



## Development of My Social Safe Place (My Solace) website to prevent cyberbullying at SMA Negeri 1 Sidoarjo

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### ABSTRACT

Cyberbullying has become a new phenomenon whose existence is quite worrying for the Indonesian nation as a result of the development of science and technology. This study aims to produce website-based learning media to prevent cyberbullying in SMA Negeri 1 Sidoarjo. Based on this objective, the research focuses on the feasibility of the website-based learning media My Social Safe Place (My Solace) through expert validation and assessment of students' pre-test and post-test results using the website. The type of research used is research and development based on adapting the steps developed by Borg and Gall to the research and development flow. Data collection techniques are based on material and media experts' validation results, student and teacher response questionnaires, and pre-test and post-test results. Data analysis uses descriptive analysis, where the quantitative data is analyzed qualitatively. The level of practicality of the My Solace website in small group trials achieved significant changes from the pretest results. The results of the data analysis concluded that the development of the My Solace website to prevent cyberbullying in SMA Negeri 1 Sidoarjo was declared feasible, practical, and effective, so that it can be used as a medium for learning.

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### ABSTRAK

Perundungan siber menjadi fenomena baru yang keberadaannya cukup mengkhawatirkan bagi bangsa Indonesia sebagai dampak dari perkembangan IPTEK. Penelitian ini bertujuan menghasilkan media pembelajaran berbasis *website* sebagai salah satu upaya untuk mencegah perundungan siber di SMA Negeri 1 Sidoarjo. Berdasarkan tujuan tersebut maka fokus penelitian terarah pada kelayakan media pembelajaran berbasis *website* My Social Safe Place (My Solace) melalui validasi para ahli dan penilaian hasil pre-test dan post-test peserta didik dalam penggunaan *website*. Jenis penelitian yang digunakan ialah penelitian dan pengembangan berdasarkan adaptasi langkah-langkah yang dikembangkan Borg dan Gall disesuaikan dengan alur penelitian pengembangan. Teknik pengumpulan data berdasarkan hasil validasi ahli materi dan ahli media, angket respon peserta didik dan guru serta hasil pre-test dan post-test. Analisis data menggunakan analisis deskriptif dimana data kuantitatif yang diperoleh dianalisis secara kualitatif. Tingkat kepraktisan *website* My Solace pada uji coba kelompok kecil mencapai perubahan signifikan dari hasil pretest. Hasil analisis data menyimpulkan bahwa pengembangan *website* My Solace untuk mencegah perundungan siber di SMA Negeri 1 Sidoarjo dinyatakan layak, praktis dan efektif sehingga dapat digunakan sebagai media dalam pembelajaran.

**Kata Kunci:** My Social Safe Place; My Solace; perundungan siber; pengembangan *website*

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## INTRODUCTION

The Indonesian government has refined the curriculum from time to time due to the demands of technological integrity in education in the Independent Curriculum. PPKn learning focuses on understanding concepts, critical thinking skills, active participation, and the formation of good attitudes towards citizenship (Sulistianingsih et al., 2024). In practice, the PPKn learning method is still dominated by a conventional approach that is theoretical and moralistic. Lecture methods, group discussions, reading texts, written assignments through Student Worksheets (LKS), and providing knowledge orally usually only emphasize understanding concepts. Long explanations of material accompanied by examples without using media aids will make learning feel less enjoyable, teaching and learning activities will be more meaningful and easier to achieve goals if using learning media. Using teaching and learning media can arouse new desires and interests, increase motivation, and stimulate learning activities, whose effectiveness will significantly assist the learning process. It is important to carry out updates in the development of learning media by utilizing developments in science and technology because the use of technology, such as multimedia, the internet, and interactive applications, can be a way to develop media in learning PPKn (Suyahman et al., 2021).

Science and Technology (IPTEK) have developed rapidly, changing the landscape of human civilization. It is now essential in everyday life, creating an inseparable new dimension. This rapid development that often goes unnoticed has brought various consequences for human existence. One significant progress that has been felt is the evolution in the realm of communication, which is manifested in the presence of the Internet (Febriansyah, 2024). As time passes, society is encouraged to continue being creative and produce increasingly sophisticated technology. This innovation effort is the essence of modernity, with the primary goal of meaningfully impacting various aspects of life. Despite offering many benefits, the advancement of information technology today also brings serious consequences to society, such as the spread of false information, online bullying, data security threats, dependence on digital devices, mental health issues, cybercrime, adult content, access gaps, and misuse of technology for crime. These negative impacts of the development of science and technology and the widespread use of the internet require good management through proper education and regulation. Awareness of risks and understanding digital ethics are crucial to encourage responsible and safe internet use. The government and stakeholders must collaborate to develop more effective internet user protection policies.

