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## Analysis Need Guidance and Counseling Module Development For Bullying Prevention

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Received: 2024-10-27 ; Accepted: 2025-09-25 ; Published: 2025-10-16

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### **Abstract**

The analysis of module development needs in this research was the development of guidance and counseling modules which was carried out to find out how many students needed guidance and counseling modules to prevent bullying. This research is research and development (R&D) research. ADDIE is a development model used in this research including Analysis, Design, Development and Evaluation. The analysis stage is the stage of analyzing needs, curriculum and materials. The design stage involves designing the design and contents of the module. The development stage was carried out with limited trials and the implementation stage was carried out on 100 MAN 1 Medan students. The evaluation stage determinants whether the modules and materials presented are suitable for use .

**Keywords :** *Needs Analysis , Module , Bullying .*

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## INTRODUCTION

Bullying is a common occurrence among adolescents in schools. However, it receives little attention because it is often considered a common occurrence in schools. According to Fitria Chakrawati (2015:11), bullying is long-term physical and psychological violence perpetrated by an individual or group against someone who cannot defend themselves.

Bullying defined as behavior repeated violence committed with abuse power to someone who is considered weak or No can reliable (Al Madya, 2022). WHO (2020) stated that the average teenager Woman Teenager 37% women and teenagers 42% of boys are victims of bullying. Violence sexual , quarrel physical , and bullying is types of bullying that occur . According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), harassment in schools occurring throughout the world, and it is estimated that there are 245 million children who experience abuse every year (UNESCO, 2017).

International institutions , one of which is Plan International (ICRW), currently This emphasize harassment in five Asian countries: Vietnam (79%), Cambodia (73%), Nepal (79%), Pakistan (43%) and Indonesia (84%). According to research , Indonesia has 84% of cases abuse schools (ICRW, 2015). Many cases of bullying among child schools in Indonesia. According to the Indonesian Child Protection Commission (KPAI) (2017), 253 cases of bullying were recorded as of June 2017. A study in Bulu (2019) by Plan Indonesia and the Semai Jiwa Amini Foundation (SEJIWA) showed that level violence in schools Senior High School (SMA) of 67.9% in three city big in Indonesia: Jakarta, Surakarta, and Yogyakarta.

According to the Central Statistics Agency (BPS), in 2020 , 1,427 cases were recorded violence against children 18 years old to down in Central Java, with mockery as the most common form of bullying . 75% of student the Once experience violence , and only 45% have courage For report violence ( Sari and Husna, 2020). Due to the lack of knowledge about What that is bullying, its forms , and its effects , teenagers often No realize the dangers of bullying. Knowledge is results from sensing or look for know through senses , namely with touch , hearing , smell , taste and sight to something that produces knowledge ( Notoatmodjo , 2018).

According to Lutfi Arya (2018) forms of bullying can be divided into three types, namely physical bullying, such as (hitting, kicking, damaging other people's belongings), verbal bullying, such as (calling nicknames, insulting, teasing, saying racist things), and mental/psychological bullying (looking at cynically, ignoring, humiliating, ostracizing). The most frequent and widespread bullying is verbal bullying. According to the results of research by Ihsana Sabriani Borualogo (2019) shows that the most frequent bullying cases are verbal bullying (being called bad names by other children at school) with a frequency percentage of 20% which is considered high in almost all cities/districts. This shows that the number of incidents of verbal bullying is high and occurs frequently. Even in some areas it reaches more than 23%.

Many factors influence bullying. According to Imas Kurnia (2016), there is no single factor that causes bullying. Bullying occurs due to several factors, namely family, school, and peers. This is supported by research by Ela Zain Zakiyah et al. (2017), who found that factors influencing bullying behavior can come from the individual, family, playgroup, and the perpetrator's community environment. Furthermore, Olweus (1993) in his book entitled *Bullying at School* There are two types of bullying based on The behavior displayed by the perpetrator is : *direct bullying* and *indirect bullying* . *Direct bullying* bullying is given behavior in a way directly by the perpetrator , such as punches , taunts , and so on . Temporary *indirect bullying* is behavior bullying given by the perpetrator in a way No directly , such as exclusion.

