

Development of a Board Game-Based Information Service Media to Support Students' Understanding of Bullying Prevention at SMP IT Al-Hijrah Medan

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ABSTRACT

The goal of this study is to create board game media for information services that will help students at Al Hijrah IT Junior High School in Medan comprehend the risks associated with bullying. The ADDIE development model, which comprises the phases of analysis, design, development, implementation, and evaluation, is used in this study together with the Research and Development (RND) approach. A sample of twenty-five pupils from SMP IT Al Hijrah Medan's seventh-grade student body served as the study's subject. Observation, interviews, and expert validation questionnaires were employed as data gathering methods. The analysis's findings indicated that the information service media used in schools was still basic, necessitating the usage of more engaging and entertaining media. According to the study's findings, the Board Game game media received 90% media expert validation and 93% material expert validation results with a highly valid category. Additionally, the student reaction was 85% with the category of extremely possible and the teacher's response was 87%. When information services on stopping bullying are implemented, the media created is thot to be able to boost student interest, activity, and engagement. Therefore, it is said that the board game media is very appropriate for usage as an information service medium to provide students at Al Hijrah IT Junior High School Medan an awareness of how to combat bullying.

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ABSTRAK

Tujuan penelitian ini adalah mengembangkan media permainan papan (*board game*) untuk layanan informasi yang dapat membantu siswa SMP IT Al Hijrah Medan memahami risiko terkait perundungan (*bullying*). Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) serta model pengembangan ADDIE, yang mencakup tahapan analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini adalah dua puluh lima siswa kelas tujuh SMP IT Al Hijrah Medan. Metode pengumpulan data yang digunakan meliputi observasi, wawancara, dan kuesioner validasi ahli. Hasil analisis menunjukkan bahwa media layanan informasi yang sebelumnya digunakan di sekolah masih bersifat sederhana, sehingga diperlukan media yang lebih menarik dan menghibur. Berdasarkan hasil penelitian, media permainan papan tersebut memperoleh tingkat validitas 90% dari ahli media dan 93% dari ahli materi, yang keduanya masuk dalam kategori sangat valid. Selain itu, respons siswa mencapai 85% (kategori sangat layak) dan respons guru mencapai 87%. Media yang dikembangkan ini dinilai mampu meningkatkan minat, aktivitas, dan keterlibatan siswa saat layanan informasi mengenai pencegahan perundungan dilaksanakan. Oleh karena itu, media permainan papan ini dinilai sangat tepat digunakan sebagai sarana layanan informasi untuk menumbuhkan kesadaran siswa SMP IT Al Hijrah Medan mengenai cara mengatasi perundungan.

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1. Introduction

Guidance and Counseling (BK) services are an integral component of the education system that supports students in achieving optimal development in personal, social, learning, and career domains. Because junior high school (SMP) kids are approaching early adolescence, a developmental stage marked by fast physical, cognitive, emotional, and social changes, the function of BK services becomes more crucial [1]. At this stage, peer relationships become increasingly influential, while students are still developing their ability to regulate emotions, understand social situations, and make responsible decisions. These conditions make students vulnerable to various interpersonal problems, including bullying behavior. Therefore, BK services are not only expected to respond to problems after they occur but also to function preventively and developmentally by strengthening students' social awareness, empathy, communication skills, and responsible decision-making [2], [3]. Bullying has grown to be a significant societal problem in many contexts, particularly in educational settings. According to research, bullying victims often struggle with mental health conditions including anxiety and despair [4], [5].

Bullying has grown to be a significant societal problem in many contexts, particularly in educational settings. According to research, bullying victims often struggle with mental health conditions including anxiety and despair. A positive school climate is influenced not only by physical facilities but also by the quality of social relationships among students, teachers, and other members of the school community [6], [7]. During adolescence, peer groups and the immediate social environment can strongly influence students' behavior, including the tendency to imitate, tolerate, or normalize negative behavior [8]. Consequently, bullying prevention cannot rely solely on disciplinary action or intervention after an incident occurs. Students need to develop an understanding that enables them to identify inappropriate interpersonal behavior, recognize its consequences, and determine appropriate responses when they encounter bullying situations.

Research [9], [11] Peer pressure, the local environment, and adolescence all have a big impact on behavior, both good and bad. Adolescents are often encouraged by this issue to attempt new and difficult activities, which may result in aggressive or delinquent conduct, both as victims and offenders. Furthermore, poor emotional regulation in teenagers may lead to a number of issues, including bullying incidents. This need is particularly relevant in the context of school life, where students develop interpersonal competence, self-image, independence, and social relationships. The school environment therefore has an important role in shaping how students understand and respond to social interactions [12].

