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Development of Literacy Cards as A Guidance and Counselling Media for Understanding and Preventing Student Bullying

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Abstract

This study aims to develop literacy cards as a guidance and counseling media for understanding and preventing bullying in students. This study uses a research and development (R&D) method with the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The subjects of this study were 120 students of class VIII of SMP Negeri 1 Plumbon for small-scale trials and 152 for large-scale trials. The results of the study showed that: (1) The results of media expert validation obtained an average score of 89.7% with the criteria of 'Very Appropriate'; (2) The results of material expert validation obtained an average score of 89.9% with the criteria of 'Very Appropriate'; (3) The results of student response trials obtained an average score of 91.3% with the criteria of 'Very Appropriate' and (4) The results of teacher responses obtained an average score of 90% with the category of "Very Appropriate". Based on these results, the Literacy Cards developed were declared very feasible and effective to be used as a guidance and counseling media in understanding and preventing student bullying in the school.

Kata Kunci

Literacy cards;
Bullying;
Bimbingan dan Konseling;
Siswa;
Sekolah.

Abstrak

Penelitian ini bertujuan untuk pengembangan literacy cards sebagai media bimbingan dan konseling untuk pemahaman dan pencegahan bullying pada siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan model ADDIE (Analyze, Design, Development, Implementation, Evaluation). Subjek penelitian ini yaitu siswa kelas VII SMP Negeri 1 Plumbon berjumlah 120 siswa untuk uji coba skala kecil dan 152 untuk ujicoba skala besar. Hasil penelitian menunjukkan bahwa: (1) Hasil validasi ahli media memperoleh skor rerata 89,7% dengan kriteria 'Sangat Layak'; (2) Hasil validasi ahli materi memperoleh skor rerata 89,9,% dengan kriteria 'Sangat Layak';(3) Hasil uji coba respon siswa memperoleh skor rerata 91,3% dengan kriteria 'Sangat Layak'dan (4) Hasil respon guru memperoleh skor rerata 90% dengan kategori "Sangat Layak". Berdasarkan hasil tersebut, Literacy Cards yang dikembangkan dinyatakan sangat layak dan efektif digunakan sebagai sebagai media bimbingan dan konseling dalam pemamahan dan pencegahan bullying siswa di sekolah."

A. Introduction

Bullying among school-aged adolescents is a form of intentional and repeated abuse, which may include physical violence, verbal insults, social exclusion, and harassment via social media. This behaviour is typically perpetrated by individuals or groups who perceive themselves as stronger than their victims. Bullying frequently occurs within school environments, such as classrooms, cafeterias, or digital platforms. The triggers for such behaviour are multifaceted, ranging from low self-esteem and peer influence on domestic issues. The consequences are significant, potentially leading to severe psychological distress, including depression, a loss of self-confidence, and even suicidal ideation. Consequently, effective prevention requires the active involvement of educators, parents, and school administrators in fostering empathy and implementing more rigorous supervision.

Data reported by JPPI via headlinejatim.com in 2026 indicate a surge in school-based violence, with cases rising from 285 in 2023 to 573 in 2024; bullying accounted for 31% of these incidents. In 2023, the Indonesian Child Protection Commission (KPAI) reported 3,800 bullying cases, nearly half of which occurred in public schools and Islamic boarding schools (pesantren). Furthermore, the Federation of Indonesian Teachers Associations (FSGI) recorded 60 incidents of school violence in 2025, including four cases of bullying that triggered extreme acts of retaliation. Junior high school students constituted the largest demographic of victims (25–28% of the total),

with the highest prevalence observed in East Java, West Java, and Central Java. These statistics serve as a critical wake-up call for the education sector, particularly for educators, as the incidence of such violence continues to escalate annually.

