

## Development of the educational comic book as a media to prevent bullying behavior among students at SMPN 2 Bua

**Fakhriani Azzuhrah Fakhruddin**

Guidance and Counseling, SMPN 2 BUA, Indonesia

Email: [kikifakhriani16@gmail.com](mailto:kikifakhriani16@gmail.com)

**Abdullah Pandang**

Guidance and Counseling, Postgraduate Program of State University of Makassar, Indonesia

Email: [abdullahpandang@gmail.com](mailto:abdullahpandang@gmail.com)

**Suciani Latif**

Guidance and Counseling, Postgraduate Program of State University of Makassar, Indonesia

Email: [suciani.latif@unm.ac.id](mailto:suciani.latif@unm.ac.id)

(Received: 01-09-2022; revised: 24-05-2023; published: 01-06-2023)

**Abstract:** This study aims to (i) describe the needs for an educational comic book as a media to prevent bullying behavior in SMPN 2 Bua; (ii) discover the prototype of an educational comic book as a media to prevent bullying behavior in SMPN 2 Bua; (iii) determine the validity of an educational comic book as a media to prevent bullying behavior in SMPN 2 Bua; and (iv) determine the practicality of an educational comic book as a media to prevent bullying behavior in SMPN 2 Bua. This study used interviews and questionnaires for data collection. Both qualitative and quantitative approaches were used for data analysis. For the validity, the first expert gave a score of 82.5%, while the second expert gave a score of 88%, indicating that the product was in the good category. Therefore, the product was determined to be valid, useful, feasible, accurate, and practical to use. The results of the small group testing through questionnaires, the results of the students' response questionnaire obtained an average score of 89.16%, while the results of the school counselor's response questionnaire obtained an average score of 92.5%, which was categorized as good. Therefore, based on these results, it can be concluded that the educational comic media was acceptable and feasible to be used by students and the school counselor.

**Keywords:** media; guidance and counseling; educational comic book; bullying; students.

**Abstrak:** Tujuan penelitian ini adalah menghasilkan produk media komik yakni (i) gambaran kebutuhan media komik edukasi sebagai sarana untuk mencegah perilaku bullying di SMPN 2 Bua. (ii) Mengetahui prototipe media komik edukasi sebagai sarana untuk mencegah perilaku bullying di SMPN 2 Bua. (iii) Mengetahui validitas media komik sebagai sarana untuk mencegah perilaku bullying di SMPN 2 Bua. (iv) Mengetahui kepraktisan media komik sebagai sarana untuk mencegah perilaku bullying di SMPN 2 Bua. Penelitian ini menggunakan teknik pengumpulan data melalui wawancara dan angket. Adapun analisis data menggunakan analisis data kuantitatif dan kualitatif. Berdasarkan hasil uji validasi ahli komik edukasi diperoleh nilai dari ahli pertama sebesar 82,5% dan ahli kedua 88% dan termasuk dalam kategori baik. Sehingga dinyatakan valid, berguna, layak, tepat dan praktis untuk digunakan. Berdasarkan hasil uji coba kelompok kecil, melalui hasil angket tanggapan siswa maka diperoleh rata-rata nilai sebesar 89,16% hasil tanggapan guru BK diperoleh rata-rata nilai sebesar 92,5% termasuk dalam kategori baik. Jadi, berdasarkan kedua data tersebut maka dapat disimpulkan bahwa komik edukasi ini memiliki kelayakan dan keberterimaan untuk digunakan bagi siswa dan guru BK.

**Kata Kunci:** media bimbingan; konseling; komik edukasi; bullying; siswa.

Copyright © 2023 Universitas Negeri Makassar. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

## INTRODUCTION

Bullying is a form of harassment or violence repeated by a person or a group of people with the intention of hurting others who are weaker, so that the effect on the victim becomes quite serious (Anwar & Karneli, 2020). Bullying has negative impacts on a person both physically and psychologically. Amanda, et al. (2020) argued that the physical effects of bullying on a person are observed as injuries caused by being kicked, punched, and pushed. Meanwhile, the psychological effects include low self-confidence, insecurity, fear of socialization, and difficulty concentrating while studying. Bullying has occurred in schools for years. Schools as a place of learning not only provide information, but also nurture and direct students' behavior from bad to better. In this way, students are expected to develop good characters, and the goals of national education can be achieved (Haslan et al., 2022).