Schools should ideally provide a setting that fosters students' social, emotional, behavioral, and intellectual growth. However, the existence of bullying indicates that a safe school climate cannot be achieved merely through general rules or verbal advice. Students also need learning experiences that allow them to examine concrete social situations and understand the consequences of their actions and decisions. The initial observations and interviews with BK teachers at SMP IT Al-Hijrah indicate that bullying remains a problem requiring attention. Several students still perceive behaviors such as mocking, giving derogatory nicknames, insulting, making fun of friends, excluding peers, or embarrassing others as ordinary jokes or forms of friendship. This condition indicates that the problem is not merely the occurrence of bullying behavior but also students' limited ability to recognize and interpret bullying situations. Students tend to associate bullying primarily with physical violence, whereas verbal, relational or social, and cyber forms of bullying are not always recognized as problematic behavior. Consequently, the boundaries between joking, conflict, and bullying can become unclear, allowing harmful behavior to be normalized by perpetrators and bystanders.

The problem is also reflected in students' limited understanding of the consequences of bullying. Some students are aware that bullying can make victims feel sad but do not fully understand its broader consequences for psychological well-being, self-confidence, social relationships, learning motivation, and academic participation. More importantly, students' awareness as bystanders remains limited. Some students choose to remain silent, laugh, or even support the behavior because they perceive the incident as a joke or believe that it is not their responsibility. Thus, bullying prevention requires more than the transfer of conceptual information. Students need opportunities to analyze situations, consider different perspectives, discuss possible consequences, and practice determining appropriate responses.

The existing implementation of BK information services at SMP IT Al-Hijrah has not fully accommodated this need. Based on the initial findings, BK teachers predominantly deliver information through oral explanations, accompanied by simple question-and-answer activities. Although this approach allows material to be conveyed efficiently, student participation during the service process remains relatively limited. Some students become bored, lose concentration, or have difficulty relating abstract explanations about bullying to situations they encounter in everyday interactions. As a result, the information service has not optimally encouraged students to actively construct their understanding of bullying and reflect on their own responses to potentially harmful situations.

This condition is important considering that bullying remains a significant concern in the Indonesian education context. According to data from the Organization for Economic Co-operation and Development (OECD) based on the 2018 Program for International Student Assessment (PISA), 41% of Indonesian students said they were bullied at least several times each month [13]. This finding reinforces the need for preventive interventions that are not only informative but also engaging and appropriate to students' developmental characteristics. In this context, BK services require media that can transform information about bullying from a predominantly verbal and teacher-centered activity into an interactive learning experience.

One alternative is the use of game-based media, particularly board games. Board games have the potential to facilitate direct interaction, discussion, decision-making, cooperation, and reflection among students. Nevertheless, the development of a board game as a medium for bullying prevention does not automatically resolve the existing problem. The critical issue is how the game is designed so that the playing process is directly connected to the learning objectives of BK information services. A board game that merely presents questions or information about bullying may still place students in a passive position and may not sufficiently encourage them to analyze social situations or consider the consequences of their choices. Therefore, a more purposeful game mechanism is needed in which students encounter contextual bullying situations, discuss alternative responses, make decisions, and receive feedback through the course of the game.

Previous developments of educational and BK media have demonstrated the potential of interactive and game-based approaches to increase students' participation and engagement. However, there remains a gap in the availability of board-game media specifically designed for BK information services that simultaneously integrates bullying recognition, identification of different forms of bullying, understanding of its consequences, bystander awareness, and preventive decision-making into one structured game experience. Existing media and interventions tend to emphasize the delivery of information, general anti-bullying messages, or particular aspects of bullying prevention. The specific gap addressed in this study is therefore the limited availability of a structured, interactive, and contextually relevant board-game medium for SMP students that transforms bullying-prevention material into a process of situation analysis, discussion, decision-making, and reflection. The novelty of this study lies in the development of Board Game Stop Bullying as a BK information-service medium rather than merely as a recreational board game or a conventional instructional medium. The product is designed to integrate the characteristics of board games with the objectives of preventive BK services.

Students are not only required to answer questions about bullying but are involved in a sequence of playing activities that encourages them to recognize problematic situations, distinguish harmful behavior from ordinary interaction, discuss possible responses, consider the consequences of behavior, and develop awareness as potential victims, perpetrators, or bystanders. Thus, the game mechanism positions students as active participants in constructing their understanding rather than as recipients of information delivered by the BK teacher. The novelty is also found in the contextualization of the product for junior high school students at SMP IT Al-Hijrah.

