

# Development of a bullying prevention module for guidance and counseling in Junior High Schools

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## Abstract

*The vulnerability of junior high school students to bullying necessitates the development of a prevention module as a preventive measure within guidance and counseling services. This study aims to develop a bullying prevention module capable of addressing various factors contributing to bullying behavior and supporting guidance and counseling services in schools. This study employs the Research and Development (R&D) method using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Data collection was conducted through observation, questionnaire distribution, and a review of literature related to bullying and its prevention strategies. The developed module includes material on types of bullying, the negative impacts of bullying, prevention strategies, as well as exercises to enhance students' empathy and social skills. The results of the needs analysis indicate that the majority of students still have limited knowledge regarding the definition, forms, and impacts of bullying. Based on the validation results, the module received a rating of "highly suitable" from experts in Islamic Religious Education (96.4%), language experts (91.6%), and guidance and counseling experts (74.1%). Additionally, the field trial results showed a 100% student satisfaction rate. Thus, this module can serve as a practical guide for guidance and counseling teachers in efforts to prevent bullying within the school environment.*

**Keywords:** *Guidance and Counseling; Bullying; Module Development*

## Abstrak

Kerentanan bullying pada siswa SMP menuntut pengembangan modul pencegahan sebagai upaya preventif dalam layanan bimbingan dan konseling. Penelitian ini bertujuan untuk mengembangkan modul pencegahan bullying yang mampu mengakomodasi berbagai faktor penyebab perilaku bullying serta mendukung layanan bimbingan dan konseling di sekolah. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Pengumpulan data dilakukan melalui observasi, penyebaran angket, dan kajian literatur terkait bullying serta strategi pencegahannya. Modul yang dikembangkan memuat materi mengenai jenis-jenis bullying, dampak negatif perundungan, strategi pencegahan, serta latihan untuk meningkatkan empati dan keterampilan sosial siswa. Hasil analisis kebutuhan menunjukkan bahwa sebagian

**Article Information:** Received Aug 27, 2025, Accepted Apr 15, 2026, Published Apr 30, 2026

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besar siswa masih memiliki pengetahuan yang terbatas mengenai definisi, bentuk, dan dampak bullying. Berdasarkan hasil validasi, modul memperoleh penilaian sangat layak dari ahli Pendidikan Agama Islam sebesar 96,4%, ahli bahasa 91,6%, dan ahli bimbingan konseling 74,1%. Selain itu, hasil uji coba lapangan menunjukkan tingkat kepuasan siswa mencapai 100%. Dengan demikian, modul ini dapat digunakan sebagai panduan praktis bagi guru BK dalam upaya pencegahan bullying di lingkungan sekolah.

**Kata Kunci:** Bimbingan Konseling; Bullying; Pengembangan Modul

## **Introduction**

Bullying behavior among adolescents, particularly at the junior high school level, remains a social problem frequently found in educational environments. Early adolescence is a developmental stage that is vulnerable to various social conflicts because students at this stage experience biological, psychological, and social changes that influence character formation and their ability to interact with the surrounding environment. If not handled properly, bullying behavior can have negative impacts on students' psychological and academic development.

These impacts include decreased learning concentration, low self-esteem, feelings of fear in the school environment, and declining academic achievement (Haslan, 2022). In addition to individual psychological factors, other studies indicate that the social environment plays an important role in influencing bullying behavior. Research conducted by Safitri and Farafisha (2024) at SMPN 6 Babelan Bekasi found that bullying behavior is significantly related to several factors, such as peer support, access to social media, school climate, parenting patterns, and students' self-esteem.

These findings indicate that bullying behavior is influenced not only by individual characteristics but also by the social environment surrounding adolescents' lives. Although various studies have examined the phenomenon of bullying among adolescents, most previous research has focused on individual factors or certain social factors, such as social support, self-confidence, and school climate. These studies have not comprehensively examined the relationship among factors originating from the individual, family, peer groups, and the school community environment in influencing the emergence of bullying behavior. In fact, bullying is a complex phenomenon influenced by multiple interrelated factors.

