



Development of a pocketbook for the prevention of bullying in school

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ABSTRACT

The phenomenon of bullying in schools is often overlooked despite its significant negative impacts on victims, such as low self-esteem and risk of depression. This study aims to develop a pocketbook as a bullying prevention medium at SMA Muhammadiyah 10 Surabaya. Using the ADDIE model, the study involves five stages: analysis, design, development, implementation, and evaluation. The school's need for bullying prevention materials was identified in the analysis stage. The pocketbook design was developed using Canva, encompassing relevant and engaging content. The pocketbook was then implemented through socialization in the school. Evaluation was conducted through expert validation and feedback from teachers and students. Validation results indicated that the pocketbook is highly rated and suitable for use. Feedback from teachers and students showed very high scores, indicating that the pocketbook effectively enhances understanding of the importance of preventing bullying behavior. The pocketbook uses colored images and structured content to enhance student engagement and comprehension. With this pocketbook, a safe and comfortable learning environment is hoped to be created, fostering a culture of mutual respect in schools. The pocketbook can serve as a tool in socialization and strengthening material on bullying prevention in schools.

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ABSTRAK

Perundungan adalah fenomena yang marak terjadi di lingkungan sekolah dan memberikan dampak negatif yang signifikan bagi korban, seperti ketidakpercayaan diri, rendahnya harga diri, dan bahkan risiko kematian. Penelitian ini bertujuan untuk mengembangkan sebuah buku saku yang efektif untuk mencegah perilaku perundungan di sekolah. Penelitian ini menggunakan model pengembangan ADDIE yang meliputi lima tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi. Pada tahap analisis, kebutuhan sekolah akan materi pencegahan perundungan diidentifikasi. Pada tahap desain, materi buku saku dirancang dengan mempertimbangkan aspek visual dan konten yang relevan. Tahap pengembangan melibatkan pembuatan buku saku menggunakan aplikasi Canva, sementara tahap implementasi dilakukan melalui sosialisasi kepada guru dan siswa. Tahap evaluasi melibatkan validasi oleh ahli dan pengumpulan tanggapan dari guru serta siswa. Hasil validasi menunjukkan bahwa buku saku ini dinilai sangat baik dan layak digunakan. Tanggapan guru dan siswa juga menunjukkan nilai yang sangat tinggi, menandakan bahwa buku saku ini efektif dalam memberikan pemahaman tentang pentingnya mencegah perilaku perundungan. Penggunaan gambar berwarna dan konten yang terstruktur dalam buku saku membantu meningkatkan keterlibatan dan pemahaman siswa. Dengan adanya buku saku ini, diharapkan tercipta lingkungan belajar yang aman dan nyaman serta mendorong budaya saling menghargai di sekolah. Buku saku ini dapat dijadikan sebagai alat bantu dalam sosialisasi dan penguatan materi tentang pencegahan perundungan di sekolah.

Kata Kunci: Perundungan; pencegahan perundungan; buku saku

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INTRODUCTION

Educational institutions play a crucial role in creating educated and knowledgeable future generations through a learning process that shapes children into individuals with strong character. This learning takes place not only in schools but also in everyday life. However, sometimes, it is impossible to achieve this goal due to problems in schools caused by a lack of absorption of the values and norms taught by educators. Creating a conducive classroom environment is significant in achieving moral education success (Fathurrohman, 2019).

Violent acts that spread in the school environment are often seen in the form of bullying. Although the words "violence" and "bullying" are different, they often have similar meanings. Bullying can be understood as deviant behavior carried out by individuals who have power over other, weaker individuals (victims of bullying). This behavior involves insults, intimidation, physical violence, spreading rumors or secrets on social media or messaging apps, and even sexual harassment (Mirawati et al., 2022). Bullying has become a common phenomenon throughout the world, especially among students.