The phenomenon of bullying behavior in SMPN (State Junior High School) 2 Bua is similar to the phenomenon in junior high schools in general. The results of the preliminary survey conducted on August 1, 2021 by distributing questionnaires to 30 eighth-grade students at SMPN 2 Bua showed that 30% of the students did not commit bullying, while 70% bullied their friends. The forms of bullying they did include mocking, shoving, hitting, teasing, and even threatening. Some students are bullied because of their low social status, reserved nature, lack of self-confidence, and physical disability. Students who are the victims of bullying often become moody, unenthusiastic about going to school or learning, resulting in a decline in their academic performance and a desire to change schools. The study by (Zakiyah et al., 2017) found that adolescents commit bullying because they want to make their presence known or seek attention.

The results of the interviews with the school counselor of SMPN 2 Bua on August 1, 2021 showed that the school counselor needed a media or a tool to help prevent bullying that often happened in the school. This is because the school counselor lacked tools or media that could be used in the classroom. Therefore, the researchers were interested in using a comic book to facilitate the school counselor in providing services in the classroom. With the use of this educational comic book, the school counselor does not need to worry about the unavailability of an LCD/projector in the school. They still can provide optimal services by using this bullying comic book to attract students'

attention and prevent bullying behavior.

In 2019, a similar study was conducted by Rahmanto who developed a comic media to prevent bullying behavior among the seventh-grade students. His study was conducted in three stages: pre-development, development, and post-development. Based on the results of the tests by the experts and school counselor on the utility, feasibility, and appropriateness of the comic media, the study concluded that the bullying comic media to the seventh-grade students is ready for use. On the basis of the results of the study, the current researchers created a comic book about bullying that can be used as a tool for guidance and counseling services in personal and social settings, and as a tool for individual counseling using bibliotherapy techniques.

In bullying, two main actors are involved, namely the perpetrator and the victim (Ruslan & Rezkiyani, 2023). The situation in which bullying takes place may involve someone who is only observing the incident, called a bystander or a witness, actively or passively (Juliawan Et Al., 2021). There are four types of bystander roles in bullying: (1) not afraid and supportive, (2) involved as a perpetrator, (3) witnessing without doing anything to help, and (4) taking action (Rahman et al., 2018).

The results of the study by Rahman et al., (2018) showed that school counselors highly need a tool as a learning media to prevent and reduce bullying. In addition, schools rarely provide media to aid school counselors in the delivery of their services (Basri, 2018). There are many things that school counselors can do to help reduce and prevent bullying; one of which is to provide classical guidance services (Gultom, 2021; Ramadhanti & Hidayat, 2022).

The results of the study by Amalia et al., (2021) School counselors took advantage of free periods in class to educate students about the dangers of bullying using the lecture method, which students found boring. Lectures are considered ineffective because information services delivered in such a way are not attractive to students. Information services in class were never given using any media because there were no LCD/projector available for the school counselor to use.

Thus, the researchers were interested in using a comic book to facilitate the school counselor in providing services in the classroom. Using this educational comic book, the school counselor does not have to worry about the unavailability of an LCD/projector in the school.

Optimal services can still be provided with the use of this bullying comic book to attract students' attention and prevent bullying behavior.

Comics are one of the media that are interesting and consistent with the development level of students in schools (Prasetyawan & Alhadi, 2019). Because comics tell interesting and entertaining stories, information will be easily absorbed.

With pictures to describe the story that students must understand, the media can be used to direct the message of guidance and counseling that can stimulate students' thoughts, feelings, attention, and willingness to discern, guide, make decisions and solve problems. Based on the explanation above, the researchers conducted this

study with the title "Development of an Educational Comic Book as a Media to Prevent Bullying Behavior among Students at SMPN 2 Bua."

## METHOD

This study adopted the 7-stage research and development model by Borg and Gall. This study was conducted at SMPN 2 Bua with 10 students as the sample who experienced and committed bullying. The subject of the small group testing was the school counselor of SMPN 2 Bua to measure the practicality of the developed product. The instruments for data collection were interviews and questionnaires.

