The Development of Snake and Ladders Guidance Media to Prevent Bullying Behavior

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ABSTRACT. This study aims to develop snakes and ladders game guidance media to prevent *bullying* behavior in class V at the elementary level. The research method used is *Research and Development* using the ADDIE model which consists of four stages of development. Data collection through questionnaires and interviews. The results showed that the snakes and ladders game media to prevent *bullying* behavior in elementary school was declared valid with a good category and feasible to implement based on the validity test and practicality test. Assessment of material experts with a percentage score of 90%, media experts with a percentage score of 89%, counseling practitioners with a percentage score of 87%, small group trials by students with a percentage score of 89%. From these results it is concluded that the snakes and ladders game media product to prevent *bullying* behavior has met the criteria of feasible and valid for use as guidance media in guidance and counseling services at the elementary school level.

Keywords: *Bullying*, Media, Snakes and Ladders Game, Prevention

ABSTRAK. Penelitian ini bertujuan untuk mengembangkan media bimbingan permainan ular tangga untuk mencegah perilaku bullying pada kelas V tingkat SD. Metode penelitian yang digunakan adalah Research and Development dengan menggunakan model ADDIE yang terdiri dari empat tahap pengembangan. Pengumpulan data melalui kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa media permainan ular tangga untuk mencegah perilaku bullying di sekolah dasar dinyatakan valid dengan kategori baik dan layak untuk diterapkan berdasarkan uji validitas dan uji praktikalitas. Penilaian ahli materi dengan persentase skor 90%, ahli media dengan persentase skor 89%, praktisi konseling dengan skor persentase 87%, uji coba kelompok kecil oleh siswa dengan persentase skor 89%. Dari hasil tersebut disimpulkan bahwa produk media permainan ular tangga untuk mencegah perilaku bullying telah memenuhi kriteria layak dan valid untuk digunakan sebagai media bimbingan dalam layanan bimbingan dan konseling tingkat sekolah dasar.

Kata Kunci: Bullying, Media, Permainan Ular Tangga, Pencegahan

INTRODUCTION

Currently, the reality in the education unit has not created a safe school environment for students. A phenomenon that still often occurs in the school environment is indications of *bullying* violence. According to information from the Indonesian Child Protection Commission (KPAI), reports of violence against children reached 37,381 in the period 2011-2019. Cases of *bullying* in the educational environment and social media continue to increase (KPAI 2020). Data collected by KPAI and the Federation of Indonesian Teachers' Unions (FSGI) in 2022 showed 226 cases of bullying. In terms of education level, elementary school students are the most victims of bullying, reaching 26% (Kresno 2023). Furthermore, data on cases of violence and

suicide in children in Tana Toraja district in 2023, as many as 9 children and one of the causes is *bullying* (KPAI 2023).

The Indonesian government has made efforts to prevent violence in the world of education, Permendikbud Number 82 Year (2015) concerning Prevention and Response to Violence in the Education Unit Environment. Based on the Ministry of Education and Culture's target, educators are expected to make the regulation a reference in realizing schools that are free from violence. The Minister of Education, Culture, Research and Technology of the Republic of Indonesia stated that currently the education sector is faced with the challenge of the "Three Great Sins", one of which is *bullying*. This shows that *bullying* is a serious problem that requires more attention from every element of education, especially in schools.

Bullying behavior is aggressive and manipulative harmful behavior perpetrated by one or more people through direct physical contact, verbal behavior, nonverbal behavior, or sexual behavior against vulnerable children (Mahriza, Rahmah, and Santi 2020). Thus *bullying* is an aggressive behavior carried out by one person or group of people against other people who are considered weak and carried out intentionally and repeatedly.

Handling *bullying* behavior at the elementary school level is considered very important considering the development phase at elementary school age, namely age 7-12 years, is an important period for children. In accordance with the opinion of Haryatri (2019) that Guidance and Counseling services in elementary schools aim to assist the development of elementary school students who are adapting to a wider environment and learning to interact socially by understanding rules, values, and norms. Tantono & Diah (2019) explained that the impact of *bullying* is not only felt when *bullying* occurs, but also in the future. This has a detrimental impact on the development of students in the future.