Bullying has various forms, including verbal, such as insulting, threatening with hurtful words, and physical violence, such as pinching, extortion, pulling shirt collars, slapping, kicking, pushing, and other forms. There is also relational bullying, where someone provokes others to stay away from someone in their circle of friends. Cyberbullying is bullying through digital media that involves disseminating secrets, insults, or sarcasm in chat groups such as WhatsApp and Telegram and on social platforms such as Facebook, Twitter, Instagram, and others (Cretu & Morandau, 2024). Sexual harassment can also be a form of bullying, such as kissing or touching someone's body against their will. Ironically, some people consider this type of bullying to be harmless teenage mischief that should be ignored. They think that children are just joking around when, in fact, it has a significant impact on children's psychological health. These attitudes stem from a lack of knowledge about bullying among teachers.

Since 2020, the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia or KPAI) has observed an increase in cases of child abuse compared to previous years. As of 2022, 119 cases of bullying have been reported. Bullying is violent behavior that involves the continuous abuse of power over someone who is perceived to be weak and physically powerless. On the WHO website, there is a topic titled "*Global Status Report on Preventing Violence Against Children 2020*" which states that an average of 37% of adolescent girls and 42% of adolescent boys are victims of *bullying* (see full report: <https://www.who.int/teams/social-determinants-of-health/violence-prevention/global-status-report-on-violence-against-children-2020>). The types of bullying behavior that occur include sexual violence, physical altercations, and verbal abuse. According to data from the Indonesian Child Protection Commission, the prevalence of bullying incidents in the education sector is 1,567 cases. There were 76 cases of adolescents as victims of bullying and 12 cases of adolescents as perpetrators of bullying in schools (Sulistiowati et al., 2022). The types of bullying behavior that occur include sexual violence, physical altercations, and verbal abuse. According to data from the Indonesian Child Protection Commission, the prevalence of bullying incidents in the education sector is 1,567 cases. There were 76 cases of adolescents as victims of bullying and 12 cases of adolescents as perpetrators of bullying in schools (Rusnoto & Syafiq, 2017).

Bullying also causes individuals to become insecure and withdrawn, have low self-esteem, feel isolated, and not want to continue their education. Furthermore, it can even lead to deaths (Arofa et al., 2018). Several factors can influence bullying behavior, including peers, personality, school, and family (Fitriana et al., 2015). Parents can set good and bad examples for their children and reduce the incidence of violence among children (Purwati et al., 2019). Therefore, to reduce the negative impact of bullying, it is important to involve all parties, including peers, schools, and families, in creating a supportive and safe

environment for children. Parents need to demonstrate positive behavior and actively participate in efforts to prevent violence against children. Additionally, educational programs and school awareness campaigns about the effects of bullying and the development of social and emotional skills are essential.

Among adolescents, bullying has been identified as an ongoing problem that continues to evolve in new forms (Nashruddin & Al-Obaydi, 2021; Srabstein & Leventhal, 2010). Direct bullying involves physical and verbal aspects experienced by all children who are victims of violence. Several studies have reported that in the United States, between 2014 and 2019, 50.8% of bullying was physical, and 63.6% was verbal. According to Health Metrics and Evaluation (IHME), 53.5% of bullying was physical and 51.3% was verbal. West Sumatra recorded 43% of students experiencing physical bullying and 35% experiencing verbal bullying. West Sumatra has an annual rate above 60%, with the highest rates in Padang, Bukittinggi, Payakumbuh, and Solok. According to Pearce, the factors causing bullying include self-esteem, family, school climate, mass media, and peers (Syahril, 2023).

Students at the high school level are vulnerable to becoming victims or perpetrators of bullying in schools. Schools have made several efforts to prevent bullying in schools, including one at Muhammadiyah 10 High School in Surabaya. To prevent this, SMA Muhammadiyah 10 Surabaya has taken the initiative to develop a program and materials to prevent bullying in schools. Based on the above description, this study aims to prevent bullying behavior at the high school level by developing bullying materials in a pocketbook expected to effectively provide students with knowledge about the importance of preventing bullying at SMA Muhammadiyah 10 Surabaya.