Misusing information technology in education has increased criminality among students, which is a worrying negative impact. Mashabi, on the website Kompas, based on 2020 data, almost half of adolescents and young adults in Indonesia (14-24 years old) experienced cyberbullying (link: <https://nasional.kompas.com/read/2020/11/28/12045141/unicef-risiko-cyber-bullying-semakin-besar-di-masa-pandemi-covid-19>). 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 (Izach et al., 2024). This situation requires collective attention from various parties. The loss of boundaries in cyberspace due to advances in information technology is strongly suspected of contributing to a shift or decline in moral values in students in Indonesia. Cyberbullying is a form of bullying that utilizes the scope of cyberspace. In this action, the victim can receive various adverse treatments such as ridicule, slander, threats, ostracization, or being the object of conversation (Flygare et al., 2020). With the rapid development of science and technology, conflicts that were limited initially are now penetrating the digital world, so cyberbullying is a challenge for the Indonesian people in managing potentially prolonged conflicts (Ramadhan & Ulfatun, 2022). Loodberg and Warg in the book entitled "*Friendsrapporten*" state that the *Friends* (A 1997 non-profit organization Friends strives for a world where no child should be a victim of bullying, and in 2017 initiated the international World Anti Bullying Forum) reported in 2019 that one-fifth

of students in grades seven through nine do not know where to turn or who to talk to if they are victims of online bullying.

Teachers have a significant role in preventing and responding to cases of cyberbullying experienced by students, especially since most of the students' time is spent in the school environment. Education can be viewed as a structured process of social interaction. In this context, individuals are placed in environments specifically designed and managed to support optimal development in their ability to live in society (Suryana et al., 2022). Teachers play a role in providing education and assisting students in developing social skills and growing a sense of empathy. In addition, teachers have an important role in creating a conducive classroom atmosphere so that students can work together (Prihadi et al., 2020).

This research method aims to produce a website-based learning media called My Social Safe Place (My Solace), which was developed through the Borg and Gall approach, to prevent cyberbullying in SMA Negeri 1 Sidoarjo. This study aims to produce a learning media product based on the My Solace website to overcome cyberbullying. My Solace website will be designed considering content, appearance, and contextual aspects such as topics and materials to be developed, interactive video elements, and illustrations related to the material. My Solace website will be supported by external sources such as news portals, YouTube, e-learning, etc. My Solace website serves as a reporting tool and an educational resource that can raise awareness among students, teachers, and parents about cyberbullying issues and the importance of digital literacy. With a better understanding, preventive measures are hoped to be more effective. Thus, developing a cyberbullying website strongly connects with the educational goal of creating a safe learning environment, forming responsible student characters in the digital era (Widoyoningrum et al., 2025). Its urgency is increasing given the prevalence and significant negative impact of cyberbullying. This website can be an important investment in protecting young people from the dangers of cyberbullying and supporting holistic educational success.

## LITERATURE REVIEW

### Cyber Bullying

Cyberbullying refers to aggressive behavior to harm and frighten others in the context of internet-mediated communication (Wagner, 2019). Cyberbullying is any form of violence experienced by a person and perpetrated by others through cyberspace, social media, or the internet. Cyber bullying refers to the behavior of mocking, threatening, demeaning, harassing, or spreading other people's secrets online by utilizing the use of the internet through social media, text messages or other forms of electronic communication that have the aim of bringing down, harming or humiliating others, intimidation in the form of aggressive actions that take place continuously intending to make someone helpless by hurting, harassing both verbally, socially and psychologically (Machimbarrena & Garaigordobil, 2017).