The "Literacy Card" is an educational, card-based medium designed to enhance students' understanding of social issues, such as bullying, through a visual and interactive approach like flashcards or quartet cards (Fitri et al., 2022). his concept aligns with the Merdeka Curriculum, which emphasizes literacy as a tool to strengthen the Pancasila Student Profile; through these card-based games, students learn to recognize the impacts of bullying while engaging in discussions that foster empathy. Regarding bullying, these cards can present case scenarios, reflective questions, or quartet-style prompts that encourage students to analyse impacts, prevention strategies, and potential solutions. This approach is consistent with game-based learning, which has been shown to enhance empathy and contextual understanding (Hasanah et al., 2023). Although "Literacy Card" may function as a specific pedagogical label, the concept aligns strongly with research on the use of card-based educational media—including flashcards, quartet cards, and case-based game cards—to improve students' literacy and their comprehension of bullying-related issues.

In its implementation, card-based media can be seamlessly adapted to the material delivered during guidance and counselling services. For instance, quartet cards may be utilized to facilitate a deeper understanding of the curriculum—encouraging students not merely to memorize facts, but to actively comprehend complex concepts such as the definition of bullying, its various manifestations, and appropriate interventions when witnessing such behaviour (Suriah, R., 2024). Classroom action research has further demonstrated that communicative tools, such as the "Games Card Case," are highly effective in improving students' awareness of bullying. Through such interactive play, students find it easier to grasp the core concepts being taught, as evidenced by significant improvements in scores between pre-test and post-test assessments (Aprilia, 2023). Furthermore, the application of literacy cards has been shown to have a positive impact on enhancing students' understanding of the psychological and social consequences of bullying for victims. This medium emphasizes the development of empathy and emotional intelligence as integral components of card-based interventions (Tuasikal, 2025).

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Based on observations and reports from students, several key findings were identified. First, bullying remains a prevalent issue. Needs assessments, conducted through questionnaires, observations, and anecdotal reports from faculty and students, indicate the persistence of verbal, physical, and cyberbullying within the school environment. Second, students' conceptual understanding of bullying remains limited. Many students at SMP Negeri 1 Plumbon, particularly in grades VII and VIII, lack a comprehensive grasp of indirect forms of bullying—such as cyberbullying and social exclusion—as well as the severe long-term consequences associated with them. Furthermore, students often lack the assertiveness required to respond to or report such incidents, as these behaviours are frequently normalized and dismissed as mere "jokes." Third, the media currently utilized in classical and group guidance services is insufficient. The traditional lecture-based approach remains pervasive yet appears ineffective in fostering deep, active student engagement. Consequently, there is a pressing need for more interactive, literacy-based media to facilitate critical discourse and promote empathy.

Given this background, the author—serving as a Guidance and Counselling teacher—undertook a study to evaluate the effectiveness of "Literacy Card" media as a proactive strategy to mitigate bullying among students at SMP Negeri 1 Plumbon.

B. Method

This study employs a Research and Development (R&D) approach using the ADDIE model (Analyse, Design, Development, Implementation, Evaluation) (Sugiyono, 2017). The research subjects consisted of seventh-grade students, with 120 students involved in the small-scale trial and 152 students in the large-scale trial.

Data were obtained through validation processes conducted by subject-matter and media experts, alongside feedback from teachers and students collected via questionnaires. The research instruments utilized consisted of standardized validation rubrics and student response surveys.

The analysis of the expert validation data was performed using a Likert scale technique, evaluated based on the following indicators:

Table 1. Media Expert Validation Indicators

No	Indicator
	Visual Design Aspect
1	Readability of the text (typography) on the cards.
2	Suitability of the illustrations with the depicted bullying situations.
3	Appropriateness of the layout composition between text and images.
4	Appropriateness of color combinations to attract students' attention.
	Presentation Aspect
1	Clarity of the instructions for using the cards.
2	Ease of use of the media for independent learning by students.
3	Logical sequence in the presentation of concepts (identification, impact, solutions).
	Technical/Physical Aspect
1	Physical durability of the card material (quality of paper/material).
2	Comfort of the card size when held and used in gameplay.
3	Physical safety of the media (e.g., card corners are not sharp).