LITERATURE REVIEW

Bullying

Bullying is an act of using one's power to hurt or intimidate a weaker individual (Adiyono *et al.*, 2022). Bullying also involves direct behaviors such as teasing, threatening, criticizing, hitting, and stealing from victims or other children by one or more perpetrators (Bete & Arifin, 2023). Bullying is divided into two types: 1) Physical bullying includes actions carried out by the perpetrator against the victim, such as biting, pulling hair, hitting, kicking, scaring the victim in a room, twisting, punching, squeezing, scratching, spitting, and damaging property; 2) Non-physical bullying is divided into two forms, namely verbal and non-verbal. Verbal bullying is carried out by threatening, using harsh words towards the victim, or spreading bad things about the victim (Nursalim, 2022). Non-verbal bullying is carried out by intimidating the victim, making violent gestures such as hitting, kicking, threatening the victim, making threatening facial expressions, and insulting the victim in the context of friendship (Abdillah *et al.*, 2024). Identifying and preventing bullying is important because of its significant short- and long-term impact. These impacts include increased depression, anxiety, emotional instability, psychosis, substance abuse, delinquency, and self-harm or suicide (Camodeca & Nava, 2022; Koyanagi *et al.*, 2019; Srabstein & Leventhal, 2010). Long-term effects on victims can be more severe than other forms of child abuse (Lereya *et al.*, 2015). Bullying is a violent behavior that includes not only physical but also non-physical actions, which can cause damage to the mental and emotional well-being of victims. The importance of identifying and preventing bullying lies in its negative effects, which can persist from childhood into adulthood, including depression, anxiety, and even suicide risk. Therefore, collaborative efforts from families, schools, and communities are essential to create a safe and supportive environment for children.

Pocketbook

Pocketbooks are small, efficient books that contain information about a specific subject (Saputra & Handaka, 2018). Learning media in pocketbooks are printed materials that present material in summaries

or learning information to be given to students. Pocketbooks are easy to carry anywhere and can be read anytime (Arifah *et al.*, 2023; Setiyaningrum & Suratman, 2020). Using colorful images and structured content in pocketbooks helps increase student engagement and understanding (Ardiansah *et al.*, 2022; Wartini *et al.*, 2022). Pocketbooks are an alternative learning medium that can help introduce and improve knowledge of a subject (Festiawan & Arovah, 2020; Hasibuan *et al.*, 2024; Meikahani & Kriswanto, 2015). Pocketbooks are an efficient and practical learning medium because they present information concisely and are easily accessible. Using colorful images and a structured content layout in pocketbooks improves students' understanding and encourages their involvement in learning. In addition to being an effective learning tool, pocketbooks also provide opportunities to deepen and broaden knowledge about the subject matter being taught.

METHODS

According to Sugiyono in his book “*Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*” (Educational Research Methods: Quantitative, Qualitative, and R&D Approaches), research and development (R&D) aims to create specific products. The development model used is the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation, as shown in **Figure 1**. The ADDIE model is widely used in instructional design as a guide for creating effective designs. This model is popular among learning technology professionals because it helps develop effective, engaging, and efficient learning materials in an environment that supports the application of art, knowledge, learning theory, and instructional design (Aldoobie, 2015).

