Development of Posters as Media to Prevent Bullying Behavior at a Junior High School in Palangka Raya

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ABSTRACT

This research begins with the problem of bullying behavior at a junior high school in Palangka Raya, where teachers often get complaints from students who cry because they are bullied by their friends and teachers' requests to make posters that educate students about bullying behavior. This study aims to develop posters as media to prevent bullying behavior at a junior high school in Palangka Raya. The method used in this research is RnD (Research and Development), which has steps proposed by Borg and Gall. This study uses quantitative and qualitative data to process the results of expert lecturer reviews and descriptive statistics based on a Likert scale. Data collection techniques include interviews, observations, validation sheets, and questionnaires. The results of expert lecturer validation of the material received a score of 93% with an outstanding category, and the results of expert lecturer validation of the media received a score of 86% with an excellent category. The results of product trials on 16 students get an average percentage of 85% in the very good category.

Keywords: *Education, Bullying, Posters*

INTRODUCTION

Adolescence is a transitional phase towards adulthood characterized by rapid changes in physical growth, cognitive development, and psychosocial/behavioral and hormonal behaviors. During this period, there is often a peak of ethical and moral crisis because adolescents tend to experiment, seek identity, and face pressure from social environments such as peers, family, and media (Ayu & Kurniawati, 2019) One of the tangible manifestations of this crisis is bullying behavior that is increasingly prevalent in the educational environment.

Bullying is a serious problem in the educational environment as it negatively affects all aspects of learning. Bullying behavior not only disrupts students' emotional well-being but also affects their ability to learn well. Students who are victims of bullying will have a decreased motivation to learn. The more often students are victims of bullying, the lower their motivation to

learn will be, impacting their academic achievement and participation in learning (Candrawati, 2023). For the perpetrators of bullying, this is also a problem because there is a high risk of juvenile delinquency and criminality in the future (Murtiningsih et al., 2021).

According to Ramadhanti & Hidayat (2022), the main factor in the occurrence of bullying is due to the background of students, such as broken homes, noisy parents, environment, and friends in the surrounding environment. Another cause is the use of social media or television shows that show scenes of violence that are not good, which significantly affects the character and emotional state of students.

If this continues, it will impact students' physical and psychological health. Ningrum et al. (2023) says that the impact of bullying behavior is that the victim feels less confident as an adult and will continue to remember the bullying treatment he receives and harbor hurt and resentment towards the bully. This also applies to the perpetrators of bullying, which will harm, creating a stubborn and overconfident character, and feeling powerful so that in the future, the perpetrator no longer empathizes with others and becomes emotional when what he wants is not achieved (Ningrum et al., 2023). However, Hidayati (2012) revealed that children who experience bullying behavior might experience normal things because they can overcome it. In the concept of *resilience,* someone can recover and grow stronger based on the treatment they receive. Nevertheless, someone who appears to be resilient seems to be okay with bullying and could have inner discomfort or inner disturbance in themselves.

The results of research conducted by Tumon (2014) in the East Surabaya area at Junior High School A, AB, and AC show that almost 50% of students have committed acts of bullying and frequent acts of verbal bullying. The results of research conducted by the Program for International Students Assessment (*PISA*, 2018) said that Indonesia ranked fifth out of 78 countries with 41.1% of bullying cases (Dwi Hadya Jayani, 2019). Research by Ballerina & Immanuel (2019) shows how forms of bullying in schools are not only limited to verbal but also include physical and social bullying. They found that 35% of students in several schools in Yogyakarta experienced at least one type of bullying, with the main reasons being differences in social status and students' inability to build good relationships with peers.

In addition, Adityatama (2022) in Sragen, Central Java, identified that social media use increases the risk of bullying, particularly in the form of cyberbullying, which often has a more significant impact on student's mental health than verbal and physical bullying. This study also highlighted that students' and teachers' lack of understanding about bullying is one of the factors that cause bullying behavior to continue to occur in the school environment. Alawiyah et al. (2025)

recommended the development of educational media, such as short videos and posters, as an effective first step in prevention. This research supports these recommendations, focusing on developing poster media to prevent bullying behavior.