The material expert validation aims to ensure that the educational cards' content is theoretically sound, accurate, and psychologically safe for students. (Rantung, 2023). The validation instrument for material experts covers the following indicators:

Table 2. Material Expert Validation Indicators

No	Indicator
	Content Quality (Material)
1	The accuracy of the definitions and concepts of bullying is presented.
2	Completeness in covering types of bullying (physical, verbal, social, cyber).
3	Precision in identifying the impacts of bullying on both victims and perpetrators.
4	Relevance of the material to actual bullying facts and phenomena in the school environment.
	Learning Aspect
1	Suitability of the material with the target students' age and psychological development.
2	Clarity of moral messages and the empathy values are intended to be instilled.
3	Effectiveness of the material in providing bullying prevention solutions.
4	Ability of the material to foster courage to report incidents (speak up).
	Language Aspect

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1	Use of terminology that is easy to understand.
2	Accuracy and correctness of sentence structure.
	Psychological Safety
1	The material does not contain elements that may trigger trauma (retraumatization).
2	The presentation of the material is non-judgmental.

To determine the effectiveness of the Literacy Cards media in classroom learning, feedback or responses from teachers were collected. The teacher response questionnaire includes the following indicators:

*Table **3.** Response Teacher Indicators*

No	Indicator
	Easy to use
1	Instructions for using the cards are easy to understand and can be clearly explained to students.
2	The media is practical to prepare (does not require complicated additional tools).
3	The flow and management of the card game can be easily handled within class time.
	Classroom Usefulness
1	The cards help teachers initiate difficult discussions on the topic of bullying.
2	The media is effective in capturing the attention of students who are initially passive.
3	It assists teachers in identifying students' understanding of boundaries regarding negative behaviors.
	Student Interactions
1	Students appear enthusiastic and actively engaged when using the cards.
2	Healthy cooperation and communication occur among students during the session.
	Sustainability
1	Teachers feel that the cards are suitable for reuse in other classes or grade levels.
2	The media helps create a more inclusive and safe classroom environment.

To further strengthen the analysis of this media's use, student feedback is needed to measure the aspects of acceptability and practical effectiveness of the bullying card media from the perspective of the end users. The student response instrument includes the following indicators:

Table 4. Student Response Indicators

No	Indicator
	Fun & Interest Aspect
1	I feel happy and not bored learning through these cards.
2	The images and colors on the cards look attractive and appealing.
3	I want to play with these cards again in the future.
	Ease of Understanding Aspect
1	The way to play the cards is easy to understand.
2	The text on the cards is clear and easy for me to read.
3	The explanation about bullying in these cards is very easy to understand.
	Benefit & Attitude Aspect
1	Now I know which actions are considered bullying.
2	These cards help me understand how to help friends who are being bullied.
3	I would better understand the impacts of bullying and do not want to engage in bullying.

C. Results and Discussion

Sa In this study, the ADDIE method was used within a Research and Development (R&D) approach to create Literacy Cards as a media tool for student guidance and counseling in schools.

1. Analyze Stage

Guidance and Counseling (BK) practices in schools face various complex challenges that affect the effectiveness of services provided to students. The main challenges are described as follows (Anggraini, D., Rahman, K. A., & Zulfikar, 2025) :

a. Stigma and Negative Perceptions**.** Many groups (students, parents, and even other teachers) still view Guidance and Counseling (BK) as the "school police," only dealing with problematic students or rule violations. This perception discourages students from voluntarily seeking consultations regarding self-development or mental health.

b. Limited Resources and Facilities**.** Many schools face shortages of competent BK teachers, a lack of private and comfortable counseling spaces, and minimal budgets for supporting media such as assessment instruments or specialized learning aids.

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c. High Administrative Burden**.** BK teachers are often burdened with extensive administrative tasks or dual roles (such as homeroom teacher or school duty), limiting the time available for face-to-face counseling services.
d. Technology Adaptation in the Digital Era. The evolving era requires counselors to conduct digital counseling, maintain ethics in cyberspace, and address emerging issues such as cyberbullying and social media addiction among adolescents.
e. Lack of Collaborative Support. BK effectiveness is often hampered by insufficient support from school leadership or minimal parental involvement in following up on the counseling processes carried out at school.