Williard in the book entitled "*Cyberbullying and Cyberthreats*" state that the types of cyber bullying are grouped into several categories including 1) flaming in the form of sending text messages using harsh and frontal sentences, usually carried out in a group by sending pictures intended to insult the victim; 2) harassment is the behavior of sending nuisance messages on an ongoing basis in the long term; 3) denigration is damaging the reputation or good name of the victim by spreading secrets that are manipulated to be poorly viewed by others; 4) impersonation is the behavior of pretending to be someone else or often known as role playing / fake accounts with the aim of sending bad sentences; 5) outing and trickery spreading secrets or private photos of others to persuade someone with deception to get the secret; 6) exclusion behavior deliberately and cruelly excluding someone from an online group with the aim of ostracizing; and the last is 7) cyberstalking a repeated behavior of sending and threatening harm to someone by intimidating through social media.

The characteristics of cyberbullying are characterized by cyberbullying being carried out repeatedly, torturing someone psychologically, cyberbullying is carried out to humiliate the victim, and occurs in cyberspace, such as social media and text messages (Prihadi et al., 2020). Cyber bullies generally have dominant personalities, favor violence, are easily angered, and are easily frustrated. Meanwhile, targets of cyberbullying often have differences in terms of education, race, weight, disability, or religion, and tend to be sensitive, passive, weak, and difficult to get along with, which results in lower self-confidence. Witnesses in cyberbullying incidents can be categorized into two types: harmful bystanders who support or allow bullying to occur without assisting, and helpful bystanders who try to stop the bullying, provide support to the victim, or report it to the authorities (Yarbrough et al., 2023).

### **Web-based Learning Media**

Web-based learning media is a learning tool that can be accessed online. This method utilizes computer technology and the internet, with a web interface to deliver material, interact, and provide various learning facilities. Learning that utilizes the internet offers a more dynamic interaction, combining the characteristics of mass and interpersonal media as a source of information (Saputra & Effendy, 2021). Web-based learning media effectively deliver teaching materials for study (Fajriah et al., 2021). The Internet has characteristics such as interpersonal media and mass media that allow for one-to-one or one-to-many communication, is interactive, allows for synchronous or asynchronous communication, so that all three types of communication are required in learning (Mufarrihah et al., 2023). Computer-Assisted Instruction is developing into a web learning medium to assist students and teachers. Web platforms provide a means to deliver information comprehensively and at high speed. Furthermore, this medium provides significant flexibility in the learning process, allowing students to adjust the pace and flow of learning to their individual preferences and needs (Firdhaus & Prastowo, 2021).

Web-based learning can also produce a more interesting and interactive learning process, reduce teaching time, improve student learning quality, and increase student interest. Here are some characteristics of web-based learning models that can be applied, namely; (1) integration with conventional learning that designs web-based learning in conventional face-to-face learning programs, the learning process allows the use of websites as a complementary method in education and training activities, (2) learner-centered learning, (3) virtual learning by utilizing the internet as a method of delivery, interaction and facilitation. This model allows learners to learn from anywhere, anytime by utilizing internet access, (4) developing a digital citizenship model, and finally (5) the use of Moodle to discuss the concept and implementation of web-based learning.

### **Website Development to Prevent Cyberbullying**

The rapid development of education affects the education system, which encourages and results in advances in learning technology and renewal in learning media. Along with the advancement of technology and science, various learning media have also developed. Media selection is an interesting decision that determines the accuracy of the type of media to be used, affecting the learning process's effectiveness and efficiency (Tuna et al., 2024). Judging from the type of material, the media is divided into several parts, namely 1) visual media where the media in this case rely on the ability of the sense of vision by displaying images such as photos, pictures, comics, posters, magazines, books, props and so on; 2) audio media that rely on the ear as a channel such as music, songs, musical instruments, radio broadcasts, tapes or sound recordings; 3) audiovisual media that utilizes the senses of sight and ear simultaneously such as drama, film performances or television shows; and the last 4) multimedia where all types of media are

summarized into one such as the internet which means that learning using the internet applies all existing media referring to words and images to promote learning (Magdalena et al., 2021). Various important functions include information providers to online service providers and a place to communicate and collaborate. In this digital era, websites have become the primary medium to convey information and interact with users worldwide (Dini & Ekohariadi, 2024). Website development in constructivism emphasizes knowledge that individuals actively build through their experiences. Constructivist epistemology shifts the focus from learning outcomes to the learning process, where knowledge is considered a mental construction unique to each individual. In summary, constructivist theory underlines the importance of students' mental activity in the learning process. Teachers act as architects of learning environments that stimulate students to think critically, creatively, and independently (Habsy et al., 2024).