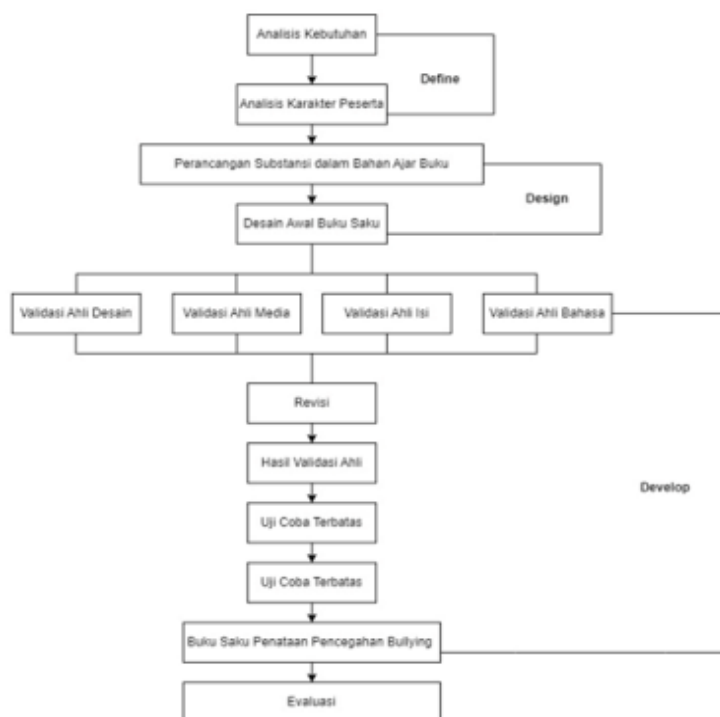


Figure 1. Development Procedure for a *Bullying Prevention* Pocket Book Using the ADDIE Model
Source: Author's documentation 2024

The analysis stage began with analyzing the needs of SMA Muhammadiyah 10 Surabaya using an integrated independent curriculum in the 2022/2023 academic year. However, in the new 2023/2024 academic year, the curriculum used is an integrated Merdeka curriculum, so this curriculum analysis will later identify establishing a school culture free from bullying that prioritizes student potential. In this

developed culture, there is also a connection with religious concepts by creating talented students with Islamic characters and good personalities in socializing.

The design stage is done by compiling pocketbook material on *bullying prevention* to create a culture of anti-violence in the educational environment. At this stage, a blueprint or design is created to be turned into reality. The resulting design consists of: (1) An introductory section consisting of a cover containing the title of the pocketbook, a foreword containing the contents of the pocketbook and the author's expectations, a table of contents listing the pages in the pocketbook, and instructions for teachers and students on how to use the pocket book properly. (2) The main content of the pocketbook will include a description of the model for preventing bullying and creating a bullying-free school, which will help students understand the basic competencies and identify the scope of the definition of bullying prevention as embodied in a project. (3) At the end of the pocketbook, there will be a bibliography listing the literature used in developing the pocketbook and, finally, the back cover.

Development stage: Developing the content of the bullying prevention pocketbook to create an anti-violence culture in the educational environment using the Canva application.

Implementation stage: Implementation is a concrete step in disseminating the material contained in the pocketbook.

Evaluation stage: evaluating the pocketbook that has been developed. Design experts, material experts, media experts, and language experts carry out validation tests to evaluate the product's feasibility and whether the interactive media developed has overcome learning problems. Students are given a questionnaire to determine their involvement in the process and the attractiveness of the product developed.

The test subjects were 30 teachers and students from SMA 10 Muhammadiyah Surabaya with diverse backgrounds. This study used four answer options to facilitate data collection. The average score was used to analyze the results of expert validation and design testing. Decision-making was presented in the form of average percentages for each aspect. The evaluation scale consists of four levels: Very Good (82%-100%), Good (63%-81%), Fair (44%-62%), and Poor (25%-43%), modified from previous research (Riza et al., 2020). All quantitative data obtained are presented descriptively in the results and discussion sections.

RESULTS AND DISCUSSION

Pocketbook development was driven by the need to prevent bullying, which is prevalent in schools. The final product was a pocketbook designed using the Canva application..

Design Stage After the analysis stage, the next step was to design the pocketbook to be developed. The initial design of the pocketbook to be developed achieved optimal results with the following preparations, as shown in **Figure 2**: 1) Reading literature or sources on how to make a pocketbook; 2) Interviews on school culture; 3) Preparing the materials needed to make the pocketbook, such as design, cover, PDF files, and other materials to support the learning material; 4) Canva Pro application.