The issuance of Permendikbud No. 111 (2014) on Guidance and Counseling in Primary and Secondary Education shows that the existence of guidance and counseling in primary schools is needed. Therefore, basic education can be seen as a foundation for children's future development. If *bullying* goes on for a long time, it can change students' self-esteem, increase feelings of isolation, trigger solitary behavior, make adolescents more vulnerable to stress and depression, and cause insecurity. In severe cases, it can cause adolescents to *commit* reckless acts and even *suicide (commited suicide)* (Yuliani 2019).

The results of Octavia, et al., (2020) outline the impact of *bullying* on children is potentially twice as great as adults, the level of depression reaches 12.3%, while anxiety reaches 16%, and 19% self-harm. Fleming & Jacobsen stated that peer violence was found to increase the risk of poor mental health (Bowes et al. 2019). n addition, research conducted by Wardani et al., (2020) shows that some of the impacts received by participants/victims include psychological impacts such as inferiority, shame, anger, fear and social impacts such as laziness to do something, uncomfortable learning groups to the desire to move classes. Studies conducted by the *National Youth Violence Prevention Resource Center Sanders,* as mentioned in research by (Yuliani 2019) reveal that bullying can cause anxiety and fear in adolescents, affect learning focus at school, and encourage them to avoid school attendance.

Teacher attention and guidance are needed at elementary school age. In accordance with the opinion of Sabani, (2019) explains that elementary school age (7-12 years) is referred to as *midle childhood* or a mature age for children to learn and is relatively easy to educate than the period before and after. The conditions described, clarify the need for an approach other than the learning process to prevent *bullying* in the elementary school environment. These efforts are carried out through a guidance and counseling approach outside the formal learning context.

Based on the results of interviews on September 26, 2023 with Mr. NK as a counseling teacher at SD Telkom Makassar, information was obtained that *bullying* behaviors were often seen

at school and students who carried out these behaviors were in high classes. In grade 5, it is divided into classes 5A, 5B, 5C and 5D and on the information of the BK teacher that the intensity of behavior that leads to *bullying* often occurs in class 5A. The behaviors that occur include verbal *bullying* such as using harsh words, demeaning classmates, calling by nicknames and slurring names; physical *bullying* such as throwing things, pushing friends and fighting and relational *bullying* such as discriminating against friends and excluding. Students who show these *bullying* behaviors are a group of peers.

The counseling teacher explained the factors for *bullying* behavior , because students do not realize that their behavior leads to *bullying* which can have a negative impact on themselves and others both physically and mentally. In addition, the factor of watching students on gadgets that they can emulate because students spend time with *gadgets* at school. The counseling teacher also stated that the behaviors that lead to *bullying* that occur cause victims to feel inferior and feel excluded and feel uncomfortable.

LITERATURE REVIEW

Bullying

Bullying is an aggressive act committed by an individual or group to someone who is considered physically or mentally weak. In Indonesia, the word *bullying* is known as bullying or bullying that is done to others who are considered weak. *Bullying* is an aggressive act that is repeated or potentially repeated and involves an imbalance of power or strength between the victim and the perpetrator (Olweus, Limber, and Breivik 2019). Supported by the opinion that potential *bullying* perpetrators are aware of the power imbalance so that the victim cannot possibly fight back effectively (Rigby 2012).

Based on the explanation above, it can be concluded that *bullying* in general is an act of aggression committed by individuals or groups to people who are considered physically and mentally weak, carried out intentionally and repeatedly and causes discomfort to the victim due to differences between the perpetrator and the victim (physical, cultural, economic, etc.).

Types of Bullying

In the book Stop *Bullying*! Breaking the Chain of Child Abuse from Preschool to High School by Coloroso in (Rononuwu, Hadi, and Wijayanti 2020) explains four types of *bullying* behavior, namely:

Verbal Bullying

Verbal *bullying* is an aggressive act in the form of speech such as cursing, mocking, cruel criticism, name calling and so on.

Physical Bullying

This type of *bullying* is an aggressive act in the form of physical or direct contact with the victim so that this *bullying* is the most visible and most identifiable such as hitting, kicking, scamming, slapping and so on.

Relational Bullying

Relational*bullying* is the systematic weakening of the victim's self-esteem. This type of*bullying* is in the form of intimidating, ostracizing, discriminating, spreading gossip and so on.

Electronic Bullying (Cyberbullying)

Electronic *bullying* is also known as *cyberbullying*, a form of *bullying* such as terrorizing, *hate-speech*, cornering victims to fake news (hoaxes) and so on.