The researchers' findings at a junior high school in Palangka Raya also strengthen previous research results where researchers get a report from a teacher that the teacher gets complaints from students who cry because their friends bully them. Researchers interviewed the counselling teacher to determine whether bullying occurs in the school. It was found that the background of bullying behavior was due to economic differences and the tradition of habits from previous schools or the seniority of children in power. The types of bullying cases that occur are mocking, insinuating, making fun of parents' names, and physical treatment such as pushing.

Based on observations made by researchers at school, no posters educate students about bullying behavior. The lack of education about bullying behavior that they do not know about, such as insulting, mocking, insinuating, and making fun of parents' names, as well as physical treatment, such as pushing, kicking and other bullying examples, will hurt its victims. This research is important because it contributes directly to creating an educational environment that is safe, comfortable, and free from bullying. By focusing on the development of poster media as an educational tool, this research offers an innovative solution to increase student's awareness of the severe impact of bullying. The developed posters are not only an informative tool but also able to attract attention through unique visual design, making them more effective in conveying prevention messages.

This study aims to develop posters as media to prevent bullying behavior in students. Using posters as media can attract students' attention because it contains educational writing and unique images. Making posters with the theme of bullying in schools helps create a learning environment that is comfortable, safe, and free from bullying behavior because posters are helpful as a medium for conveying information, suggestions and ideas that are poured into posters to stimulate the desire to see and carry out these orders without seeming patronizing. Posters are an effective educational resource and can raise students', teachers', and school staff's awareness of the seriousness of the bullying problem. This is evidenced by the results of research by Setiawan et al. (2024), which claim that bullying prevention posters succeeded in increasing students' understanding of the types of bullying and their impact on mental health, where the study showed the results of an increase in student understanding from 30% in cycle I to 65% in cycle II.

This research also uses a local research-based approach at a junior high school in Palangka Raya as the research location. The selection of this school provides a highly relevant local context,

given the challenges of bullying faced by students in the neighborhood, which are influenced by factors such as economic differences and seniority. By exploring this specific background, the proposed solution, namely the use of educational posters, is tailored to the needs and characteristics of the local environment so that it is more effectively implemented in the school. It can become a model for other schools with similar problems.

MATERIALS AND METHOD

The type of use in this research is Development, often called R&D (Research And Development). Sugiyono (as cited in Haryati, 2012) states that the development method is research used to produce a particular product and test its effectiveness (Haryati, 2012). According to Sumarni (2019), R&D research is a process used in developing a product and validating educational products. This research aims to develop a product as a poster as a means of audio-visualizing media to overcome bullying and test the product's effectiveness. This research is located at a junior high school in Palangka Raya, in October 2023.

This research uses the steps proposed by Borg and Gall, namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, and 6) Product trial. The research stage begins with an analysis of the needs of the school and the problems and characteristics of students related to understanding bullying behavior in which schools often occur bullying behavior, and there are often reports of students crying because they are bullied. After analyzing the needs, the initial concept of the poster was designed based on the results of interviews with counselling teachers and observations in the field. The poster was designed to focus on visual, educational, and message relevance aspects.

Furthermore, prototyping will be done using the Canva application until expert validation is achieved to ensure material and visual quality, revision will be based on validator input, and student testing will be done to assess the effectiveness of the poster. However, this study was limited to the feasibility test phase due to limited time and resources. Full implementation and long-term evaluation phases were not conducted, but the validation and pilot test results showed the potential effectiveness of the product in preventing bullying behavior.

Data collection techniques using:

1. Structured interviews by asking the same questions and researchers recorded them
2. Observation to find out how to prevent bullying behavior in the school.
3. Validation Sheet

To assess the feasibility of the media, expert lecturers carry out validation to assess the quality of design and material; expert lecturer validators were Mr. AHMAD SAEFULLOH, S.Pd.I., M.Pd, and Dr. ELI KARLIANI, M.Pd and Mrs. TRIYANI, S.Pd., M.Pd. To assess the quality of poster design, expert lecturers assessed the font type and size selection, theme color suitability, word selection, image composition, color and layout of objects in the image, and use of images. Expert lecturers measured the quality of the material by assessing the accuracy of topic selection, message delivery on posters/communication, whether the material is easy to understand, the use of sentences on posters is easy to understand, and whether posters can educate students.