The media is developed based on the actual needs identified through initial observations and interviews at the school, particularly students' tendency to normalize verbal and relational behaviors as jokes, their limited recognition of non-physical forms of bullying, and their low awareness of appropriate bystander responses. This contextual basis differentiates the product from a generic anti-bullying game because the content and activity design are oriented toward problems encountered in the target school context and the developmental characteristics of SMP students. The board game is therefore positioned not simply as an anti-bullying campaign tool but as a practical medium that can be integrated into the implementation of BK information services.

From a theoretical perspective, this study contributes to the development of game-based approaches in BK by demonstrating how a board-game format can be used to support preventive and developmental information services. The game provides a learning environment in which social situations can be explored through interaction, discussion, decision-making, and reflection. This reinforces the view that BK services can be designed not only through conventional verbal delivery but also through experiential and participatory approaches that are compatible with students' developmental characteristics. From a practical perspective, the developed media provides BK teachers with an alternative instrument for delivering bullying-prevention information in a more interactive and engaging manner.

For students, the media is expected to strengthen their ability to recognize bullying, understand its consequences, reject behaviors that constitute bullying, and determine more appropriate responses when witnessing or experiencing such behavior. In order to close the identified gap between the need for active, contextual, and preventive bullying education and the primarily verbal delivery of BK information services, it is crucial to develop Board Game Media in Information Services to Provide Understanding of the Dangers of Bullying among Junior High School Students at SMP IT Al-Hijrah. Rather than simply adding another anti-bullying medium, this study develops a product that connects bullying-prevention content with a structured game mechanism involving interaction,

discussion, decision-making, and reflection. The resulting media is expected to strengthen students' understanding of bullying while supporting BK teachers in creating more participatory information services and contributing to the development of a safer, more respectful, and bullying-free school environment.

2. Research Method

In order to provide junior high school students with guidance and counseling (BK) information services, this research used a Research and Development (R&D) strategy to create the Stop Bullying Board Game: Throw the Ball into the Box. The R&D technique was used since the research aimed to create, validate, update, and deploy an educational product based on stated requirements in addition to examining students' comprehension of bullying. The methodical process of creating goods that are relevant to consumers and backed by a requirements analysis procedure is known as research and development [14].

The five-stage ADDIE model analysis, design, development, implementation, and evaluation was used in the development process. Because it offers a methodical development approach and for ongoing formative assessment and product amendment during the development process, the ADDIE model was chosen. In this study, each stage generated a specific output that became the basis for the subsequent stage.

Development Procedure

Analysis Stage

The purpose of the analysis step was to determine the true issues, the needs of the children, and the specifications needed to create media that would reduce bullying. Needs, student characteristics, and current Guidance and Counseling (BK) services were the three factors examined. Thru preliminary observation and structured interviews with BK teachers at SMP IT Al-Hijrah Medan, needs analysis was carried out with an emphasis on bullying issues, students' comprehension, teachers' challenges in providing bullying-prevention materials, and the media currently utilized in BK information services. The findings indicated that some students still perceived mocking, giving negative nicknames, insulting, excluding, and embarrassing peers as ordinary jokes. Students also tended to associate bullying primarily with physical violence and had limited understanding of verbal, social/relational, and cyberbullying. Student characteristic analysis considered Grade VII students' developmental characteristics, peer interaction patterns, level of bullying understanding, and need for active learning experiences. The service and media analysis showed that bullying-related material was predominantly delivered through oral explanations and question-and-answer activities, which provided limited opportunities for active student participation. Therefore, an interactive and game-based medium was considered necessary to support BK information services. The output of the Analysis stage was the

identification of the need for a board-game medium that could help students recognize bullying, understand its consequences, distinguish bullying from ordinary joking, and develop appropriate preventive responses.

Design

The Stop Bullying Board Game: Throw the Ball into the Box was first designed by the Design stage using the results of the Analysis stage. This design was in line with the goals of the Guidance and Counseling (BK) information services as well as the requirements of seventh-grade students. The design process included formulating learning objectives, selecting bullying-prevention content, developing the game concept, designing the board, determining game components, preparing playing rules, and developing questions and situational challenges. The content focused on recognizing bullying, identifying its forms, understanding its consequences, distinguishing bullying from ordinary joking, and determining appropriate responses to bullying situations. The game mechanism was designed to encourage active participation through playing, responding to questions or situations, interacting with peers, discussing possible responses, and making decisions. The initial product consisted of a game board, ball-throwing component, playing pieces, question or situation cards, game instructions, and supporting materials. The first prototype of the Stop Bullying Board Game: Throw the Ball into the Box was the result of the Design stage.