The points above align with the results of observations and the analysis of counselling media needs, highlighting the appropriate tools to be used for bullying prevention in schools, which include:

1) Student Characteristic Analysis. Mapping the profile of target users, including age, learning style, and language comprehension level. This ensures that the content in the literacy cards aligns with students' cognitive and socio-emotional development.
2) Task Analysis**.** Determining the specific competencies or skills to be achieved through the use of the cards, such as the ability to identify types of emotions or plan career steps.
3) Content and Media Analysis**.** Evaluating the availability of existing literacy materials and determining why the "card" (flashcard) format is more effective than plain text media. This phase also includes analyzing the environment where the cards will be used, whether for group guidance sessions or individual counseling.

2. Design Stage

The use of media in Islamic guidance and counseling plays a very important role. Media can clarify the delivery of messages and information, making the learning process more effective and producing better outcomes, rather than relying solely on verbal explanations (Basri, 2010).

Other studies also emphasize that guidance and counseling services require media that can support the delivery of information to students (Zaini, Ahmad, 2020). Attractive media in information services can foster more active interactions between

teachers and students, encourage students to ask questions, and increase their engagement and participation during counseling activities.

For the creation of the Literacy Cards, the media was designed using Canva for Edu, which is user-friendly for designing media and animations. The cards measure 8 cm x 15 cm, are made of 150-gram paper, and are laminated to enhance durability and comfort during use.

Pre-Printing Card Design	Printed Card Design
	

Figure 1.
Bullying Literacy Cards: Before and After Printing

The cards are played in groups, where students are given a question or statement about the definition or occurrence of bullying. They then search for the card containing the term that matches the explanation. The group that attaches the most correct bullying literacy cards wins the game. Afterwards, the teacher provides detailed explanations of any terms that students did not fully understand. Students are expected to answer the questions as quickly as possible by finding the correct bullying card. Here are some example questions about bullying:

Table 5. Questions on cards

No	Statement	Answer
1.	*Another word for bullying*	Perundungan
2.	The person who commits bullying	Actor of *Bullying*
3.	Bullying using words, such as mocking, insulting, or criticizing	*Bullying* Verbal

No	Statement	Answer
4.	One impact of bullying, which causes fear	Trauma
5.	The attitude someone should have when witnessing bullying	Care
6.	The person being bullied.	Bullying victims
7.	One type of bullying, such as hitting, kicking, pushing	*Bullying* Fisik
8.	Decreased motivation and achievement, an impact of bullying on...	Academic effect
9.	Bullying using digital media, such as social media	*Cyber Bullying*
10.	Bruises, swelling, redness, an impact of bullying on...	Physical effect
11.	The institution protecting children in Indonesia	KPAI
12.	The person who witnesses a bullying incident	Saksi *Bullying*
13.	One type of bullying, such as excluding, avoiding friends, or differentiating between friends	*Social Bullying*
14.	Attitude to have when witnessing bullying	Report
15.	Mocking someone's physical appearance, such as fat, bald, short, dark	*Body Shaming*
16.	Attitude to avoid becoming a victim of bullying	Asertif
17.	Experiencing stress, depression, fear, an impact of bullying on...	Psikologis effect
18.	Giving someone a name or label intended to insult or demean	*Name Calling*

Before the Literacy Cards were implemented with students, both material validation and media validation were conducted to ensure that the media were suitable for use. The following is a graph showing the results of the media expert validation:

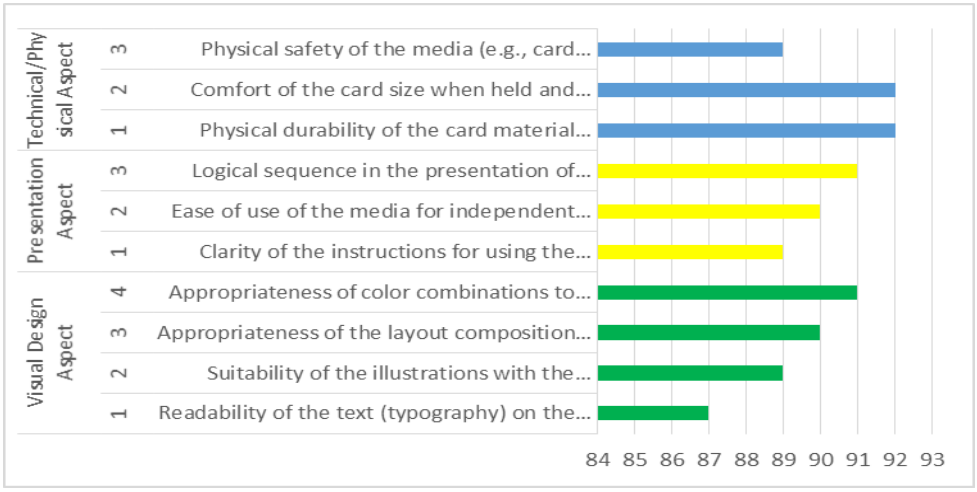


Figure 2. Media Expert Validation Results Graph

Based on Figure 2, it is known that the indicators for card material durability and card size comfort received the highest score, at 92. This indicates that the media has fulfilled the physical practicality aspect, as it is easy to carry and strong enough for repeated use in classroom learning activities.

Additionally, in the technical/physical aspect, indicators such as material durability, comfortable dimensions, and physical safety all showed high values, with physical safety being the most prominent. These results suggest that the card media is not only a strong conceptually but also meets the criteria for ease of use and safety.

These findings align with studies in the field of educational media design, which emphasize that the physical quality of media directly contributes to user comfort and supports the success of the learning process (Kim, H., & Lee, 2023). Recent research also shows that learning media based on tangible objects can increase user engagement because they provide a more concrete interactive experience compared to purely digital media (Garcia, R., M, 2024).

In the presentation aspect, the evaluation results showed scores ranging from 89 to 91 for ease of use and concept sequence. This validation confirms that the cards come with clear instructions, allowing teachers to use them easily without requiring complex guidance.

Indicators such as concept sequence, ease of use, and clarity of instructions also received high scores. A well-structured concept sequence demonstrates that the card media can deliver material in an organized manner, making it easier for students to understand.

This aligns with research in Instructional Design, which states that logically and systematically arranged information can enhance comprehension and memory retention during the learning process (Anderson, J., Lee, K., & Park, 2023)

Furthermore, the ease of use of the card media reinforces the application of user-centered design principles, where simple and intuitive media are more effective in encouraging student participation in counseling services (Brown, M., & Carter, 2025).

Furthermore, in the visual design aspect, indicators such as color combination, layout, illustrations, and typography also showed high scores, with color combination being the most dominant aspect. This indicates that the card media has a strong visual appeal. From the perspective of Cognitive Load Theory, optimal visual design can

reduce students' cognitive load, making it easier for them to process information (Sweller, J., 2024). Other studies also reveal that the use of color, contextual illustrations, and clear typography can enhance students' focus, motivation, and engagement during learning activities (Hernandez, D., & Zhou, 2023).

Material expert validation is needed to determine the extent to which the content of the cards aligns with the indicators and the intended learning objectives. The following are the results of the material validation:

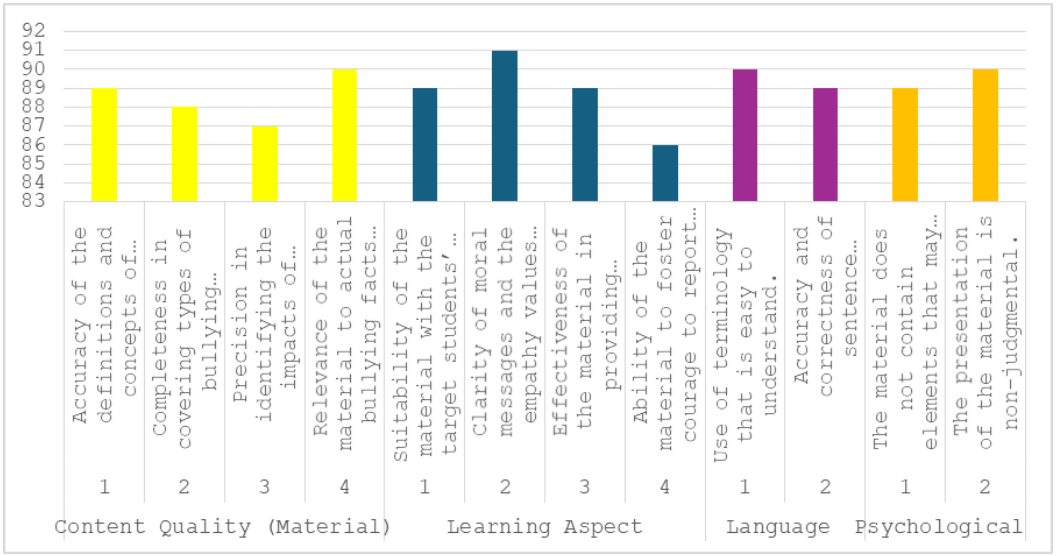


Figure 3. Content Expert Graph

Overall, the validation results indicate that the material in the media falls into the "Highly Feasible" category, with scores ranging from 86 to 91. In terms of content quality, scores between 87 and 90 show that the definitions presented are accurate, and the material developed aligns with the needs for bullying prevention. The highest score, 90, was for the material relevance indicator, indicating that the content is well-aligned with the intended objectives, while the bullying impact identification indicator scored 87, suggesting room for a more comprehensive discussion. In the learning aspect, clarity of moral messages and the cultivation of empathy received the highest scores, demonstrating the media's effectiveness for character development, whereas the material's ability to encourage self-motivation received the lowest score of 86, indicating the need for more persuasive language to stimulate students' internal drive. From a language perspective, the use of terminology and sentence structure was very

good, delivered in a communicative and easily understandable manner, minimizing potential misunderstandings. Finally, regarding psychological safety, the material is considered safe as it contains no negative elements that could cause trauma or harmful psychological effects when used in Guidance and Counseling (BK) services.

3. Development Stage

The development process begins by transforming design blueprints into concrete prototypes, available in both printed formats and digital platforms. In this phase, educational content is systematically organized to include bullying case scenarios, reflective questions to trigger empathy, and character-building messages relevant to the users. Each narrative is paired with representative visual illustrations to strengthen the message, ensuring the cards serve not only as reading material but also as communicative and interactive media.

The technical focus at this stage lies in the harmony between textual elements and visual aesthetics to guarantee user comfort. Key priorities include selecting legible typography, using an attractive yet professional color palette, and choosing durable materials for the physical cards. The integration of these design aspects aims to create an aesthetic and functional learning medium, thereby increasing the interest and engagement of the target audience in understanding bullying prevention materials (Williams, K., 2025).

This stage concludes with a comprehensive product refinement process based on feedback, recommendations, and critical findings identified during the validation phase. The primary focus of this step is to identify and rectify any technical or content deficiencies, such as simplifying diction that may be too complex for the target age group or modifying visual elements that are perceived as less communicative. This in-depth improvement is carried out to ensure that all information on the cards can be easily absorbed without creating ambiguity for the users. Through comprehensive revision synchronization, the Literacy Cards finally achieve high eligibility standards in terms of both material substance and technical media quality. Once all design elements and messages are aligned with professional standards, the product is declared ready for field implementation in real-world learning situations. This final phase serves as a vital foundation before conducting trials to measure the extent of the media's effectiveness in shifting behaviors and increasing awareness regarding bullying prevention.

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4. Implementation Stage

The Literacy Cards were used during classroom-based group counselling sessions. In these sessions, Group Guidance services employed techniques such as Group Discussion, Role-Playing, and Problem Solving using the Anti-Bullying Literacy Cards as the main media.