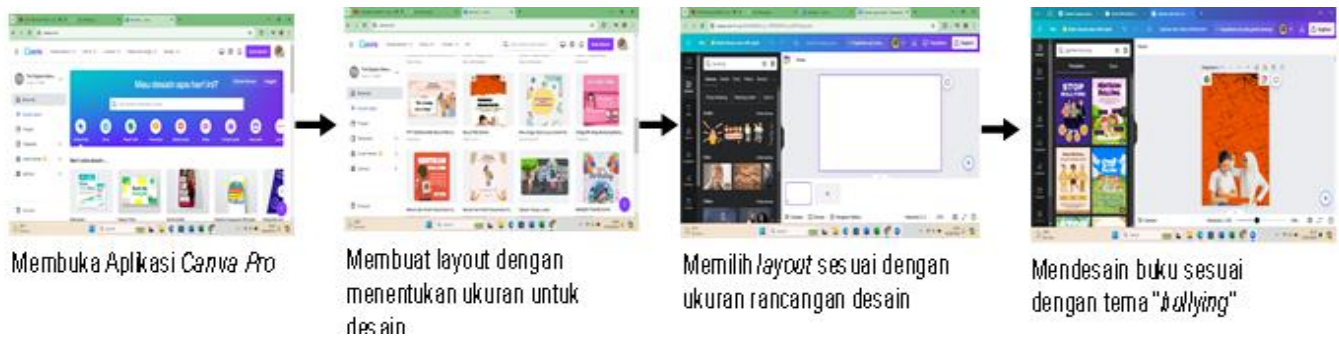


Figure 2. Pocket Book Development Stages Using the Canva Application
Source: Author's Documentation 2024

Pocket Book Design Results

The pocketbook's cover page is attractive, with a combination of images aimed at attracting students' attention when they open and understand the contents. The colors used on the cover page are orange, white, and black. At the same time, image adjustments are made to images of students and images that show bullying behavior in schools to show the importance of *bullying* prevention in the school environment.

The cover page reads the title "**Pencegahan Bullying untuk Menciptakan Budaya Anti Kekerasan pada SMA Muhammadiyah 10 Surabaya**" (Bullying Prevention to Create an Anti-Violence Culture at SMA Muhammadiyah 10 Surabaya). The fonts used are *Impact*, *Roboto Condensed*, *29Lta Makina*, *Contrail One*, *Porky's*, *Oliver*, *Open Sans*, *Eite*, *More Sugar*, many fonts, *Arimo*, *Anton*, *League Spartan*, and *Roboto*. Size 21 pt, 18-10 pt, and 9 -8-10 pt. The paper size used in making the book is 21.1 x 8 cm. Margins are made 0 cm on the paper. Writing and so on make the product easier to use and read. The color of the pocketbook must be considered so that the appearance attracts students' attention. Color has a more substantial effect than shape; color can also create a high level, but with colors that must be avoided, such as bright red, yellow, and so on, which can harm the eyes. This book's design is divided into the beginning, the content, and the end.

Design of the initial section of the book

The initial part of the pocketbook consists of 1) a cover page, 2) forms of *bullying*, 3) a *bullying* behavior page, 4) a *bullying* impact page, 5) pocketbook author identity page, 6) information page, 7) guidelines for using the book, 8) preface, 9) table of contents, 10) introduction. The design of this pocketbook is presented in **Figure 3**.