Development

During the development stage, the first prototype was created using the design requirements, and its viability was evaluated by expert validation. The developed prototype was submitted to **media and material experts** for evaluation. The media expert assessed the product in terms of its visual appearance, layout, attractiveness, readability, physical components, game mechanism, usability, and suitability for use as a BK information-service medium. The material expert assessed the accuracy, relevance, completeness, clarity, and suitability of the bullying-prevention content for Grade VII students. While quantitative data takes the form of an assessment score of how well students understand the problem based on the Likert scale with criteria: 5 = very good, 4 = good, 3 = adequate, 2 = lacking, and 1 very lacking, qualitative data takes the form of recommendations and inputs from experts and teachers. The following percentage calculation is used to determine the score.

$$V = \frac{\text{Total Score Obtained}}{\text{Total Maximum Score}} \times 100\%$$

Description:

V= Percentage Score

V is the percentage score for a student's comprehension of bullying utilizing the media board game "ball throwing to the city" at SMP IT AL. Medan Hijrah.

Implementation

The Implementation stage involved the limited use of the revised Stop Bullying Board Game: Throw the Ball into the Box with Grade VII students at SMP IT Al-Hijrah Medan as part of bullying-prevention Guidance and Counseling (BK) information services. The population consisted of 45 Grade VII students, from which 30 students were selected through purposive sampling based on their suitability as the target users of the developed media and their participation in the relevant BK service. The sample size was determined based on the limited-trial nature of the R&D study and the feasibility of conducting interactive game activities with a manageable number of participants. Before implementation, students completed a pre-test to measure their initial understanding of bullying. The board game was then implemented, followed by a post-test using the same instrument to measure changes in the same indicators, including the concept, forms, consequences, and prevention of bullying. Teacher responses were also collected to assess the media's practicality, attractiveness, clarity, usability, and suitability for BK information services.

Evaluation

The Evaluation stage was conducted to determine whether the developed product had fulfilled the identified needs and to identify aspects that still required improvement. Evaluation was conducted by integrating the results obtained during the previous stages, including expert validation, qualitative feedback, teacher responses, observations, and students' pre-test and post-test results. Evaluation in this study consisted of formative and final evaluation. Formative evaluation was conducted during the Development stage through expert validation and was used to identify weaknesses and revise the prototype before implementation. The final evaluation was conducted after implementation by examining the practicality of the media and changes in students' understanding. The pre-test and post-test results were compared descriptively to determine changes in students' understanding following the implementation of the board game. The results were interpreted within the context of the limited R&D trial and were not intended to provide broad statistical generalization.

Purposive sampling is the foundation of sampling methods. This method is used because the researcher chooses a sample based on certain criteria, namely seventh-grade children who are in line with the study's goals and need a knowledge of how to reduce bullying. Purposive sampling is the method used in this investigation. According to [15] the method of selecting a sample from many populations based on certain demographic features or qualities, taking into account specific factors depending on the study's objectives. 45 seventh-grade students make up the study's population, and 30 seventh-grade students from SMP IT Al Hijrah Medan make up the study's sample. These students were selected in line with the research

requirements pertaining to the comprehension of how to prevent bullying via media, board games, and throwing the ball into the box.

The use of media with seventh-grade junior high school pupils is the implementation stage. Lastly, assessment and modification are the main goals of the evaluation stage. This study was conducted at SMP AL IT AL Hijrah Medan, which was selected because to the importance of the current issue. It was based on a month of hands-on training and interviews with guidance and counseling instructors. Students in grade VII make up the study population, and the implementation period is scheduled for the even semester of the 2026–2027 academic year, namely from early April to the end of May 2026. According to [16] A number of tools are used in the data gathering process, including problem surveys, organized interviews with counseling guidance instructors based on predetermined questions, and initial observation to detect issues in the field. Material experts and media specialists are handed validation questionnaires. Every questionnaire includes constructive criticism and comments on the product, as well as a Likert scale to gauge various areas of media quality and usefulness. Both qualitative and quantitative data are used in data analysis.

3. Result and Discussion

Analysis

During the analysis phase, the researcher examined the media that would be used in information services to help students at Al Hijrah IT Junior High School Medan comprehend the risks associated with bullying. The purpose of this research is to identify media that aligns with the features of guidance and counseling services and the educational requirements of pupils. based on findings from teacher interviews and observations in guidance and counseling. Lecture techniques and the use of basic media continue to dominate the deployment of information services in schools, making it less effective at grabbing students' attention throughout the service process. Therefore, there is a need for media that is more engaging, interactive, and capable of actively involving students in information service tasks. The created medium must satisfy a number of requirements, including being simple for BK instructors to use, esthetically pleasing, capable of boosting student engagement, and able to make the content on stopping bullying easier for kids to grasp. Additionally, junior high school students' preferences for learning activities including games and group activities must be taken into account while selecting media.