The development of a website to prevent cyberbullying offers a platform that supports active, collaborative, and personalized learning. Web-based learning facilitates dynamic learning activities where students can learn by manipulating data, accessing various sources, and interacting with friends and teachers online. This method aligns with constructivist theory, which emphasizes that learning is an active process of building understanding through authentic experiences. Furthermore, using technology in learning makes it more interesting and impactful, as students can learn through various interactive media (Casfian et al., 2024). Website development as a learning media must fulfill the learning objectives so that the material presented can be received and appropriately understood (Bakir & Ekohariadi, 2024).

This digital learning concept includes an understanding of cyberbullying. In this way, students can realize their responsibilities as technology users and understand the impact of all actions on social media. Furthermore, this website-based learning media is expected to be a preventive measure against cyberbullying, considering the high use of social media and digital platforms among teenagers today. Transformation in the world of education is also crucial to answer the challenges of the Society 5.0 era. In Indonesia, education has also begun to prepare to transition from the Industrial Revolution 4.0 era to Society 5.0. Therefore, this change in era must be accompanied by the readiness of human resources (Winarno et al., 2024). This learning also helps to create a more positive and safe school environment, where everyone feels valued and protected. In this way, students learn about technology and how to behave well and responsibly in the virtual world (Rahman et al., 2020).

## METHODS

This research method aims to produce a website-based learning media called My Social Safe Place (My Solace). This learning media is expected to provide knowledge to students about the phenomenon of cyberbullying. Sugiyono, in the book "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*" states that the development of media with the method explained by Borg & Gall is because it has simple steps and a descriptive procedural model.

The procedure was developed through website-based learning media as a new innovative step in life-based implementation using the Borg & Gall model, which is adjusted to field conditions, time, and cost limitations. The procedures carried out start from: 1) initial observation to collect information found that there is a lack of use of electronic media as a learning tool in the era of rapid development of science and technology; 2) product planning in the form of stages of research and preparation of materials and design of learning media; 3) validation by media experts and material experts by providing instruments prepared for validators to provide criticism and suggestions whether the learning media developed is in accordance with the assessment references in the instrument then the validation results are used as a reference for revision; 4) stage 1 revision as a result of the previous stages by media and material validators for improving materials or products in general before field trials are carried out; 5) small group trials are carried out on 10 students in grade 11 of SMA Negeri 1 Sidoarjo with the aim of finding out the initial knowledge

of students so that the media developed is able to answer needs in the field; 6) stage 2 revisions are carried out in accordance with the stages of small group trials by considering criticism and suggestions from students to improve deficiencies in the product; 7) large group trials involving 35 students in grade 11 of SMA Negeri 1 Sidoarjo which were carried out on April 22, 2025 to help researchers find out the level of knowledge of participants students based on pretests, posttests and questionnaires filled out by students. The higher the score obtained by students, the more successful the media development is and is worthy of use; and 8) final revision is the final stage to correct product deficiencies from input from large group trials for the success of the product being developed.