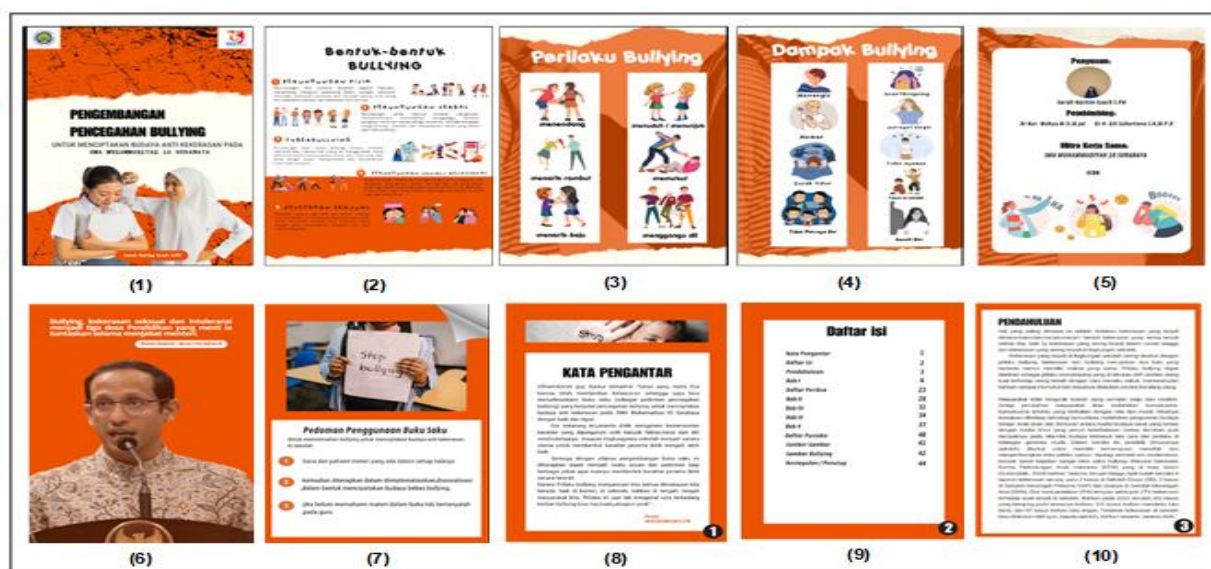


Figure 3. Pocket Book Start Section
Source: Author's Documentation 2024

Based on **Figure 3**, the initial part of the pocketbook developed is explained, namely, the pocketbook cover page presented in **Figure 3**, where this page contains information related to the pocketbook title, school name, symbol of Universitas Negeri Malang, SMA Muhammadiyah 10 Surabaya, and also the author's name. The cover page is presented by combining contrasting colors and appropriate color lighting that can attract readers' interest.

The *Bullying* Forms page and its brief explanation help readers understand the book's direction, and pictures accompany it according to the content of the forms of *bullying*.

The Behavior and Impact page displays images of *bullying* and the impact on victims who experience *bullying*, making it easier for readers to understand more about the contents of this pocketbook.

This Identity page contains the name of the author, the name of the supervisor, the pocketbook, and the work partner. A picture of the student is also inserted on the second page, which shows the author.

This information page aims to inform readers about efforts to prevent bullying/violence in the Indonesian Government program through the Ministry of Education and Culture, which is focused on preventing bullying that is rampant in schools.

The pocket guide page can invite readers to understand and be able to focus on the purpose of the contents of this pocket guide.

The preface is written on the page after the pocket guide and is intended to communicate with the reader. It expresses gratitude and thanks to the parties who helped develop this pocketbook. The purpose of developing the pocketbook is also briefly explained, and readers are encouraged to suggest future improvements.

The table of contents is located after the preface. Its purpose is to help readers understand the contents and quickly find this page.

The introduction page contains the author's background in making a pocketbook at SMA Muhammadiyah 10 Surabaya. The background also explains the understanding of character based on the development of *bullying* prevention. After the introduction, the next page has the purpose of the pocketbook. The objectives

contain specific and general objectives along with an explanation of the scope of the pocketbook, which is only given to class X SMA Muhammadiyah 10 Surabaya. This pocketbook also contains a page about the guide's target that students and the targets achieved will hold.

Design of the Pocket Book Contents

The pocketbook's contents include the definition of bullying, its effects, signs, environments where bullying often occurs, perpetrators of bullying, a checklist, dealing with victims of bullying, creating a culture of non-violence, anti-bullying policies and support from various parties, the consequences of bullying, abuse (violence), and related values.

The definition of "bullying" in the introductory material is defined in terms of school culture. In line with the title of the pocketbook, readers must first understand school culture. Not only that, the author also provides an overview of aspects of school culture development and character building through school culture. The purpose of this content is for readers to understand the book's direction and how to apply it in their daily lives.