Design

Early on in the creation process, the primary goal of this gaming medium was to provide junior high school pupils an educational way to comprehend the effects of bullying. The

notion of a physical game in the form of tossing a ball into a box was selected since the main idea of design emerged from the need for engaging, enjoyable, and simple-to-understand media for students. The first step in media design is figuring out the game board's fundamental form. The board is composed of a material that is strong enough (like steroform or cork board) to support additional elements like boxes and decorative elements.

For ease of hanging and group play, the form is rectangular. The primary elements of the game are then identified, which are the target squares or target boxes affixed to the five-square board. Lightweight materials like plastic are used to make the box, which is subsequently adhered to the board in a spreading posture in many locations. Each box represents a certain category or bullying-related message in addition to acting as a "throwing destination." The visual portion of the design is embellished with a variety of anti-bullying graphics, including photographs of kids exhibiting both good and bad conduct, invites to make friends, and symbols that forbid violence. In addition to serving as a decorative element, this graphic serves as a teaching tool to help pupils identify specific instances of bullying. Additionally, a mystery box or little box is included. This mystery box, which provides remarks about the student's information after a throw, functions as a gaming help.

This attempts to integrate the cognitive (thinking and comprehending the content) and physical (throwing) aspects. Bright colors, like blue, are often employed in the design to grab kids' attention and provide an enjoyable learning environment. In order to reinforce the game's central idea, words like "STOP BULLYING" are also written in the middle of the board. In general, this game's design was created with the following in mind: Students' active participation in physical activity Using images and symbols to communicate moral lessons Enjoyable education to prevent kids from being bored The tool's simplicity makes it simple to utilize in a classroom setting. In order to better assist kids in comprehending and preventing bullying behavior, the initial design process of this medium focuses on adding instructional components, games, and captivating images.



Figure 1. Media Display of Board Game Games

Development

It is a true product creation at this point. At this point, the researcher started creating game board media, such as the game board, statement paper, ball, goal box, and mystery box, in accordance with the concept. Product validation comes next when all media components are finished. At this point, two validators one media validator and one material validator test the viability of the created medium. According to [17]. From the Research Procedure Book, Rineka Cipta explained that an instrument is said to have high validity if the factors that are part of the instrument do not deviate from the function of the instrument. The validator process is carried out using the Likert scale to assess the quality and readiness of the product so that it can be used in the next stage of implementation. After the validation is completed, the assessment results will be analyzed and adjusted to the eligibility criteria that have been determined to ensure that the media meets the criteria and is effective to be used in information services to provide an understanding of stop bullying to students of SMP IT AL Hijrah Medan.

Table 1. Product Eligibility Criteria

Percentage %	Eligibility Categories
<20%	Very Unworthy
21%-40%	Not Eligible
41%-60%	RaguRagu
61%-80%	Worthy
81%-100%	Highly Worth It

Feasibility Testing

The purpose of the media feasibility test was to assess the viability of the board game media tossing ball into the box, which was created as an information service medium to help Al Hijrah IT Junior High School pupils learn how to combat bullying. The purpose of this feasibility test is to determine if the created media has been employed in the guidance and counseling service process in an acceptable manner.

Experts in media and materials validate the feasibility test procedure. Aspects like look, design, color, attractiveness, game rules clarity, and media usability are evaluated by media specialists. In the meanwhile, subject matter specialists provide an evaluation of the content's appropriateness for information services, the veracity of bullying content, language use, and the advantages of media in enhancing kids' comprehension of how to put an end to bullying. The experts' validation findings are as follows.

Table.2 Expert Validation Results

Validator	Score	Criteria
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FUM	90	Highly Valid
ALD	93	Highly Valid
Final Results	$90+93=183/200 \times 100=$	Highly Valid
<u>91,5%</u>		

It is evident from Table 2 of the expert validation findings that the board game medium of tossing balls into the box was rated highly by the validators. FUM, the first validator, awarded a score of 90 in the "Very Valid" category. This demonstrates that the media created has satisfied the requirements for viability in terms of content, appearance, language, and appropriateness for information services pertaining to junior high school students' comprehension of stopping bullying. A total score of 183 out of a possible 200 was attained based on the expert validation findings. The formula is used to calculate the percentage.

$$\frac{90 + 93}{200} \times 100 = 92\%$$

94% of the findings of the computation fell into the "Very Valid" category. In order to help Al Hijrah IT Junior High School pupils learn how to combat bullying the medium of board games that include tossing balls into the box is said to be extremely realistic to adopt in information services.