Figure 4.
Classroom Guidance and Counseling Activities

The image illustrates a learning activity using Literacy Cards, where students work in groups and compete to find the bullying terms contained on the cards. The cards are then attached to the classroom board under their group's column. The group that attaches the most cards the fastest is declared the winner.

Meanwhile, the group that attaches the fewest cards participates in a role-playing activity in front of the class, enacting scenarios and incidents commonly experienced by students. This activity is facilitated by the teacher, allowing the class to discuss appropriate responses and reflect on the impact of bullying.

5. Evaluation Stage

After the bullying card game activity was completed, students were allowed to provide feedback on their learning experience through a questionnaire. The following summarizes the student responses:

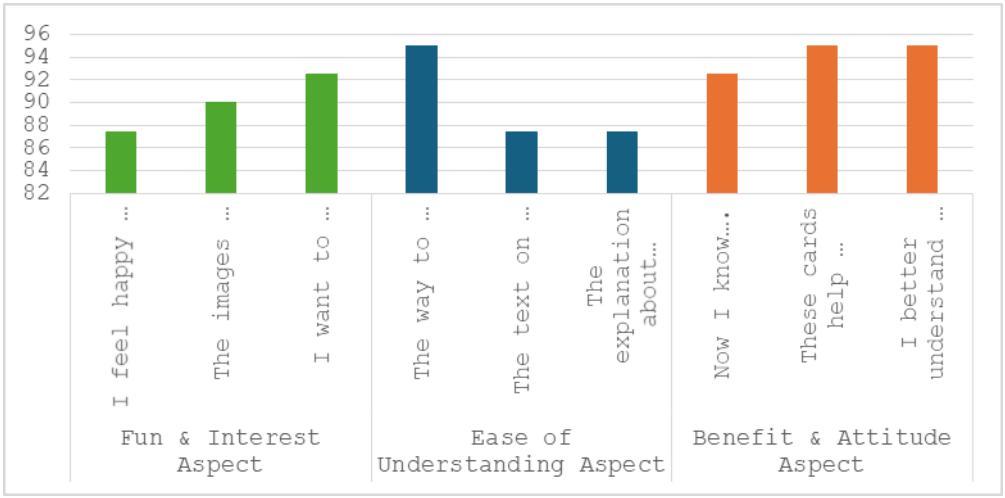


Figure 5. Student responses

Based on the graph, the use of Literacy Cards demonstrates a very high level of effectiveness across three main aspects. Students reported feeling happy, engaged, and interested in the visual design of the cards. The indicator measuring the desire to play again received the highest score, around 92.5, indicating that the media successfully fosters positive emotional engagement. This finding aligns with (Sari, D. P., & Syukur, 2020), who stated that attractive visual media can enhance students' intrinsic motivation. Visually well-designed learning media are also considered effective in reducing psychological barriers when presenting sensitive material, such as bullying.

In terms of understanding how to play, the indicator for ease of understanding the game rules scored the highest, showing that the instructions provided were very clear and effective. Although indicators for text readability and material explanation scored 87.5, these values still fall into the very good category, simplifying the complex concepts of bullying for students.

Additionally, the use of the card media contributes to students' psychomotor development. That card-based media support game-based learning, helping students grasp abstract concepts in a more concrete and easily understandable way (Ramadhani, A., & Fauziah, 2021).

In the benefits and attitude development aspect, the highest average score was obtained. The card media proved to be highly effective in helping students understand how to assist friends and in fostering a stance against bullying, achieving a score of 95. This indicates that the use of the cards not only enhances students' cognitive knowledge but also engages their affective and psychomotor domains. Interactive

guidance media are more effective in influencing students' attitudes and social behaviors compared to traditional lecture methods, as they provide opportunities for students to directly simulate actions and practice appropriate responses (Kurniawan, R., & Hartiani, 2019).