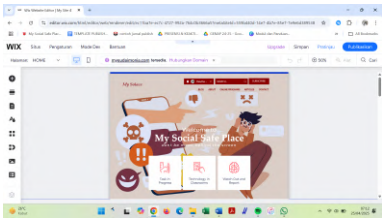

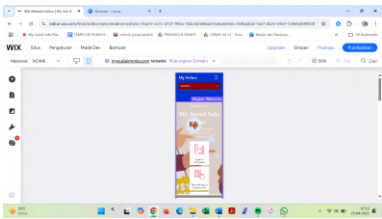

## RESULTS AND DISCUSSION

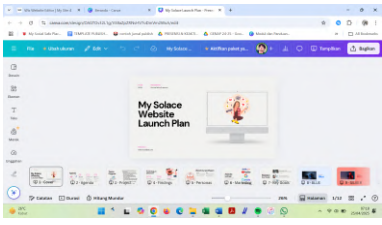
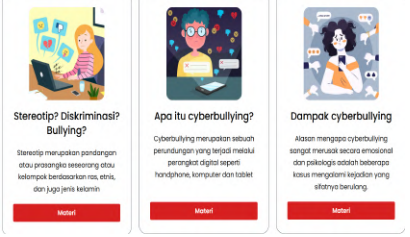
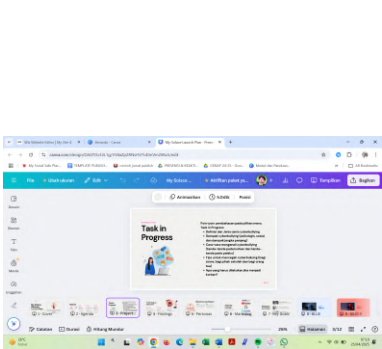
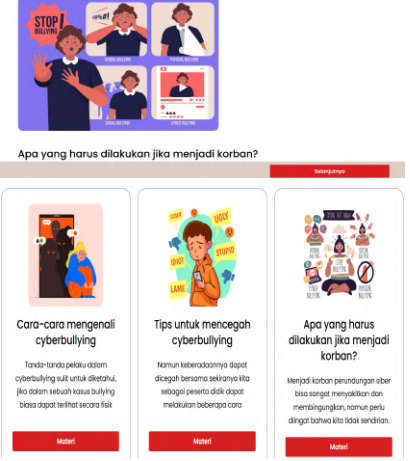
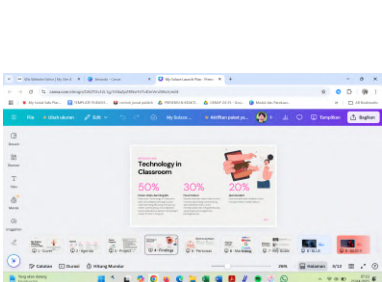

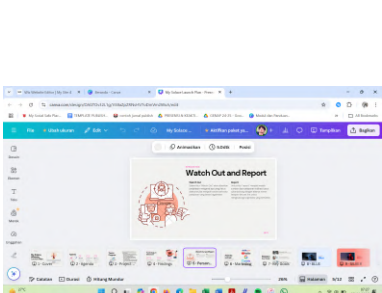
This study aims to determine students' knowledge of Stereotype, Discrimination, and Bullying materials by developing the My Solace website-based learning media through the Research and Development approach presented by Borg & Gall. The results and discussion will explain the development results in the form of a presentation of trial data, data analysis, and product final revision.

### Product Development

Product development is carried out based on the planning stages in line with the concept prepared by the researcher, starting from the initial draft of the website development regarding cyberbullying. Products can be accessed through [www.mysocialsafeplace.com](http://www.mysocialsafeplace.com). **Table 1** of website development presentations from the researcher's first step is the following.

**Table 1.** Table Plan Before and After Product Development

No	Draft website development	Description	After developing
1		<ul style="list-style-type: none"> <li>a. Naming the product to be developed</li> <li>b. Highlighting three main features in the product</li> <li>c. Finding an illustration that matches the product being developed</li> </ul>	
2		<ul style="list-style-type: none"> <li>a. Trial design in accessing various devices (laptops and mobile phones)</li> </ul>	

No	Draft website development	Description	After developing
3		<p>a. Prepare a launch plan to plan what materials will be inputted</p> <p>b. Collect supporting materials that will be used as external sources in the product</p>	
4		<p>a. The task in progress page or material page is placed in the first feature, access to which must start from the initial material, and after completion, can access the following material</p> <p>b. Each material is given illustrations, infographics, and supporting materials that follow the sub-material</p>	
5		<p>a. The technology in the classroom or assignment pages is linked to the last material. So that after all the materials are finished, they are immediately directed to the assignment page</p> <p>b. The assignment page is in line with the material that has been given on the task in progress page</p>	
6		<p>a. Students can interact anonymously by entering the watch out &amp; report page. When one of the participants experiences cyberbullying or becomes a witness to cyberbullying, they can report it on this page</p> <p>b. This feature will be monitored to help students solve their problems and keep them feeling safe.</p>	

Source: Research 2025

The development of website-based learning media is carried out to foster students' interest in learning so that learning objectives are achieved optimally. In line with previous research, which shows that the learning process of students with website-based learning media makes students more active. Students can understand the material well, present the material discussed using their language, and relate the

source material and forms of energy to everyday life. Using website-based learning media can create an active, practical, interactive, and engaging learning climate to arouse students' interest and motivation to learn (Saidah, 2023). The development of learning media based on implementing constructivism theory emphasizes the importance of learning tailored to individual needs. Digital learning technology through website development makes this possible by providing materials that can be studied at each student's own pace and learning style. Constructivism allows students to actively explore and build their understanding of the subject (Habsy et al., 2023).