The phenomenon of bullying in Indonesia also shows a relatively high prevalence. Data from the Indonesian Child Protection Commission (KPAI) in 2023 indicate that among various reported cases of child protection violations, there were 141 cases, or about 7.8%, related to physical and psychological violence in the form of bullying. In addition, there were 130 cases, or about 14.3%,

related to child protection from media exposure that also involved physical and psychological violence (KPAI, 2023). These data indicate that bullying remains an important issue that requires serious attention from various parties, particularly educational institutions. These conditions indicate the need for more systematic prevention efforts in the school environment, particularly through guidance and counseling services.

Basic guidance and counseling services in schools play an important role in helping students develop their potential and build positive social behavior. Bullying prevention efforts need to be designed by considering various factors that influence student behavior, including those originating from individuals, families, peer groups, and the school community environment (Haslan, 2022). Efforts to protect children from various forms of violence have also been regulated in Law Number 23 of 2002 concerning Child Protection. Article 4 states that every child has the right to live, grow, develop, and participate properly in accordance with human dignity, and to obtain protection from violence and discrimination (Kemensesneg, 2014).

Therefore, schools have a responsibility to create a safe and conducive learning environment for students' development. Based on the explanation above, it is necessary to develop a bullying prevention module that accommodates various factors causing bullying behavior and supports the implementation of guidance and counseling services in schools. The developed module is expected not only to help students understand the forms and impacts of bullying but also to improve empathy, social skills, and students' awareness in creating a safe school environment free from bullying behavior.

## **Research Methods**

The development procedure in this study used the Research and Development (R&D) method, which was conducted in stages and systematically. The first step was a needs analysis through questionnaires to determine students' level of understanding and the school's need for a bullying prevention module. Next, the researcher designed the initial product draft consisting of materials on the definition of bullying, its forms, impacts, and prevention strategies. The draft module was then subjected to expert validation by lecturers and guidance and counseling practitioners to assess the feasibility of the content, language, design, and usability. After validation, the module was revised based on expert feedback before being tested in a limited trial with junior high school students. The results of the limited trial were used as a basis for further improvement. Subsequently, the module was implemented in a field trial with a wider scope to evaluate its practicality and effectiveness. The final stage involved revising the product based

on the field trial results so that the module would be ready for broader use in schools as a tool for bullying prevention.

## Results and Discussion.

### A. Research Findings

This study examines the concept of bullying behavior and efforts to prevent it through the development of a guidance and counseling module in junior high schools. The term bullying originates from the English word bull, which metaphorically describes aggressive behavior or domination over weaker individuals. According to the definition stated in the Oxford Dictionary (Oxford University Press, 2025), bullying refers to behavior that involves attacking, intimidating, insulting, or degrading others through the abuse of power with the intention of weakening, humiliating, or harming the targeted individual. Such behavior may occur repeatedly or in a single incident and can cause psychological pressure on the victim (Balai Pustaka, 2016).

The questionnaire was distributed through Google Forms to teachers in Jakarta, Depok, Bogor, and Tangerang to analyze the need for a bullying prevention module in junior high schools. The statements covered teachers' ability to identify bullying victims, readiness to handle bullying cases, the role of teachers in creating a safe school environment, and the need for a bullying prevention module.

The results showed that 90.5% of respondents were able to recognize signs of bullying, 95.2% had steps for handling bullying cases, and 95.2% believed that teachers play an important role in creating a safe learning environment. All respondents (100%) stated that a bullying prevention module is highly needed in schools

**Tabel 1.** Percentage of Module Needs from Teacher Respondents

No	SS (%)	S (%)	TS (%)	STS (%)	Average Score per Item	Overall Percentage (%)
1	38.1	52.4	9.5	0	3.286	
2	42.9	55.6	1.6	0	3.416	
3	52.4	47.6	0	0	3.524	
<b>Overall Average</b>					3.40866667	85.2166667

Source: Research Questionnaire Results

**Tabel 2.** Percentage of Module Needs from Student Respondents

No	SS (%)	S (%)	TS (%)	STS (%)	Average Score per Item	Overall Percentage (%)
1	45.1	47.1	5.9	2	3.355	

