest to determine the level of students' understanding of bullying behavior and a pretest using the bullying behavior scale instrument to determine the level of bullying behavior of students. The next step is conducting classical guidance service activities using the media. At the end of the service the class was given a posttest on level of understanding and bullying behavior.

Testing is done on pretest and pos test questions through tests of validity, reliability, difficulty level, and item discrimination analysis. For the bullying level scale instrument, validity and reliability tests were also carried out. After the question is implemented in the classical guidance service activities obtained an average value of student understanding has increased by 74.27%. From the bullying level scale, there has been a decrease in the level of bullying behavior of students by 69,10%.

Table 1 - Recapitulation score of students' understanding about bullying.

Components	Pretest	Postest
Highest Score	66,7	100,0
Lowest Score	6,7	26,7
Average	35,05	61,08
Increased Percentage	74,27 %	

Table 2 - Recapitulation score of students' bullying behavior.

Score Range	Categories	PreTest		PosTest	
		Total of Students	Percentage	Total of Students	Percentage
Score < 100	Low	17	55%	31	100%
100 < Score < 150	Medium	14	45%	-	-
150 <	High	-	-	-	-
Overall Average Score		95,85		56,67	
Percentage decrease of students' bullying behavior		69,10 %			

4.5 Evaluation

The evaluation stage is to determine the effectiveness of media classical guidance services and also simultaneously test the hypothesis of this study using a t-test. Before the T-test is carried out, there is a prerequisite that must be done on the results of the pretest and posttest classes, namely normality test analysis. Based on the results of the T test count to determine the effectiveness of media to increase student knowledge obtained results that sig. (2-tailed) is 0.000 or less than 0.05 then Ho is rejected and Ha is accepted. It can be concluded that the media is effectively used.

While the results of the Wilcoxon test to determine the effectiveness of classical guidance services based on Lectora Inspire to change student behavior obtained asymp sig. = 0.000. H0 is rejected if the asymp sig. value is $< \alpha$. Because the value of asymp sig. = $0.000 < \alpha = 0.05$ then H0 is rejected which means that there is a difference in bullying behavior (bullying) in students before and after being given the treatment of classical guidance services using media-based Lectora Inspire.

5. Conclusions and Recommendations

Students expect classical guidance activities using media (video, image, animation, quiz or game) to strengthen understanding and avoid saturation. Obtained procedures for the development of interactive learning media using ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Media Lectora Inspire-based classical guidance on the topic of stop bullying are feasible and effective towards increasing knowledge and changing bullying behavior to students.

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Conflict of Interest

The authors declare no conflicts of interest.

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