### **Presentation of Trial Data**

The research and development of the My Solace website uses the Borg & Gall research model, which is modified according to research needs, so the presentation of results and discussion will be in line with established procedures. The initial stage carried out was the initial observation which obtained results that the development of electronic media-based learning media is still very much needed, this is supported by the observation sheet given to the Civic Education Teacher of SMA Negeri 1 Sidoarjo which stated that in this era of rapid development of science and technology, the use of Civic Education learning media at SMA Negeri 1 Sidoarjo is still relatively traditional, limited to books, LKS and simple PPT. Based on observation results, using electronic media platforms in schools shows students are accustomed to using cellphones and laptops. However, their use in learning has not been maximized. Website development as a learning medium can help support the implementation of online learning, can be accessed anytime and anywhere, and schools have facilitated wifi networks at several points in the school to be utilized positively and optimally by educators and students in learning activities.

The planning stages carried out by researchers are material analysis, electronic media platform analysis, and concept analysis. Material analysis is needed to ensure the development of stereotype, discrimination, and bullying materials that are relevant to the website to be developed. Analysis of electronic media platforms shows that websites are the most suitable media because they can provide various features that support learning, such as access to materials, video access via YouTube, and consideration of ease of access on various devices (Android/IOS/Windows). After determining the material and media, analyze the concept to provide a sequence of learning materials given to students, consisting of the home page, material page (task in progress), assignment page (technology in the classroom), and reporting page (watch out and report). Product development that begins with planning aligns with the plan prepared by researchers in the initial draft of the My Solace website to prevent cyberbullying at SMA Negeri 1 Sidoarjo.

My Solace website, produced from this research and development, continues at the validity test stage by validators, including media and material expert validators experienced in their fields. The data presented is quantitative as a benchmark for the feasibility of developing the My Solace website. Data analysis in this development includes feasibility, practicality, and effectiveness analysis.

### **Eligibility Analysis**

**Table 2.** Data Analysis Results of Validation by Material Experts and Media Experts

No	Validations	Average
1	Validation by Material Experts	93,3 %
2	Validation by Media Experts	96 %

*Source: Research 2025*

Based on the data presented in **Table 2**, it is known that the validation results by material experts obtained to measure the feasibility of the My Solace website-based learning media are 93.3%. Suppose these results are converted into material feasibility criteria. In that case, it can be concluded that the My Solace learning media is categorized as feasible to use, and the validation results of media experts obtained to measure the feasibility of the My Solace website are 96%. These results are converted into material feasibility criteria; it can be concluded that the My Solace website, which was developed to prevent cyberbullying, is categorized as feasible to use. Furthermore, stage 1 revisions were carried out based on two types of data obtained, namely quantitative data and qualitative data in the form of suggestions for developing the My Solace website. Here are some suggestions given by each validator 1) material experts provide suggestions to add learning objectives to the website development product and then provide the developer's identity in the product so that others do not recognize it; and 2) media experts provide suggestions to focus the instrument on development objectives and problem formulation.

### Practicality Analysis

The initial trial, conducted in small groups involving fewer students, was used as an initial improvement stage for the larger-scale trial. The trial involved only 10 students in grades 11-6 of SMA Negeri 1 Sidoarjo. Meanwhile, the large group trial involved 35 students in grades 11-5 of SMA Negeri 1 Sidoarjo. **Table 3** shows the data analysis of the student response questionnaire.

**Table 3.** Data Analysis Student Response Questionnaire Results from Small Group Trials and Large Group Trials

No	Assessment Items	X	Xi	(%)
a. Small Group Trials				
1	Ease of use aspect	48	150	88,6
2	Aspect of attraction	3355	400	88,7
3	Efficiency aspect	182	200	91
	Total	670	750	
<b>Average</b>				<b>89,3%</b>
b. Large Group Trials				
1	Ease of use aspect	509	525	96,9
2	Aspect of attraction	1296	1400	92,5
3	Efficiency aspect	652	700	93
	Total	2457	2625	
<b>Average</b>				<b>93,6%</b>