Based on the above, research by Yunita Bulu et al. (2019) also shows that peer factors have a significant influence on bullying behavior in adolescents. Bullying is terms used For describe action negative actions carried out by one person or more people in repeatedly and repeatedly (Olweus, 1994).

Bullying victims can experience various impact serious , like depression , loss trust self and feelings isolated from society , to the stage extreme where the victim can think For end his life.

Thus, based on the phenomena described above, the influence of bullying behavior on students can have long-term impacts and cause negative effects such as experiencing various kinds of disorders in students' psychological health at school and can affect students' lives in the future.

The described phenomenon demonstrates the need for Guidance and Counseling (BK) teachers to address this effectively by developing guidance and counseling services to develop students' abilities to avoid and prevent bullying. This approach is expected to minimize bullying and foster more effective daily lives for students, as students must be protected and counseling teachers only used the lecture method, and the guidance and counseling books provided in the library related to bullying were still very inadequate. book just method For give you know , no For finish problem . The guidance teacher must use approach counseling active , responsive , participatory , and contextual For handle bullying cases . This can achieved through BK services such as counseling individual , group , simulation , mediation Friend peers , and collaboration with parents and teachers.

Therefore, guidance and counseling teachers need to develop teaching materials in the form of modules as new materials for teaching so that learning objectives and student activities in the classroom can be implemented well. Because so far digital modules are still minimal at MAN 1 Medan, especially those related to bullying, therefore, researchers developed a digital guidance and counseling module to reduce bullying behavior that can be used by guidance and counseling teachers at MAN 1 Medan to assist them in providing services to students.

## **RESEARCH METHODOLOGY**

This research uses the ADDIE procedural development model, which is an abbreviation of *Analyze , Design, Development, Implementation , and Evaluation* ( Mudjiran , 2011; Molenda , 2003). The trial subjects in this study consisted of trial subjects as experts involving three experts in the field of guidance and counseling to validate the module. Furthermore, the trial subjects as product users involved one BK teacher/Counselor for individual trials and three BK teachers/Counselors for limited trials/product usability trials.

The product trial design was conducted in three stages: individual testing, small group testing, and field testing. In this study, the product development activities carried out by the researchers only reached the small group testing/testing stage of product usability by BK teachers/counselors.

Data collection in this study used closed and open questionnaires and conducted *Focus Group Discussions* (FGD). The collected data were then processed descriptively to describe the characteristics of the distribution of scores for each respondent by determining the level/category of product feasibility. To further understand the assessment results regarding the research product developed, statistical tests were conducted using non-parametric statistics utilizing the Kendall's W Concordance Coefficient test.

## RESULTS AND DISCUSSION

Trial conducted to expert guidance and counseling For evaluate eligibility content and structure the module created . In overall , module guidance and counseling For bullying prevention in schools accept average score of 3.82 in the trial product . Three experts give positive reviews to module in a way overall through questionnaire open provided For criticism and suggestions. In addition , obtained mark probability of 0.000 based on Coefficient test results Kendall's W Concordance , which shows that evaluation third expert about developed products in harmony or consistent.

Early prototype module evaluated by the guidance teacher or counselor in the trial stage individual . The result show that average score is 3.60, which indicates that That is good category . In addition , the responses and recommendations received through questionnaire open usually positive , indicating that product accepted with both by practitioners industry.

Trials field limited done For know how much effective module in practice of BK teachers and counselors . Three BK teachers/ counselors and one hundred student involved in stage this. The result show that That own average score of 4.34 and is in category good . In terms of overall, responses collected through questionnaire open support use module as tool help in service guidance bullying prevention.

Probability obtained of 0.050. This is based on the Kendall's W Coefficient of Concordance test on the trial field limited . This shows that assessment carried out by the three guidance and counseling teachers or counselor to tested module in harmony.