2	60.8	39.2	0	0	3.608	
3	60.8	39.2	0	0	3.608	
<b>Overall Average</b>					3.52366667	88.09166667

Source: Research Questionnaire Results

The module evaluation stage involved validation testing by three experts (content, language, and design). The validation results showed feasibility percentages of 95% for content, 70.8% for language, and 86.1% for design, with an overall average of 84.0%, categorized as “Very Feasible.” The direct observation evaluation produced an overall average of 83.34%, while the online assessment by practitioner experts obtained an average score of 3.871 or 96.78% on a Likert scale, categorized as Very Good, Good, Fairly Good, and Poor.

**Table 3.** Percentage of Practitioner Expert Validation

No	SB (%)	B (%)	CB (%)	KB (%)	Average Score per Item	Overall Percentage (%)
1	83.3	8.3	8.3	2	3.767	
2	92.3	7.7	0	0	3.923	
3	92.3	7.7	0	0	3.923	
<b>Overall Average</b>					3.871	96.775

Source: Research Questionnaire Results

## B. Research Discussion

The findings of this study indicate that the development of a bullying prevention module is able to address the needs of schools in supporting preventive efforts through guidance and counseling services (Yandri, 2013). The results of the needs analysis indicate that most teachers already have awareness and concern regarding bullying problems in the school environment; however, they still require systematic guidance in preventing and handling bullying cases. This is reflected in the high percentage of respondents who stated that they are able to recognize the signs of bullying victims, have steps for handling cases, and consider the role of teachers important in creating a safe learning environment.

These results indicate that the existence of a bullying prevention module is highly relevant to support the implementation of guidance and counseling services in junior high schools. The developed module provides guidance on the forms of bullying, the impacts of bullying, and prevention strategies that can be applied by teachers and students. With systematic guidance, teachers are expected to more easily identify, prevent, and handle bullying behavior more effectively within the school environment (Janitra, 2017).

The findings of this study are also consistent with previous research stating that the school environment plays an important role in preventing bullying

behavior. Teacher support, the strengthening of empathy values, and the development of a positive school climate can reduce the potential for bullying among adolescents. Therefore, the existence of a bullying prevention module can serve as an educational medium that helps schools instill values of mutual respect, tolerance, and social awareness among students. In addition, the developed module has the advantage of providing practical guidance for teachers in implementing bullying prevention activities through guidance and counseling services. The materials not only explain the concept of bullying but also include learning activities, reflective exercises, and strategies to strengthen students' social skills (Ira, 2022).

This approach allows students to understand the impact of bullying more deeply while developing empathy toward their peers. Thus, the development of a bullying prevention module contributes to strengthening the practice of guidance and counseling services in schools. The module can serve as a supporting medium for guidance and counseling teachers as well as subject teachers in creating a safe, conducive, and bullying-free learning environment. Furthermore, this module also provides an academic contribution to the development of guidance and counseling service media that are more systematic, practical, and aligned with the needs of junior high school students.

## **Conclusion.**

The development of a bullying prevention module for junior high school students contributes to supporting guidance and counseling services in schools. The module contains materials on the definition of bullying, forms of bullying, its impacts, and prevention strategies aimed at increasing empathy, social awareness, and positive interaction skills among students, thereby creating a safe and conducive learning environment. The module was developed through stages of needs analysis, design, development, implementation, and evaluation to ensure that the material aligns with students' needs and the role of guidance and counseling services. The results of expert validation indicate that the module has a good to very good level of feasibility. Therefore, this module can be used as a practical guide for guidance and counseling teachers in supporting bullying prevention efforts and creating a safer school environment free from bullying behavior.

## **Recommendations and Acknowledgments**

This study recommends that teachers, particularly guidance and counseling teachers, implement the bullying prevention module consistently in school service activities. In addition, schools are expected to develop further programs

that support the creation of a safe learning environment free from bullying behavior. The researcher also expresses sincere gratitude to the teachers and respondents who participated, enabling this research to be conducted successfully.

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