Implementation

The following phase is called implementation, and it involves using media in classroom information service activities. In order to determine the students' initial comprehension at this point, the researcher conducted activities by administering pre-tests to the students prior to employing media. The researcher then began the game activities and gave the pupils an explanation of the board game's regulations. By tossing the ball into the bullying-related target area, students actively engage in the game. The researcher facilitated the activity by directing the game's progression. Students are given a post-test to assess their comprehension of bullying once the exercise is finished.

Table 3 Results of the Teacher Response Questionnaire

Observation	Number of Instruments	Total score	Maximum Score	Percentage	Categories
RF	17	74	85	87%	Very Worthy

According to Table 3 of the teacher response questionnaire findings, 17 instrument items were evaluated, yielding a total score of 74 out of a possible 85. 87% of the findings fall into the "Very Feasible" category. This high percentage indicates that, based on the teacher's evaluation, the created ball-to-box board game medium satisfies the qualifying requirements. The counseling guidance teacher evaluated the media's look, substance, usability, and usefulness for providing information services about stopping bullying.

Table.4 Student Response Questionnaire Results

Respondents	Number of Respondents	Total Score Overall	Maximum Score	Percentage	Categories
Students	30	2.563	3.000	85%	Very Worthy

Thirty students' evaluations of the media of the Throwing Ball to the Box Board Game used in information services on stop bullying were obtained based on the data in Table 4 of the Student Response Questionnaire Results. With a total score of 2,563 out of a possible 3,000, the eligibility percentage was determined to be 85%. The % falls into the "Very Feasible" category according to the eligibility assessment's interpretation criteria. Next, the proportion of the teacher's questionnaire findings.

Table.5 Pre-test and Post-test Results

Sample	Pre-test	Post-test
30	1.880	2.750
$1,880/30 \times 100\% = 63\%$		$2,750/30 \times 100\% = 92\%$

Students' comprehension increased after receiving information services via the media board game of tossing the ball into the box, as shown by Table.5 about the pre-test and post-test findings. Thirty students served as the study's sample size. A total score of 1,880 with a percentage of 63% was attained during the pre-test phase. These findings demonstrate that students' comprehension of how to stop bullying is still in the adequate category and that some students still lack a thorough grasp of the types of bullying, its effects, and how to stop bullying in the classroom. A post-test is used to determine how much the students' knowledge has changed after receiving therapy or information services utilizing the media board game of tossing the ball into the box.

The score increased to 2,750 with a percentage of 92%, according to the post-test data. This proportion falls into the very excellent category, indicating that the board game medium may make the content about stopping bullying easier and more engaging for children to absorb. A 29% improvement can be seen in the results, which increased from 63% in the pre-test to 92% in the post-test. This demonstrates how using media from

the board game "throwing balls into the box" in information services may help pupils better understand how to combat bullying. Additionally, since the learning process is conducted in an enjoyable and participatory manner, gaming media increases students' engagement, enthusiasm, and comprehension of the subject matter.

Evaluation

The last phase of the ADDIE model is the assessment stage, which seeks to ascertain if the board game media tossing balls into the box in information services was successful in helping Al Hijrah IT Junior High School pupils learn how to eliminate bullying. At this point, the researcher evaluates the media's efficacy, the students' comprehension level, and their reaction to the game media. The outcomes of media usage during information service activities were examined in order to conduct the assessment. After playing board games, the researcher evaluated the pupils' comprehension of the stop bullying content. The findings of the pretest and posttest administered prior to and after the activity are used for this evaluation. Researchers may infer from these findings that kids' comprehension of bullying's definition, kinds, effects, and ways to stop bullying in schools has increased.

The assessment stage was conducted to ascertain the degree of students' comprehension in utilizing the medium of board games tossing balls into the box, in addition to examining student learning outcomes. The researcher looked at how effectively the students could follow the game's instructions, comprehend its rules, and utilize the media either individually or in groups. One sign that the media created is useful and simple to use in information services is how easy it is for pupils to play board games. Additionally, the researcher assessed how enthusiastically the pupils responded to the media. The majority of the children shown interest in and participation in the game throughout the session. When it comes to responding to inquiries, having discussions, and working together with their group members, students seem more eager. This demonstrates how board game media may provide an enjoyable and engaging learning environment. Evaluations of the benefits and drawbacks of the media are also conducted.

Throwing the ball into the box board game media has the potential to boost student engagement, grab students' attention with interactive activities, and make anti bullying content easier for kids to comprehend. In the meanwhile, the short implementation time or the fact that some pupils need guidance throughout the game are indicators of the absence of media. The evaluation's findings are used to further enhance the media in order to make it more useful for the next information service initiatives. Therefore, the evaluation stage serves not only to observe the ultimate outcomes of media use but also to determine the degree to which the media of the board game "throwing the ball into the box" can aid students in

comprehending the stop bullying content and facilitate their learning thru games.