4. Questionnaire

In this study, the questionnaire was used to assess the product made. At the same time, the assessment subject was class VII students of a junior high school in Palangka Raya, which amounted to 16 students.

The data analysis technique uses descriptive qualitative to process the results of data that has been collected based on the results of material review and poster design from expert lecturers and descriptive statistics based on the Likert scale to process the results of data that has been obtained through validation sheets and questionnaires in the form of descriptive percentages.

The formula used in this calculation is the percentage formula, which is as follows:

$$Percentage = \frac{f}{N} \text{ x } 100\%$$

Description:

P = Percentage number (percentage of validity)

F = Frequency being achieved percentage/score of validity answers

N = Number of cases (number of frequencies / total number of ideal scores)

Table 1. Validation sheet presentation criteria

Percentage Range (%)	Qualitative Criteria
86 – 100	Very feasible
71 – 85	Worth
41 – 55	Less Feasible
< 41	Not Feasible

RESULTS & DISCUSSION

Stages of Poster development as a means of preventing bullying behaviour

Potential and Problems

Researchers conducted research at a predetermined location and looked for a problem in the environment. The initial research step began with identifying potential problems at a junior high school in Palangka Raya. Researchers found that bullying behavior is a serious problem in this school, marked by the number of reports from students to teachers related to bullying actions. The counselling teacher revealed that economic differences, seniority traditions, and bad habits from the environment drove the behavior. Based on observations in the school environment, no educational media, such as posters, is used to increase students' understanding of the negative impact of bullying. This confirms the need for solutions in the form of educational media to prevent such behavior.

Data Collection

The next stage is data collection to support product design. Data was collected through interviews with counselling teachers and students, observations of the school environment, and literature studies. The results of interviews and observations provide detailed information about how bullying occurs, such as verbal, physical, and social bullying. Literature studies were used to find references regarding adequate and relevant poster designs.

Product Design

Based on the results of the analysis, the poster's initial concept was designed by prioritizing visual and educational aspects. The poster was created using the Canva application by highlighting design elements such as color selection, layout, and images that attract students' attention. Educational messages are arranged simply to be easily understood by junior high school students. This poster is expected to be an effective tool to raise students' awareness about the impact of bullying and how to prevent it.

Design Validation

After the poster was designed, it was validated by three expert lecturers to evaluate the quality of the design and materials. The validators assessed the visual aspects, such as font selection, color, and layout, as well as the quality of the material, including message clarity and educational relevance. Based on the validation results, the poster scored 93% for the material aspect and 86% for the media aspect, falling into the "Very Good" category.

Design Revision

Based on feedback from the validators, the poster underwent revisions to improve its effectiveness. Changes include improving the layout, using more contrasting colors, and simplifying the language to make it easier for students to understand.

Product Trial

After revision, the poster was tested on 16 students to measure its effectiveness. The data collection technique used a questionnaire, and the results showed that the average student gave an 85% rating in the "Very Good" category. Students stated that the poster was engaging, informative, and easy to understand so that it could increase their awareness of the dangers of bullying.

Product Design Description

This study aims to develop a product in the form of a bullying-themed poster.