The responses from fellow teachers regarding the implementation of Literacy Cards in classroom-based guidance and counseling sessions are presented as follows:

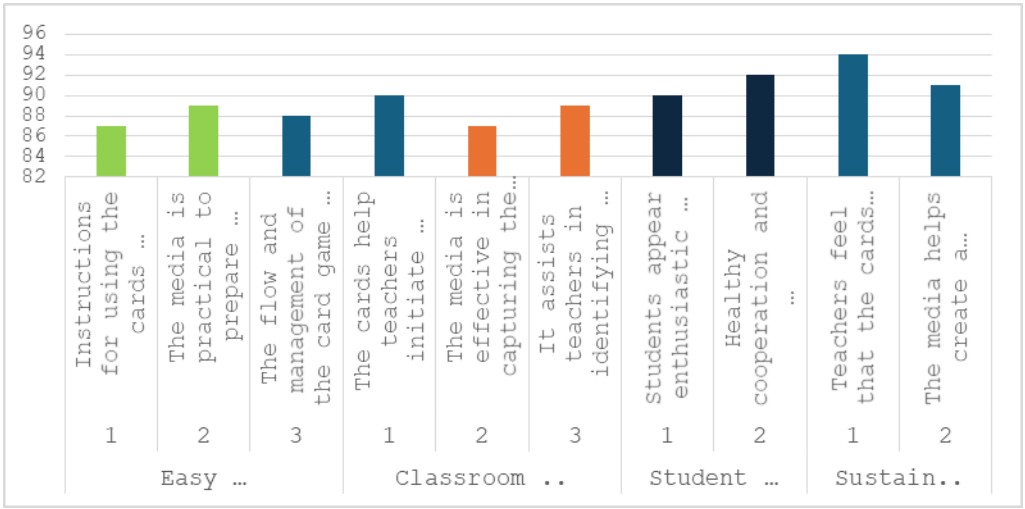


Figure 6. Teacher Response Graph

Based on the presented teacher response graph, the media received very high ratings, particularly in the aspects of student interaction and sustainability of use. These findings are consistent with reports that card-based media can reduce learning boredom and increase students' active participation by up to 85% during guidance sessions, while also helping them develop self-awareness (Farid, D., 2024).

The results are also in, which found that Literacy Cards are effective in improving students' understanding of the negative impacts of bullying. The visual elements in the cards make it easier for students, both victims and perpetrators, to grasp psychological consequences in a more concrete way (Duma'ari, 2025).

In addition, the use of this media contributes to meeting students' needs for information and career insight. This is supported by those who found that career card media can help students explore their interests and plan their future in an engaging manner (Ayriza, Y., 2018). In the context of group counseling, the use of cards, including through mindfulness techniques, has also been shown to enhance students'

positive self-perception. Furthermore, illustrated cards help students better recognize and manage their emotions.

D. Conclusion

The use of innovative media such as Literacy Cards in Guidance and Counseling (BK) services for junior high school students creates a safer and more participatory emotional learning environment. Literacy Cards containing scenarios, reflective questions, quotes, or short activities make it easier for students to express their experiences and feelings indirectly, thereby reducing feelings of embarrassment or fear in front of their peers.

When combined with small-group discussions or role-playing techniques, this media facilitates active engagement: students not only listen to theory but also experience and practice social-emotional skills such as empathy, emotional regulation, and conflict resolution.

This approach also provides BK teachers with authentic qualitative data, such as students' body language, word choices, and interaction patterns, which can be used for deeper reflection and more personalized follow-up compared to conventional lecture-based methods.

Furthermore, media innovation encourages sustainability and the transfer of learning into everyday school contexts. Literacy Cards designed contextually—using situations that are close to students' daily experiences—make discussions about bullying more relevant and applicable, rather than abstract.

Creative BK teachers can modify these cards for follow-up sessions, integrate self-assessment activities, or involve homeroom teachers and parents, making the intervention more holistic. In addition, the participatory process fosters a sense of student ownership over solutions: when students are involved in designing scenarios or prevention strategies, the likelihood of behavioural change and positive school culture development increases. Thus, media innovation is not merely a presentation tool, but catalyses transforming school culture into one that is more caring, responsive, and sustainable in addressing bullying.

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