Bullying Circle

Components involved in *bullying* events adapted based on the *bullying circle* by Olweus (2001) :

Figure 1. Circle Bullying

Perpetrators (who bully), followers (followers or henchmen), supporters (supporters or passive bullies), passive supporters (supporters or possible bullies), happy onlookers, disengaged onlookers, possible defenders of the victim (possible defenders), defenders of the victim (defenders) and the victim (who is bullied).

Bullying Factors

The phenomenon of *bullying* cannot be separated because of the background factors. Muhopilah & Tentama (2019)describe the factors that influence *bullying* behavior including:

Internal Factors

The individual or himself. Feeling anxious, quiet, and disliking social situations can lead to *bullying*.

External Factors

Family, is the closest environment as well as the first school for children so that family conditions will be very influential in children's lives. In accordance with the opinion of Permata et al., (2021) a family with mutual respect and open communication will have a positive impact on their children.

Peers, the interaction between individuals or groups of peers makes children likely to participate in *bullying* actions such as laughing, mocking, and so on. Lowenstein in (Bulu 2019) central roles in the process of forming bullying behavior is the influence of peers.

Social environment, adolescents will only seek status in the social environment with the same strata, so that other than children with unequal strata, they are considered unsuitable for the theme of bullying.

Guidance and Counseling Media

Media refers to all forms and channels used to convey messages or information. (Widyasari & Lilik, 2021). In the implementation of guidance and counseling services, the media functions as a tool for counseling teachers that can facilitate the delivery of information to students in order to achieve service goals. In line with the opinion of Ismail, et al. (2022) that guidance and counseling media refer to tools in the form of either software or hardware that are used as a means in the guidance and counseling process.

Quoted in the practical guidebook for the use of media in counseling guidance (Paramartha, et al. 2022), describes the types of media in counseling services classified based on the way of presentation and function:

Graphic/Visual Media

Media that involve the use of the sense of sight. Examples include pictures/photos, sketches, posters, and brochures, which are part of the graphic or visual media category.

Audio Media

Media where information is expressed in sound or sound. Examples of media in the audio media group are: radio, voice notes and tape recorders.

Audio Visual Media

Media that captures information through the senses of sight and hearing. Examples of media in the audio visual media group are: video, movies and smart tv.

Projection Media

Media whose technical presentation requires a projector. Examples of projection type media are: OHP, LCD and Film side.

Object Media

Media that convey

Snakes and Ladders Game

Snakes and Ladders is a type of *board game* that is played by two or more people. Board games have many component elements in them, such as square boards, thick cardboard, and cards. The characteristics of the snakes and ladders game cannot be separated from the illustrations that can facilitate the delivery of messages to players (students) where the delivery of messages involves the sense of sight (Uyun, et al. 2022).

In guidance and counseling services, student board games can gain new experiences such as building relationships with other students so as to create a socialized relationship. In line with the opinion of Desri & Solihatulmiah in Suparyanto & Rosad (2020) snakes and ladders games are useful for supporting the process of providing services, stimulating or stimulating thinking, creative. This is one of the reasons researchers develop media with snakes and ladders game products.

METHODOLOGY

The research method uses research and development (R & D) or research and development carried out at SD Telkom Makassar. Sugiyono (2018) explains that research and development (R & D) is used to create certain products and test how effective the product is. The development model used is the ADDIE model which consists of five steps, namely analysis, design, development, implementation, and evaluation. Sezer, et al. in (Rayanto 2020) explains that the ADDIE development model emphasizes coordination and interrelated interactions between each component in each stage of development. However, in this study the researcher only developed the product up to the fourth stage (Implementation).

Figure 2. ADDIE Model Development Stages

The selection of the ADDIE model is based on its systematicity and ease in developing media. This is in line with the opinion of Tegeh and Kirna in (Kurnia et al. 2019) that the ADDIE model is a very simple development model in its procedure, but its implementation is systematic. The data collection techniques used in this development research are as follows:

Interview.

The purpose of the interview is to collect data on the level of media needs being developed. The researcher uses a semi-structured interview technique, namely the researcher can develop the questions asked but still pay attention to the interview guidelines. In addition, consultative interviews were conducted with material experts and media experts to obtain suggestions and input related to the product being developed.