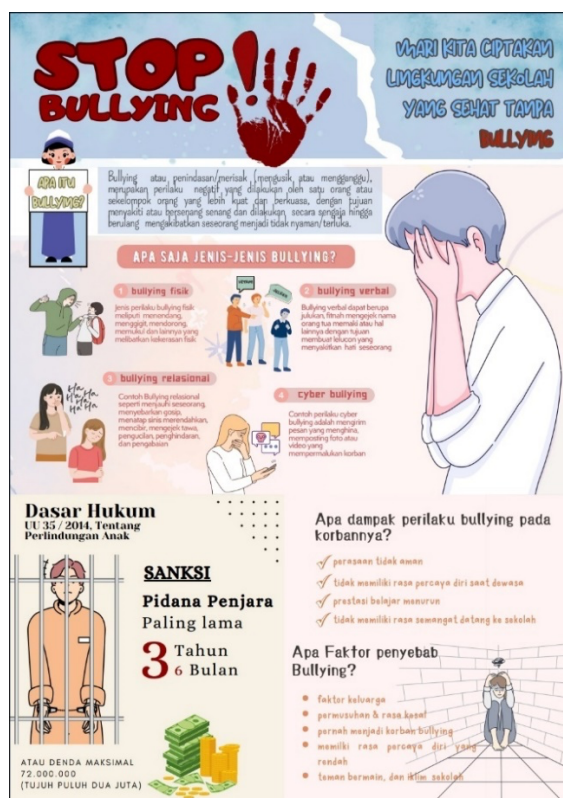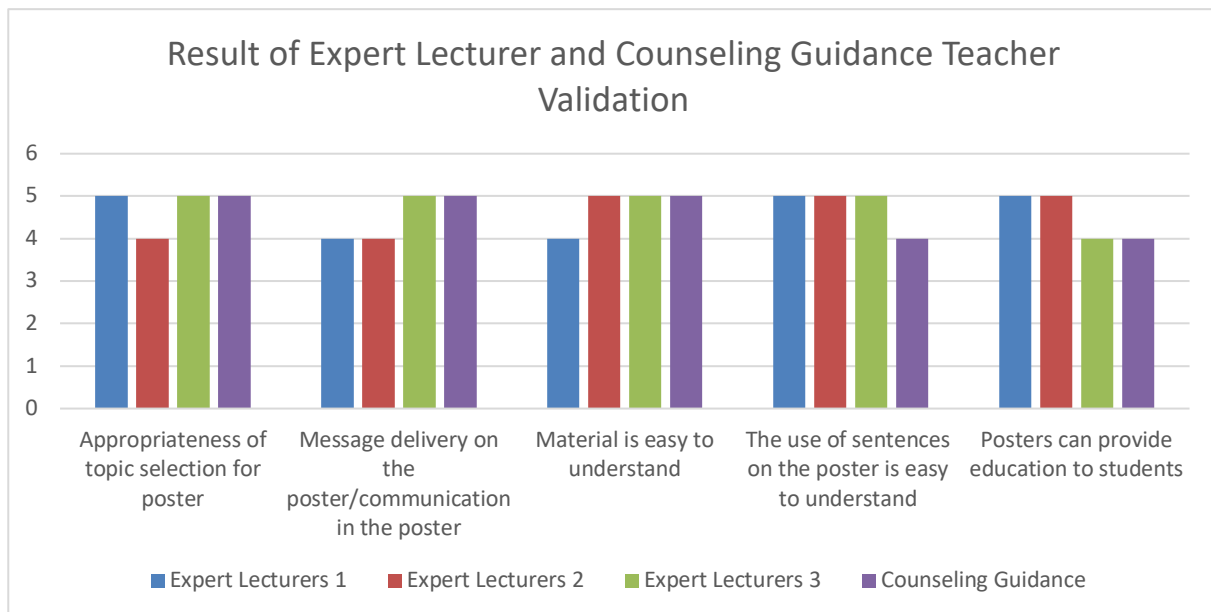**Figure 1.** *First Poster Design Before Revision*

Figure 2. *Second Poster Design After Revision*

This development research was conducted at a junior high school in Palangka Raya because of rampant bullying behavior. Besides that, based on the results of observations made at school, no poster media educates students about bullying behavior. Making posters using the Canva application with the content of the material described in the poster in the form of understanding bullying, types of bullying, factors that cause bullying, the impact of bullying behavior, and punishment (Punishment for bullying perpetrators). The poster design uses four dominant colors and four different fonts. The poster is equipped with pictures that are relevant to the theme contained in the poster. The initial design of the bullying-themed poster development product before revision and after revision

Results of Expert Lecturer and Counselling Guidance Teacher Assessment of Material Feasibility

Diagram 1. Validation Result Of Expert Lecturer And Conseling Guidance

Based on the design expert assessment graph above, the researcher tabulated the data obtained using a predetermined formula and obtained a result of **93%**.