In a way overall , module accept final average score of 4.55, which shows very good quality . This is show that , based on content and structure , module guidance and counseling For bullying prevention in schools worthy used . However , because Not yet conducted a trial more fields wide For know how much effective module This in reduce bullying behavior in general significant , no Possible For apply it For all school.

The research product produced is a prototype guidance and counseling module for preventing bullying in schools along with a guide to using the guidance and counseling module for BK teachers/counselors.

### 1. Guidance and Counseling Module for Bullying Prevention in Schools

From the results presented in the development stage, it is known that the product has met the criteria for content/construction feasibility by experts in the field of guidance and counseling. The findings of this study are in accordance with the research of Indaryanti, Aisyah, and Hartono (2008:42) on the Development of Learning Modules, which proves that in the small group stage, it is shown that students are willing to learn using modules. This is relevant to Russel's opinion (in Indaryanti, Hartono and Aisyah, 2008:36) that learning with modules attempts to present optimal learning conditions for each individual. With the aim that educational goals can be achieved effectively and efficiently (Sudjana and Rivai, 2001:133).

A module is not a complete tool, but what is absolutely necessary is the instructional sheet (which is included in the learning tasks in each module) which is the guide and method for students to learn to achieve learning objectives (Wardoyo in Suratsih, 2010:15).

Modular learning can foster positive study habits, work responsibilities, and personal behavior (Sumarno, <http://elearning.unesa.ac.id>). Furthermore, in terms of social characteristics, students tend to be closer to their peers, so that the modular learning method can also be effective by activating collaboration with peer groups and avoiding the use of patronizing methods (Ayriza, 2009:143).

One of the benefits of learning using modules is increased student motivation, as the material is clearly defined and relevant to field conditions. By using well-designed modules that adhere to module development principles, students can gain new understanding and knowledge to develop perspectives, insights, skills, values, and attitudes that align with their life goals (Santayasa, 2009:11).

## **2. Level of Usability of Guidance and Counseling Modules for Bullying Prevention in Schools**

The research findings in order to determine the level of product usability illustrate that the guidance and counseling module for bullying prevention in schools shows good usability by BK teachers/Counselors.

The findings of this study are in accordance with Ayriza's (2009:149) research on the Development of a Social Personal Guidance Module for Guidance and Counseling Teachers to Face Natural Disasters, which proves that the module that has been tested as a whole is very much needed by BK teachers, and is considered appropriate in terms of appearance and concept. In this study it is also explained that BK teachers consider the importance of the developed module as a medium for providing personal and social guidance services.

This is relevant to Wardoyo's opinion ( Suratsih , 2010:15) regarding the characteristics of modules, which states that in order to carry out tasks, teacher assistance to students is essential. The assistance referred to is the teacher's role, not just as a teacher as an informant in the student learning process, but all the roles of a teacher: organizer, facilitator, conductor, initiator, motivator, mediator, evaluator, and so on.

Modular learning offers several advantages for teachers: if students succeed in learning the module, it will provide a greater sense of satisfaction for the teacher. Modules provide teachers with greater opportunities and more time to provide individual assistance and attention to each student who needs it without disrupting or involving the entire class. Teachers are freed from all lesson preparation because it is provided in the module, thus preventing waste in the learning process.

Teachers will then be more open to receiving suggestions from students to improve the module or use them in developing new modules, thereby improving the teaching profession. In module learning, assessments use pre-tests and post-tests to assess students' learning outcomes. This way, teachers can determine the effectiveness of the material (Nasution, 1993:206).

## **CONCLUSION**

Based on the research results and discussion, the prototype guidance and counseling module developed is suitable for use by BK teachers/counselors to prevent bullying in schools. The guidance and counseling module developed can be utilized/used by BK teachers/counselors to prevent bullying in schools.

In order to further develop research products in the form of guidance and counseling modules for preventing bullying in schools, it is recommended that future researchers conduct experiments/extensive field trials to see the effectiveness/contribution that can be provided to help prevent bullying in schools, so that the resulting research products can be used by all BK teachers/Counselors in Madrasah Aliyah.

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