Figure 4. Definition of Bullying
Source: Author's Documentation 2024

After the discussion about bullying, a section shows what happens to someone when they are bullied. It is not just text; there are contrasting pictures so readers can easily understand and be interested in reading the pocketbook, as shown in **Figures 4 and 5**.



Figure 5. Bullying Effects
Source: Author's Documentation 2024

This section's content is very important for readers to recognize the characteristics of people who experience bullying so that they can address it before it escalates into something more serious.



Figure 6. Signs of Bullying
Source: Author's Documentation 2024

Furthermore, the material explains where bullying can occur in the school environment, accompanied by pictures. This is presented in **Figures 6 and 7**.



Gambar 7. Places where Bullying occurs
Source: Author's Documentation 2024

These pages show who is involved in bullying. **Figure 8** shows the perpetrator, victim, and witness of bullying to help readers identify them in an incident.



Figure 8. Bullying Perpetrators
Source: Author's Documentation 2024

This checklist is designed for readers to fill in and write down their experiences. When something makes the writer feel unsafe or uncomfortable, it can be written down on the checklist.

Figure 9. Checklist
 Source: Author's Documentation 2024

This book includes information about handling bullying victims so that all readers can understand its importance. Pictures accompany the information so readers can learn how to care for victims of bullying.



Figure 10. Handling Bullying Victims
 Source: Author's Documentation 2024

Information about handling bullying victims is a key part of this book so that all readers can understand its importance. Pictures accompany the information so readers can experience how to care for victims of bullying (see **Figures 9 and 10**).



Figure 11. Handling Bullying Victims
Source: Author's Documentation 2024

Figures 11 and 12 contain sections designed to attract interest and open readers' minds so that they can contribute to anti-bullying policies and ensure that everyone in the school environment can carry out their activities safely. This section also includes images to help readers understand.



Figure 12. Anti-Bullying Policy
Source: Author's Documentation 2024

Figure 13 explains and emphasizes that we live in a law-abiding country, so readers are reminded of the causes and consequences of our actions when we break the law. We should also act by religious values, Pancasila, and the norms of politeness in society.

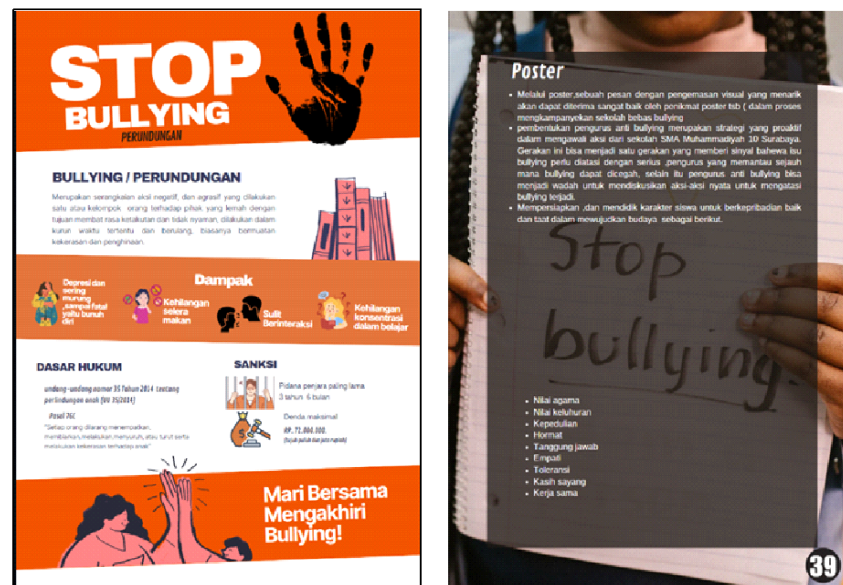


Figure 13. Bullying Consequences
Source: Author's Documentation 2024

Final section of the pocketbook

The final section of this book consists of a bibliography, a list of figures, and appendices explaining bullying (see Figure 14). The bibliography contains literature used by the author in writing this pocketbook, a list of references used in some of the literature, and images illustrating bullying behavior to help readers better understand the purpose of this book.