The results of the tabulation above show that the percentage of material feasibility is in the "outstanding" category.
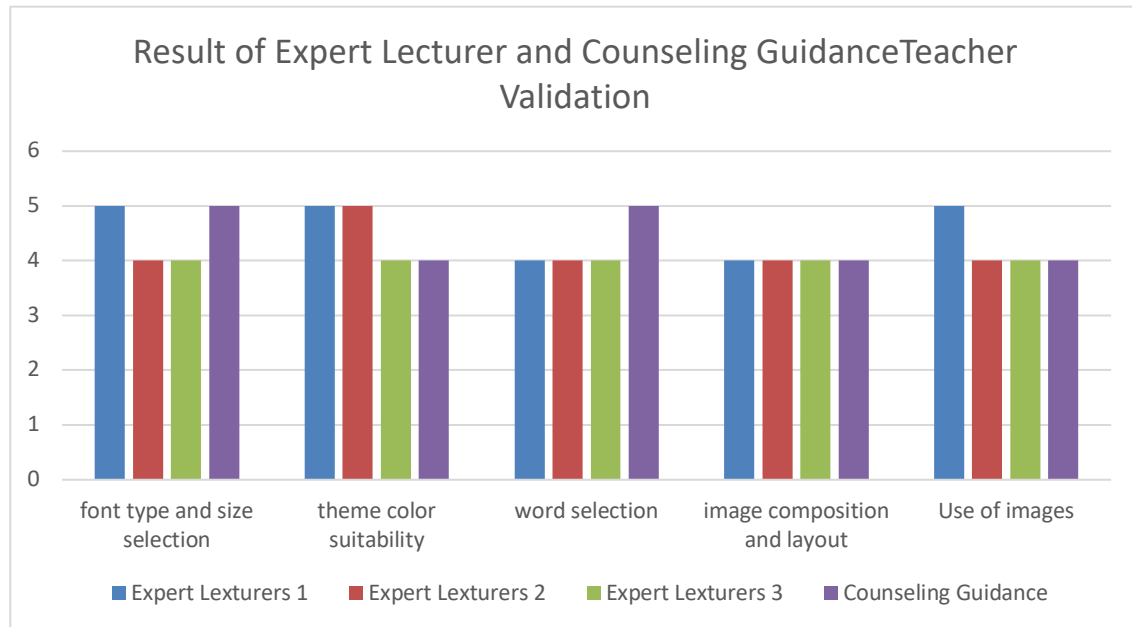
The results of the expert lecturer's assessment of the poster material received a score of 93% and were categorized as "very good". The results of the revision and input from expert lecturers on poster material to reduce sentences and simplify, no need to use definitions and go directly to examples accompanied by pictures. In the revised poster, the sentence reduction on "How to prevent bullying behavior?" should be changed to punishment. The counselling guidance teacher's feedback on the poster is good and does not need improvement. The results of the research support the results of the expert lecturer's assessment carried out (Ayuni et al., 2020). The assessment of poster media is feasible if the results of expert lecturer validation of the material reach an average value of 87.5% feasibility to enter the excellent category. In line with research conducted by Fauziah et al. (2022), to qualify for the "very good" category, the poster assessment must get a percentage score of 83%.

Furthermore, to get the "very good" category, the material expert's assessment of the poster must get a percentage value of 93% (Hidayah et al., 2020). Furthermore, to get the "very good" category, the material expert's assessment of the poster must get a percentage value of 93%

(Az'Zahra et al., 2021) The result of the material expert assessment is 91.66% and can be said to be "very good" until the following process is tested.

Results of Expert Lecturer and Counseling Guidance Teacher Assessment of Design Feasibility

Diagram 2. Validation Results Of Expert Lecturers and Counseling Guidance Teachers

Based on the design expert assessment graph above, the researcher tabulated the data obtained using a predetermined formula and obtained a result of **86%.**

As a result of the tabulation above, the percentage of material feasibility falls into the "very good" category.