Discussion

Development of a Board Game-Based Information Service Media to Support Students' Understanding of Bullying Prevention at SMP IT Al-Hijrah Medan

The discovery that students at SMP IT Al-Hijrah Medan had little knowledge of bullying and that bullying-related information was primarily provided thru traditional oral explanations and question-and-answer sessions served as the impetus for the creation of the Board Game-Based Information Service Media Throw the Ball into the Box. The initial analysis showed that some students still perceived mocking, giving negative nicknames, insulting, excluding friends, and excessive joking as ordinary interactions. Students also tended to associate bullying primarily with physical violence and had limited understanding of verbal, relational, and cyberbullying. These findings indicate that the problem was not merely the occurrence of bullying behavior but also students' limited ability to recognize bullying situations, understand their consequences, and determine appropriate responses. Therefore, the developed media was designed to transform bullying-prevention information from a predominantly verbal learning experience into an interactive activity involving play, discussion, decision-making, and reflection.

The ADDIE model which consists of Analysis, Design, Development, Implementation, and Evaluation was used in the development process. The researcher determined the needs, traits, and current BK information-service procedures of the pupils during the analysis phase. These results were turned into a board game with questions, scenarios, challenges, and instructions linked to bullying during the Design stage. Experts evaluated the product throughout the development stage and made revisions based on their input. The product's content, visual presentation, game elements, instructions, and medium compatibility for BK information services all satisfied the required standards, according to the validation findings, which put it in the extremely valid category.

Thirty seventh-grade students participated in a small trial during the implementation stage, which was then evaluated using instructor answers, a pre-test, and a post-test. The instructor reaction reached 87%, showing favorable opinions of the media's usefulness and practicality, while the students' comprehension rose from 63% in the pre-test to 92% in the post-test. The improvement in students' understanding can be interpreted from the characteristics of game-based learning and the principles of BK information services. Conventional information delivery tends to position students primarily as recipients of information, whereas the board game places students in an active learning situation. Through the game, students are required to read or listen to bullying-related

situations, respond to questions, discuss possible solutions, and make decisions. These activities create opportunities for students to process information rather than merely receive it.

From a constructivist learning perspective, understanding is developed when learners actively construct meaning through experience and interaction. The board game provides concrete social situations that students can discuss with peers and relate to their everyday experiences. When students encounter a situation involving mocking, exclusion, verbal abuse, or other forms of bullying, they are encouraged to identify the behavior and consider its possible consequences. The learning process therefore involves not only remembering the definition of bullying but also interpreting situations and applying concepts to social contexts.

The game mechanism also supports principles of game-based learning, in which learning content is integrated into structured play activities. The elements of challenge, rules, interaction, feedback, and decision-making can increase students' attention and participation. In this study, the ball-throwing mechanism provides an immediate and concrete activity that determines the question, challenge, or situation that students must respond to. Consequently, students learn about bullying while simultaneously participating in a social activity. The game format may reduce the monotony associated with conventional information delivery and create a more relaxed environment for discussing sensitive social issues.

The findings can also be explained through the objectives of BK information services. Information services are intended to provide students with relevant knowledge that supports their ability to understand themselves, their environment, and appropriate ways of responding to developmental problems. In the context of bullying prevention, information alone is insufficient if students cannot apply it to actual interpersonal situations. The board game provides an experiential context in which information about bullying is repeatedly encountered through questions, situations, discussions, and responses.

Thus, the media functions as a bridge between the conceptual information delivered by the BK teacher and students' everyday social experiences. The increase from 63% to 92% should therefore be interpreted as an indication that students' understanding improved after participating in the board-game-based information service. However, because the study did not employ a control group, the increase cannot be interpreted as definitive evidence that the board game alone caused the improvement. Other factors, such as teacher explanations, repeated exposure to the material, peer discussion, or students' familiarity with the test items, may also have contributed to the observed change. The findings of this study are consistent with previous research emphasizing the potential of interactive and game-based media in Guidance and Counseling services. Studies by [18], [4], [19] indicate the importance of attractive

and accessible media for helping students understand guidance-related material. Similarly, [8], [5] demonstrate that the use of innovative media can increase student involvement in learning and guidance activities. The present study supports these findings by showing that a board-game format can be integrated into BK information services to address a specific developmental problem, namely students' limited understanding of bullying prevention.