Table 1. Assessment Scale Weighting

<b>Answer Choices</b>	<b>Favorable</b>	<b>Unfavorable</b>
<i>Strongly Agree</i>	4	1
<i>Agree</i>	3	2
<i>Slightly Agree</i>	2	3
<i>Disagree</i>	1	4

This study adopted both qualitative and quantitative analysis techniques. The qualitative data were analyzed using content analysis by classifying the responses, suggestions, and criticisms received from the experts to revise the comics at the Revision I stage. Meanwhile, the responses, suggestions, and criticisms obtained from the small group testing performed on students were used to revise the comics at the

final stage. The quantitative data, which were obtained from the questionnaires, were analyzed using a quantitative descriptive analysis. The questionnaire used in this study was the questionnaire with the responses: Strongly Agree, Agree, Slightly Disagree, and Disagree. Each of the responses was then calculated as percentages with the following formula:

$$p = \frac{\sum x}{\sum y} 100$$

Description:

P = percentage

$\sum x$  = score obtained

$\sum y$  = maximum score

The results of the above calculation were then used to determine the feasibility using the

criteria below.

Table 2. Criteria of Feasibility

<b>Category</b>	<b>Favorable</b>
Good	76%-100%
Fairly Good	56%-75%
Slightly poor	40%-75%
Poor	< 40%

## RESULTS AND DISCUSSION

The data on the practicality of the educational comic book as a media to prevent bullying behavior in SMPN 2 Bua were obtained from the results of the analysis of the students' responses through the questionnaires. The questionnaires

aimed to obtain students' responses about the acceptability and feasibility of the educational comic book. Each question item had four answer choices weighted from 1 to 4 points in which Strongly Agree was worth 4; Agree worth 3; Slightly Agree worth 2; and Disagree worth 1

Table 3. Results of the Analysis of the Students' Responses to the Educational Comic Book as a Media to Prevent Bullying Behavior among Students

Subject	Item											Total	%	
	1	2	3	4	5	6	7	8	9	10	11			
1	3	2	4	3	4	3	4	3	4	4	4	4	42	87.5%
2	4	4	4	2	3	3	4	4	3	4	3	4	42	87.5%
3	2	4	4	4	3	4	4	2	4	4	3	4	42	87.5%
4	4	4	4	4	4	4	4	4	4	4	4	4	48	100%
5	3	4	2	4	3	4	3	4	4	4	4	3	42	87.5%
6	4	2	4	1	4	4	4	3	4	4	3	4	41	85.4%
7	2	4	4	3	4	4	4	3	4	1	4	4	41	85.4%
8	4	3	1	2	4	4	4	3	4	4	4	4	41	85.4%
9	4	4	4	4	4	4	4	4	4	4	4	4	48	100%
10	3	3	4	3	4	4	4	4	4	3	4	1	41	85.4%
Total	33	34	35	32	37	38	39	34	39	36	37	36	428	89.16%

The table above shows the results of the 10-student responses and the 12-item questionnaires used to assess the acceptability and feasibility of the educational comic book as a media to prevent bullying behavior among students at SMPN 2 Bua. The results showed that two students' responses scored 100%; four students' responses

87.5%; and four students' responses 85.4%. Thus, the average score was 89.16%. This result suggests that the educational comic book as a media to prevent bullying behavior among students at SMPN 2 Bua had high levels of the acceptability and feasibility.

Table 4 Results of the Analysis of the School Counselor's Responses to the Educational Comic Book as a Media to Prevent Bullying Behavior among Students

Statements	Level of Appropriateness School Counselor	Total	Percentage (%)
1	4	4	100%
2	3	3	75%
3	4	4	100%
4	4	4	100%
5	3	3	75%
6	3	3	75%
7	4	4	100%

8	4	4	100%
9	4	4	100%
10	4	4	100%
Total	37	37	
Percentage (%)	92.5%	92.5%	92.5%

The table above shows the school counselor's responses to the 10 question items in the questionnaire on the acceptability and feasibility of the educational comic book as a media to prevent bullying. The school counselor's responses scored 37 points with the percentage of 92.5%. This result also suggests that the educational comic book as a media to prevent bullying behavior had high levels of acceptability and feasibility.

The results of the students' and the school counselor's responses to the questionnaires indicate that the educational comic book as a media to prevent bullying behavior is acceptable and feasible to use for students at SMPN 2 Bua. In the small group testing, the questionnaires with 12 question items were distributed to students. Each question item had four answer choices weighted from 1 to 4 points. The results of the questionnaires showed that the educational comic book had good acceptability and feasibility. The feasibility and acceptability of the educational comic book were assessed based on the responses from both the students and the school counselor. The school counselor gave responses to the 10 question items in the questionnaire on the acceptability and feasibility of the educational comic book as a media to prevent bullying. The results showed that the educational comic book had good acceptability and feasibility. Thus, it is assured that the educational comic book as a media to prevent bullying behavior are acceptable and feasible to use for students at SMPN 2 Bua.