Figure 14. Pocket Book Ending Section
Source: Author's Documentation 2024

Experts' Validation Results

After developing the bullying prevention pocketbook, expert validation was conducted on the development results. Expert validation aims to determine the feasibility of the developed product before it is implemented in learning. The results of expert validation (design, media/content, language) can be seen in Table 1.

Table 1. Experts' Validation Results

No	Experts	Score obtained	Maximum score	Percentage (%)	Criteria	Verdict
1	Design Expert	31	32	97	Very Good	Valid

No	Experts	Score obtained	Maximum score	Percentage (%)	Criteria	Verdict
2	Media Expert	30	32	94	Very Good	Valid
3	Content Expert	24	32	74	Good	Valid
4	Linguist	30	32	94	Very Good	Valid

Source: Research 2024

Based on **Table 1**, the overall results of expert validation (design, media, content, language) in the development of a pocketbook on bullying prevention by the author obtained a score ranging from good to very good, making the pocketbook suitable for use as a guide in recognizing bullying behaviors and preventing bullying in schools.

Teacher and Student Responses

Teacher and student responses to the developed book were collected using a response questionnaire. The overall results of both teacher and student responses are presented below.

Table 2. Feedback Results

No	Subject	Score obtained	Maximum score	Percentage (%)	Criteria
1	Teacher	158	160	99	Very Good
2	Student	Very Good	1040	95	Very Good
Avg				97	Very Good

Source: Research 2024

Based on the results in **Table 2**, the responses from teachers and students received an average score of 97%, which is considered very good, indicating that the book developed effectively addresses the issues at hand.

Discussion

It is deemed suitable based on the results obtained in developing the pocketbook, which aims to provide students with an understanding of how to prevent bullying in schools. Pocketbooks in delivering material to various subjects has yielded positive results, significantly encouraging students to understand the material (Bintoro *et al.*, 2022). These results are similar to previous studies that found that the pocketbook improved students' knowledge and broadened their understanding of bullying prevention (Pratiwi & Sahono, 2019). During the development process, the product was revised to meet expectations. Validation was conducted in stages, and if deemed feasible, the developed product was validated by another expert. First, material validation was conducted twice; second, media validation did not require revisions; third, design expert validation was conducted once with minor revisions, while language validation was conducted once without revisions.

After the product is considered feasible by experts, the next stage is testing. The product is tested in the form of a socialization program, which received positive responses from teachers and students. The responses of teachers and students at SMA 10 Muhammadiyah Surabaya achieved very high scores, which is also supported by previous research that socialization has an impact on increasing knowledge about bullying behavior (Akbar *et al.*, 2023). Socialization is one of the alternative methods that can prevent

or reduce bullying behavior in schools (Ningtyas & Sumarsono, 2023). Another finding in this study is that using images in the pocketbook developed is relevant to the content explained, so students gain a clearer understanding through the images. Along with this, the use of pocketbooks containing pictures can increase knowledge, as seen from the use of illustrations that are appropriate and easy to understand (Ami, 2012; Maghfiroh, 2022; Muskholidah *et al.*, 2021; Vadilla *et al.*, 2019).

CONCLUSION

Bullying hurts victims, and the types of bullying that occur in schools vary greatly, ranging from verbal to physical bullying. Factors that cause victims to be bullied include perpetrators' opportunities and victims' weaknesses. Considering this, these pocketbooks on bullying prevention can help SMA Muhammadiyah 10 Surabaya readers understand bullying in schools. In addition, these pocketbooks can be used to reinforce material in school socialization programs. Therefore, it is hoped that this handbook will contribute to creating a safe and comfortable learning environment for everyone involved in daily school activities. Furthermore, the emergence of mutual respect, care, and love will help the educational environment become free from bullying.

AUTHOR'S NOTE

These articles are the result of our research. We ensure that no third party has any influence or control over the content of these articles. All opinions and findings expressed in these articles are entirely our own. No person or entity has any influence or control over this research's content, findings, or interpretation.

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