If witnesses remain quiet or provide support to the bully, they may assist put an end to bullying or potentially increase the perpetrator's activities. [20] additionally classifies bullying into several types. Hitting, kicking, shoving, grasping, or causing damage to the victim's possessions are examples of physical bullying. Bullying has grown to be a significant societal issue that not only jeopardizes psychological health but also lowers student engagement in educational activities. Children who are bullied are two to three times more likely to experience mental health issues as adults than children who are not bullied. Bullying not only causes short-term disruption but also long-term psychological trauma, including anxiety disorders, PTSD, and even suicidal ideation [18], [21]. Bullying occurs not just directly but also via social media or cyberbullying in the current digital age. Because it may occur at any moment and spread swiftly online, this kind of bullying is often more difficult to stop. Students continue to engage in acts of ridiculing, insulting, excluding peers, and excessive joking without realizing that these behaviors constitute bullying behavior, according to observations and preliminary data gathered by researchers.

This demonstrates that in order to improve their understanding and awareness of the risks associated with bullying, kids need engaging and simple-to-understand information offerings [22], [23]. Therefore, it can be said that there is still room for improvement in students' comprehension of bullying conduct and its effects. Thus, in order for students to comprehend the content about ending bullying and be able to apply it to everyday situations in the classroom, creative and engaging learning materials are required [24], [25]. Board games and game media development the goal of throwing the ball into the box is to provide junior high school pupils with an engaging, participatory, and easily comprehensible information service medium. This medium was created since teaching about bullying just via lectures often leaves students disinterested and less inclined to engage in information service activities. Therefore, there is a need for media that may boost kids' interest in, engagement with, and passion for learning to end bullying. A number of steps are involved in the creation of board game media, including requirements analysis, design, media production, implementation, and assessment [26], [27]. The findings also share similarities with studies that use game-based approaches to encourage student participation.

In both approaches, students are positioned as active participants rather than passive recipients of information. However, this study differs in the specific mechanism and context of the media.

The Throw the Ball into the Box board game combines bullying-prevention content with a physical ball-throwing mechanism, situational questions, challenges, and peer interaction. Students must respond to the content associated with the box or challenge selected during the game. This mechanism distinguishes the product from media that primarily present information, questions, or anti-bullying messages without integrating them into a structured game process. Another distinction concerns the integration of the product into BK information services at the junior high school level. This media is able to create an interesting, interactive, and fun learning process so that the goals of information services can be achieved properly [28]. The developed media was specifically designed based on the problems identified at SMP IT Al-Hijrah Medan, including students' tendency to normalize verbal and relational bullying as jokes. Therefore, the product is not simply an anti-bullying game but a BK service medium designed to help students identify, discuss, and respond to bullying situations.

This contextual orientation constitutes an important contribution because the development of media. Academically, this study contributes to the development of game-based approaches within Guidance and Counseling, particularly information services related to bullying prevention. The study demonstrates how a physical board game can be structured not only as an entertainment medium but also as an experiential learning tool that connects conceptual information with social situations. The game mechanism facilitates interaction, discussion, decision-making, and reflection, thereby extending the conventional function of information services from one-way information transmission toward more participatory learning experiences. The study also contributes to the development of bullying-prevention media by emphasizing that students need to understand bullying through contextual situations rather than through definitions alone. Students must be able to distinguish ordinary joking from harmful behavior, recognize different forms of bullying, understand its consequences, and consider appropriate responses. Therefore, the developed media offers a conceptual model for integrating bullying-prevention content with interactive game mechanics in school-based BK services. However, the academic contribution should be understood as a development contribution rather than a definitive causal-effect contribution. The findings provide preliminary empirical support for the usefulness of the developed media but do not establish that the board game is superior to conventional BK services or other anti-bullying interventions.

6. Conclusion

Based on the results of the research and development of the Throw the Ball into the Box Board Game as a medium for Guidance and Counseling (BK) information services, it can be concluded that students' initial understanding of bullying prevention at SMP IT Al-Hijrah Medan was relatively limited. This was reflected in the pre-test score of 63%, indicating difficulties in distinguishing bullying from ordinary joking and understanding its forms and consequences. The media was developed using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The resulting product integrates bullying-prevention content with interactive game activities through a game board, target boxes, mystery boxes, educational questions, and ball-throwing activities. Expert validation produced a score of 94%, categorized as Very Valid, indicating that the media was feasible for use in BK information services. A limited implementation involving 30 Grade VII students showed an increase in understanding from 63% in the pre-test to 92% in the post-test, representing a 29-percentage-point increase. The implementation also encouraged student participation, enthusiasm, and cooperation during the service activities. However, the findings are limited to 30 students from one school and a design without a control group. Therefore, the results cannot be generalized or interpreted as evidence of reduced bullying behavior. The study demonstrates the potential of the media to support students' understanding of bullying prevention, while behavioral effects require further research using broader samples, behavioral measures, and longer-term observation.

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