Questionnaire

The questionnaire was used to collect data from the review of material expert tests, media expert tests, practitioner trials and small group trials of the snakes and ladders game media developed by the researcher.

FINDINGS

The results of the development of the snakes and ladders game media have gone through development stages that include components including board games, challenge cards, teacher guides and dice. The following are the research results from the development of snakes and ladders game guidance media with the adaptation of the ADDIE development model:

Analysis

At this stage, a needs analysis is carried out to identify user needs for the product being developed. Needs analysis through interviews conducted with BK teachers, homeroom teachers and students revealed indications of behavior that leads to bullying in schools. The factors that

cause this to happen are because of the students' viewing on the gadgets they copy and students who do not have the ability to respond positively to bullying. In addition, the implementation of guidance and counseling in the classroom uses technology-based media, thus there needs to be media that is popular with students according to the characteristics of elementary school students, namely kinesthetic, and the guidance messages conveyed can be easily understood by students.

Based on the needs analysis, the product developed with the theme of bullying includes cognitive, affective and psychomotor aspects which are packaged in the components of the snakes and ladders game. This is also based on the Rational Emotive theory by Albert Ellis which emphasizes the importance of the role of the mind in behavior (Ilham & Farid, 2019). So that students not only play but will also do activities and reflect on knowledge and feelings about bullying.

Design

At this stage, the specified product is designed using Adobe Photoshop CC 2019 and Canva Pro software. Adobe Photoshop CC 2019 is used to create the layout of the snake and ladder board game, color selection, and image/illustration layout. Furthermore, the challenge cards and guides are designed using Canva Pro, and the images/illustrations use elements in Canva Pro.

Development

The results of the development of the "Snake and Ladder Game" media consist of a board game, a guide for teachers, challenge cards and dice. The snake and ladder game board game consists of 35 squares and is printed with a size of 3 x 3 M from flexy material. As players, students will get messages/information on bullying material including the definition of bullying, types of bullying and examples of behavior, the impact of bullying, positive behavior, the positive impact of not bullying, sanctions for bullying perpetrators, factors for becoming a perpetrator of bullying and actions that should be taken when seeing or experiencing bullying. The challenge cards are printed on two sides and are 5.3 x 8 cm in size. This card consists of 35 cards consisting of question cards and commands.

Figure 5. Guide for teachers

A3-sized teacher guide in pdf file format so that it can be accessed by teachers. This guide contains a flow of activities that teachers can follow in providing guidance and counseling services, rules and how to play the Stop Bully Snakes and Ladders game, answers on cards, bullying materials, a list of questions and answers, and efforts to prevent bullying in schools.

At the development stage of the Stop Bully Snakes and Ladders game media, it was validated against the content of the material and media by expert lecturers.

Material Expert Validation

Material validation by Guidance and Counseling lecturers aims to assess the extent to which the material presented in the Snakes and Ladders game is in accordance with the competency standards of students in elementary schools and their needs as prospective users. The results of the validity of the Snakes and Ladders game material by experts reached 90% with a very good level of validity.

Media Expert Validation

Media expert validation by Educational Technology lecturers aims to test the quality of the feasibility of the Snakes and Ladders game media through an assessment of each media component, namely board games, challenge cards, teacher guides, and dice. The level of validity of the Snakes and Ladders game media by media experts obtained a percentage result of 89% with very valid criteria.

Implementation

At the implementation stage, an assessment of the snake and ladder game guidance media was carried out by a practitioner test. The data obtained from the practitioner test by Giri BK were the usability test, feasibility test, and accuracy test as follows:

Table 1. Practitioner Test

Aspect	Maximum Score	Score Obtained	Percentage
Utility Test	20	18	90%
Feasibility Test	24	21	87%
Accuracy Test	20	17	85%
Total Score		56	
Percentage		$P=\frac{56}{64}100$ $P=87\%$	
Criteria		Very Valid	

Based on the results of the snakes and ladders game media scores that have been assessed by the practitioner test above, the values of the three assessment aspects are usefulness, feasibility, and accuracy with a total percentage obtained of 87% with very valid criteria. At the implementation stage, a small group test was also carried out by providing guidance and counseling services in class 5A of Telkom Makassar Elementary School. The researcher conducted a product trial to determine the response of student interest when using or playing the stop bully snakes and ladders game media through a questionnaire that must be filled out after receiving guidance and counseling services using the stop bully snakes and ladders game media. The results of the small group test questionnaire scores obtained from the assessment of the stop bully snakes and ladders game media by 12 students of class 5A of Telkom Makassar Elementary School obtained percentage data of 89% with good criteria.