*Source: Research 2025*

Based on the results of the student response questionnaire analysis in the small group trial, it is known that the My Solace website-based learning media to prevent cyberbullying at SMA Negeri 1 Sidoarjo falls into the efficient criteria, with an average of 89.3%. The results of each assessment aspect are categorized as very practical, so the My Solace website that was developed is suitable for use in learning. The large group student response questionnaire analysis shows that each assessment item reaches the efficient category. The development of web-based learning media can make it easier for students to learn because they can re-access learning materials while connected to the internet. Media use can also improve learning outcomes so that teaching and learning activities run well (Firmansyah et al., 2023). So, in general, the

practicality of the My Solace website in the large group trial is categorized as very practical, in line with the average conversion results reaching 93.6%.

### Effectiveness Analysis

Student learning outcome data for the effectiveness test was obtained using a pretest and a posttest. The pretest was conducted before the My Solace learning media was given, while the posttest was conducted after the My Solace learning media was given to students to use. **Table 4** presents the learning outcomes through pretests and posttests conducted by students.

**Table 4.** Result of Pretest and Posttest

No	Name	Score	
		Pretest	Post-test
1	AVI	86	94
2	ARD	53	90
3	ACJ	58	85
4	AAS	67	91
5	BBAP	48	84
6	CFIR	36	80
7	DDSD	60	87
8	DKM	69	90
9	EBN	54	88
10	FHW	52	87
11	FYH	66	97
12	GMH	57	81
13	MHS	55	83
14	MAR	54	86
15	MD	54	87
16	MFAD	63	92
17	MRH	57	82
18	MFM	68	86
19	MAF	60	88
20	MAB	61	87
21	MHF	36	75
22	MHLF	32	79
23	MJA	52	81
24	NRS	52	90
25	NWW	51	82

No	Name	Score	
		Pretest	Post-test
26	RDA	62	85
27	RPR	20	85
28	RCA	65	93
29	RAS	75	92
30	RSNI	50	90
31	RSM	50	87
32	SFR	58	89
33	SSS	53	80
34	TAM	62	98
35	ZTF	50	93
<b>Total</b>		<b>1946</b>	<b>3044</b>
<b>Mean</b>		<b>55,6</b>	<b>87,0</b>

Source: Research 2025

The results of the pretest and post-test showed a significant increase in student learning outcomes before and after being given the My Solace website for learning. In line with previous research that concluded that using websites as a learning medium is quite effective in teaching and learning, it can increase students' interest in learning and knowledge of effective learning. So that in learning, it can help students and teachers to support additional learning outside of school, so that learning is not too dull and has a variety of learning media choices (Meduri et al., 2022). Then, a normality test was carried out to test the effectiveness of the My Solace website using the T-test formula (paired sample test) and the normality test. **Table 5** shows test of normality in this research.

**Table 5.** Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.179	35	.006	.941	35	.059
PostTest	.074	35	.200 <sup>*</sup>	.989	35	.980

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Research 2025

The normality test criteria are that Ho is accepted when the probability value (p) > 0.050, and Ho is rejected if the p value < 0.050. The results of the normality test are presented in the following table. Based on the data, the significance value in the pretest is 0.059, more than 0.050, and the significance in the posttest is 0.980, more than 0.050, which concludes that both the pretest and posttest data are typically distributed. The step after the normality test is the t-test to determine the difference in student learning outcomes in the pretest and posttest using the dependent sample t-test.

**Table 6.** Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreTest & PostTest	35	.597	.000




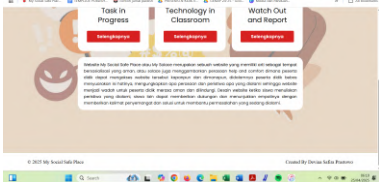
Source: Research 2025

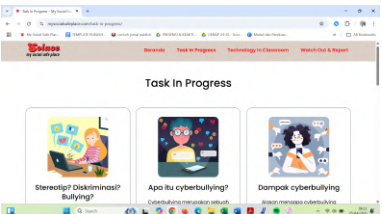
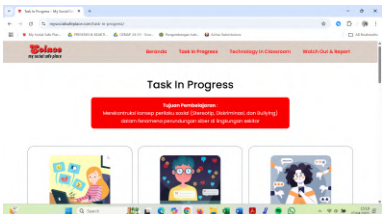