Guidance and counseling services in schools are provided not only by delivering information verbally, but also by incorporating methods, devices, tools, and media to support the process (Lesmana, 2021). According to Shalikhah, (2016), the use of methods, devices, tools, and media help school counselors and students understand information given.

Media is a tool or a set of tools that help an activity to make it run more smoothly. Media plays an important role in achieving the objectives and facilitating process of guidance and counseling. In addition to deliver information, media can also be used to attract student attention

and interests during counseling.

One phenomenon that has captured the attention of the educational world is bullying. Through counseling services in schools, school counselors become aware of the abundance of problems facing students, including bullying. Bullying seems to be a never-ending cycle. According to (Ahmad et al., 2022; Nursanti & Fauziyah, 2021), every generation faces the same issues in responding to situational forces so that the inherited patterns of behavior become a culture of violence. Violence occurs everywhere; schools are no exception (Sulisrudatin, 2018)

Moreover, guidance and counseling services in schools, including SMPN 2 Bua, lack creativity and innovation. Media are rarely used to support counseling services, making it difficult for students to absorb information. Today, however, school counselors must work harder to attract students' attention in participating guidance and counseling services so that student problems such as bullying can be more easily prevented.

Comic books are media proven to be attractive and suitable for the development of students in school (Wahyudin et al., 2020). Comics tell interesting and entertaining stories, so information can be easily absorbed. Developing comic books about bullying involves the activities of designing, creating, evaluating, and revising a product to be developed to invent something new (adaptive and innovative) according to certain scientific principles and methods. As a series of images with a story that students must understand, comic books can be used to direct the message of guidance and counseling that can stimulate counselees' thoughts, feelings, attention, and willingness to discern, guide, make decisions, and solve problems. Based on the information and analysis of students' needs obtained from the school counselor, students, and the results of theoretical and empirical studies, it can be concluded that there is a great need for an educational comic media that can prevent bullying among students. The results of the needs assessment were gathered prior to developing the media, recognizing the needs assessment, reviewing the literature on an educational comic

book about bullying, and formulating the research problem.

## CONCLUSION AND SUGGESTIONS

Based on the results of the analysis, some conclusions can be drawn.

1. Based on the results of the needs assessment, it can be concluded that the use and development of an educational comic book as a media to prevent bullying among students at SMPN 2 Bua was needed.
2. The prototype of the developed an educational comic book contains information about bullying, causes, supporting factors, impacts, and ways to prevent bullying behavior. Bullying an educational comic book were contextualized according to the lives of junior high school students in terms of time and place, as well as the behaviors caused by bullying experienced by students.
3. Based on the results of expert validation on the educational comic book as a media to prevent bullying behavior, the scores were 82.5% and 88% given by the first and second experts respectively and hence the media was placed in the good category. It can be concluded that the educational comic media along with the guidebook can be used by the school counselor in providing services because it was declared valid, useful, feasible, appropriate, and practical to use.
4. Based on the results of the small group testing through questionnaires, the results of the students' response questionnaire obtained an average score of 89.16%, while the results of the school counselor's response questionnaire obtained an average score of 92.5%, and hence the media was categorized as good.. Therefore, based on these results, it can be concluded that the educational comic book as a media to prevent bullying behavior had a high level of acceptability and feasibility to be used by students and the school counselor.

Based on the results of the study carried out and declared suitable for use, suggestions are offered for the development of science, overcoming educational problems, institutional development and further research.

1. It is suggested that this educational comic media can be used to develop science, especially guidance and counseling.
2. It is also recommended that this educational comic media is used in schools with the aim to overcome and reduce bullying behavior.

3. it is suggested that future researchers continue this study so that the bullying comic media and the guidelines are consistently used and implemented in schools.