DISCUSSION

The rampant phenomenon of bullying at the elementary school level and seeing the impact it has on elementary school-aged children shows the importance of early bullying prevention efforts. Among them, research by (Oktaviani and Ramadan 2023) shows that the psychological impact of bullying can be seen in the form of lack of self-confidence, anxiety about the surrounding

environment, trauma to rebuild social relationships, shame, avoidance of eye contact, and expressions of anger if they continue to receive repeated bad treatment. This shows the importance of efforts to prevent bullying behavior at the elementary school level, namely through the preventive function of guidance and counseling.

Referring back to the background, various studies have been conducted to prevent students from bullying behavior. However, seeing the characteristics of elementary school children who are actually in Piaget's hierarchy in the book Educational Psychology (John W. Santrock 2013) children who are still in the concrete operational stage when the teacher is going to teach something that is rather complex, use visual aids that illustrate the concept. then the method used focuses on the use of media that can make it easier for children to understand the message conveyed by the BK teacher. In accordance with the opinion of (Rahma 2019) that the benefits of using media concepts that are difficult to understand and are still abstract and difficult to explain can be made more concrete through the use of media.

This study aims to develop a snakes and ladders game guidance media to prevent bullying behavior at Telkom Elementary School Makassar. The selection of this media is based on the results of a needs analysis, looking at the impact of bullying on elementary school students, and referring to the characteristics of elementary school students. Supported by the opinion of Wayan & Rini (2020) several characteristics or traits found in elementary school students; like to play; like to move; like to work in groups and like to feel or do/demonstrate something directly. Also supported by the opinion of Miarso in (Rahma 2019) that choosing media that can meet children's needs, attract children's interests, in accordance with the development of maturity and experience and special characteristics in their study group.

Based on the situation and conditions that have been described, the product developed with the theme of bullying includes cognitive, affective and psychomotor aspects which are packaged in the components of the snakes and ladders game. This is also based on the Rational Emotive theory by Albert Ellis which emphasizes the importance of the role of the mind in behavior (Ilham & Farid, 2019). So that students not only play but will also do activities and reflect on knowledge and feelings about bullying. This aims to control emotions, students' understanding which can also influence student behavior. in accordance with the opinion of Siswati & Saputra (2023) that the REBT theory explains that a person's emotions can influence that person's behavior

The final product of the snakes and ladders game media to prevent bullying behavior that has been validated by material experts obtained a percentage result of 90% with the category "Very Valid". Material experts provide suggestions to explain in detail and clearly the contents of the guide so that it is easier for teachers to follow. Media experts obtained a percentage result of 89% with the category "Very Valid". Practitioners obtained a percentage result of 87% with the category "Very Practical". Based on this, it shows that the snakes and ladders game media to prevent bullying behavior that has been developed is suitable for use in providing guidance and counseling services.

Snakes and ladders game media to prevent bullying behavior is suitable for use as a guidance and counseling media referring to three components of media suitability quality, namely content suitability, language suitability and presentation/appearance suitability. Supported by the opinion of Kurniawati & Ahmad (2020) that media is said to be suitable if it has three components, namely content and objectives, language suitability components and presentation suitability components.

In the research there are limitations and obstacles in the research process, the limitations and obstacles in this research process are that researchers need quite a long time in designing the product being developed. In addition, the ADDIE model which should have five stages, but in

this development research it was only carried out up to the fourth stage, namely Analysis, design, development and implementation.

CONCLUSION

Based on research and development using the ADDIE model, a Guidance and Counseling media in the from of a Snakes and Ladders game has been daveloped to prevent bullying behavior at the elementary school level. The snakes and Ladders game incorporates cognitive, affective, and psychomotor aspects, packaged within game components such a board game, cards and a user guide. After undergoing validation and trial stages, the Snakes and Ladders game has been deemed suitable for use in Guidance and Counseling services at the elementary school level.

The Snakes and Ladders game media can assist Guidance and Counseling teachers in their efforts to prevent bullying behavior among students. The game is easy for students to undersand and comes with a guide for counselors, which includes material on bullying and instruction on how to play the Snakes and Ladders game.

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