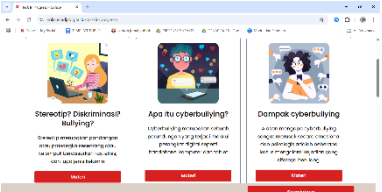
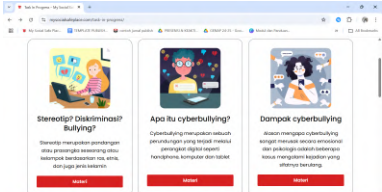
Based on the results in **Table 6**, the significance reaches 0.000, meaning there is a difference between the pretest and posttest results. Then, the mean posttest value (86.97) increased compared to the mean pretest (55.60). So it can be concluded that there is a difference in student learning outcomes before and after being given learning media based on the My Solace website. Previous research reveals that the current concept of learning includes an understanding of how to utilize technological developments in a positive direction such as respecting the privacy of others, recognizing fake news and avoiding negative cyberbullying behavior because in this way students can realize their responsibilities as technology users and understand the impact of their behavior in cyberspace (Winarno et al., 2024). The posttest results are converted into effectiveness criteria, so the development of the My Solace website to prevent cyberbullying at SMA Negeri 1 Sidoarjo is included in the effectiveness criteria for use.

### Product Final Revision

The development of the My Solace website to prevent cyberbullying at SMA Negeri 1 Sidoarjo has undergone several improvement stages. These stages include 1) revisions from the validator, namely validation by material and media experts, 2) revisions after small group trials, and 3) revisions after large group trials obtained from student response questionnaires. Small group trials were conducted on 10 students in grades 11-6 of SMA Negeri 1 Sidoarjo, while large group trials were conducted on 35 students in grades 11-5 of SMA Negeri 1 Sidoarjo. After assessing the developed product, the improvement stages align with the suggestions at the end of the questionnaire. The suggestions received have been incorporated into the development product, which is presented in **Table 7**.

**Table 7.** Final Product Revision

No	Before Revision	Improvement Suggestions	Final Product
1		A brief explanation of the website's identity is given on the home page.	
2		The website is given the identity of its developer.	

No	Before Revision	Improvement Suggestions	Final Product
3		The material page contains learning objectives.	
4		After accessing all the material, the students can be directed to work on the evaluation.	
5		Navigation in accessing materials is made more concise.	

Source: Data processed by researchers in 2025

## Discussion

Relevance between the cyberbullying website “My Social Safe Place (My Solace)” and the educational implementation process in SMA Negeri 1 Sidoarjo. Cyberbullying creates a sense of insecurity and threatens the psychological well-being of students (Palilingan et al., 2024). This can disrupt concentration in learning, reduce motivation, and even cause students to be reluctant to come to school. My Solace website can be a tool to monitor, report, and address cyberbullying incidents, helping create a safer and more conducive learning environment. My Solace website can function as an educational platform for students, teachers, and parents to learn about the phenomenon of cyberbullying, its various forms, its impacts, and how to prevent and handle it. With increased awareness, it is hoped that students will be more careful in interacting in cyberspace and be braver in reporting if they become victims or witness cyberbullying (Lim et al., 2023). My Solace website can provide a safe and anonymous reporting channel for students who are victims or witnesses of cyberbullying. Fast and easy reporting allows schools to intervene early and provide the support needed to victims. The learning process in SMA Negeri 1 Sidoarjo does not only focus on academics, but also on character building and ethical values. My Solace websites can be part of the school's efforts to teach students the importance of responsible behavior, empathy, and mutual respect in the digital world. Information and data collected through My Solace websites can help SMA Negeri 1 Sidoarjo formulate and evaluate more effective anti-bullying policies.

## CONCLUSION

The findings of this development research are to produce a product in the form of the My Social Safe Place (My Solace) website as a learning medium for the Pancasila and Citizenship Education subject for grade 11 of SMA Negeri 1 Sidoarjo. The validation results by media and material experts categorized the My Solace website as feasible in assessment, so that it can be used in learning. Students as users of this media gave a positive response and significantly increased results in student learning outcomes carried out through the pretest and posttest stages. So it can be concluded that the development of the My Solace

website is feasible, practical, and effective to be used as a website-based learning medium to prevent cyberbullying at SMA Negeri 1 Sidoarjo.

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