## REFERENCES

- Abdullah, G., & Ilham, A. (2023). Pencegahan Perilaku Bullying pada Anak Usia Sekolah Dasar Melalui Pelibatan Orang Tua. *Dikmas: Jurnal Pendidikan Masyarakat Dan Pengabdian*, 3(1), 175–182.
- Amanda, V., Wulandari, S., Wulandari, S., Syah, S. N., Restari, Y. A., Atikah, S., Engkizar, E., Anwar, F., & Arifin, Z. (2020). *Bentuk Dan Dampak Perilaku Bullying Terhadap Peserta Didik. Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 5(1), 19–32.
- Amalia, R., Hendriana, B., & Vinayastri, A. (2021). Pengembangan Media Komik Elektronik untuk Mengurangi Bullying pada Siswa Anak Usia Dini. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2391–2401.
- Anwar, K., & Karneli, Y. (2020). *The Relationship between Bullying Behavior and Students' Social Interaction Ability. Jurnal Neo Konseling*, 2(4), 1–7.
- Ahmad, N., Muslimin, A. A., & Sida, S. C. (2022). Analisis Perilaku Bullying Antar Siswa Terhadap Pembentukan Karakter Siswa di Sekolah Dasar Negeri Sangir Kecamatan Wajo Kota Makassar Sulawesi Selatan. *NATURALISTIC: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 7(1), 1318–1333.
- Basri, A. S. H. (2018). Urgensi Penggunaan Teknologi Media dalam Implementasi Bimbingan dan Konseling di Sekolah. *Al-Isyraq: Jurnal Bimbingan, Penyuluhan, Dan Konseling Islam*, 1(1), 83–107.
- Gultom, R. (2021). Peran Guru Bimbingan Dan Konseling Dalam Mencegah Perilaku Bullying Siswa Kelas X Ips 2 Di Sma Hang Tuah 4 Surabaya Tahun Ajaran 2020/2021. *HELPER: Jurnal Bimbingan Dan Konseling*, 38(2), 79–87.
- Haslan, M. M., Sawaludin, S., & Fauzan, A. (2022). Faktor-Faktor Mempengaruhi Terjadinya Perilaku Perundungan (Bullying) pada Siswa SMPN Se-Kecamatan Kediri Lombok Barat. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 9(2), 24–29.
- Harbelubun, S. A., & Irnawati, I. (2021).

- Literature Review: Gambaran Bullying Pada Remaja. *Prosiding Seminar Nasional Kesehatan*, 1, 1165–1171.
- Juliawan, I. W., Bawa, P. W., Eka Sastrawiguna, D. G., & Suhardita, K. (2021). Pengembangan Media Video Bimbingan Konseling Untuk Mengurangi Perilaku Bullying. *Widyadari*, 22(2), 620–631.
- Lesmana, G. (2021). *Penyusunan Perangkat Pelayanan Bimbingan Dan Konseling*. Prenada Media.
- Nursanti, E., & Fauziyah, E. N. (2021). Religiusitas Dengan Kecenderungan Perilaku Bullying Di SMP A. Wahid Hasyim Tebuireng Jombang. *NiCMA: National Conference Multidisciplinary*, 1(1), 479–486.
- Prasetiawan, H., & Alhadi, S. (2019). Komik Strip Solusi Inovasi Gerakan Anti Bullying. *Prosiding University Research Colloquium*, 310–315.
- Rahman, A., Aryani, F., & Sinring, A. (2018). Pengembangan Media Video Bimbingan Konseling untuk Mengurangi Perilaku Bullying. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 4(2), 129–136.
- Rahmanto, P., Dwikurnaningsih, Y., & Setyorini, S. (2019). Pengembangan Media Komik Untuk Mencegah Perilaku Bullying Siswa Kelas Vii. *Genta Mulia: Jurnal Ilmiah Pendidikan*, 10(2).
- Ramadhanti, R., & Hidayat, M. T. (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4566–4573.
- Ruslan, Z., & Rezkiani, K. (2023). How Bullying Can Happen? Systematic Literature Review of Bullying at the Elementary School Level. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 40–59.
- Shalikhah, N. D. (2016). Pemanfaatan aplikasi Lectora Inspire sebagai media pembelajaran interaktif. *Cakrawala: Jurnal Studi Islam*, 11(1), 101–115.
- Sulisrudatin, N. (2018). Kasus Bullying Dalam Kalangan Pelajar (Suatu Tinjauan Kriminologi). *Jurnal Ilmiah Hukum Dirgantara*, 5(2).
- Wahyudin, A. Y., Jepri, D., Simamora, M. W., Pratiwi, I. W., & Rina, A. (2020). Penggunaan komik digital Toondoo dalam pembelajaran Bahasa Inggris tingkat sekolah menengah. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 1(1), 1–6.
- Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang mempengaruhi remaja dalam melakukan bullying. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 4(2).