The assessment results of expert lecturers and counselling guidance teachers on the feasibility of poster design received a score of 86% and fell into the "very good" category. The poster designs need to be improved with the input of expert lecturers so that the colors and fonts are not too monotonous. Furthermore, the images on posters are improved in terms of visuals rather than words to attract readers' attention. The assessment results of the counselling guidance teacher said it was good, and there was no need to improve the poster. To enter the "very good" category, according to Ayuni et al. (2020), the results of expert lecturer validation of the design must reach 87.5% so that the poster can be used. Supported by the results of research conducted by Fauziah et al. (2022), to get the "very good" category, the poster must get a percentage value of 88%.

The expert lecturer's assessment process of the design to attract readers' interest, the poster must get a score qualification of 93% and can be said to be "very good" (Hidayah et al., 2020). In

line with research conducted by Az'Zahra et al. (2021), the expert lecturer's design assessment received a score qualification of 97%. It can be said to be "very good" for further testing.

Product Trial

Product testing was carried out on a small unit scale, involving 16 students of class IX, and questionnaires were immediately distributed to students and product designs previously validated by expert lecturers.

Number.	Student Name	Total	%	%AVERAGE
		S		
1.	DA	44	88%	
2.	DWP	37	74%	
3.	AFR	44	88%	
4.	D	43	86%	
5.	MR	38	76%	
6.	SH	41	82%	
7.	MH	41	82%	
8.	AN	45	90%	
9.	VHN	38	76%	85%
10.	M	40	80%	
11.	DS	46	92%	
12.	ICP	42	84%	
13.	FMM	42	84%	
14.	LA	48	96%	
15.	AFD	47	94%	
16.	ZR	44	88%	

Based on the acquisition of each student's score, consisting of 10 questions in assessing the feasibility of the poster. It is known that the average percentage value of poster feasibility obtained a value of 85% in the "very good" category. Thus, when viewed through the acquisition of an average percentage quantification of 85%, the results of the poster trial as a means of preventing bullying behavior are excellent to be applied.

The results of poster development as a medium for preventing bullying behavior at a junior high school in Palangka Raya showed significant effectiveness based on expert validation and student trials. Expert validation of the material aspect scored 93%, while design validation scored 86%, both of which were in the "very good" category. The posters received an average percentage of 85% in student trials, indicating that students found them interesting, informative and easy to understand. This confirms that poster media can be an effective educational tool to increase student's awareness of the dangers of bullying.

According to Kress & Van Leeuwen (2020), media such as posters rely heavily on attractive visual design and easily digestible messages to convey information effectively. The developed poster utilizes color elements, fonts, layouts, and images that match the characteristics of junior high school students. This approach aligns with Mayer's opinion in the cognitive theory of multimedia, which emphasizes that combining text and images can improve understanding and retention of messages, especially in adolescents (Mayer, 2005).

The use of visual media is also in line with constructivist learning theory, which states that students learn better when actively engaged with relevant and contextual (Suryana et al., 2022). The posters as media were designed based on local data and interviews with teachers and students so that the material's content was relevant to their needs. Including visual elements that match students' daily experiences helps them relate the information on the poster to real situations, increasing the likelihood of behavior change.

In addition, the expert validation that showed high scores on the quality of materials and design supports Borg and Gall's opinion that products developed through the R&D approach must undergo a validation and revision process to ensure their effectiveness. Input from expert lecturers and counselling teachers to simplify the message and provide concrete examples made this poster more suitable for the cognitive abilities of junior high school students.

Thus, the results of this study not only support the effectiveness of posters as educational media but also confirm their relevance in preventing bullying behavior. Through an approach based on local data and educational theory, this product successfully offers solutions that can be applied in other schools with similar problems.

CONCLUSION

Based on the results of the research and development of posters as media, it can be concluded that the development carried out through a series of structured stages provides significant results in achieving the desired goals. The research process began with an in-depth needs analysis, followed by product design and development, product validation involving expert lecturers and teachers, and a trial of 16 students to ensure the effectiveness of the resulting product. Each stage contributed to the refinement and improvement of the quality of the final product. The results of this study show that the developed product is effective in its intended context, providing optimal benefits.

Making a bullying-themed poster increases students' awareness about the dangers of bullying behavior, creating a safe school environment. In addition, this poster is an attractive educational media, increases student participation in bullying prevention, becomes a tool for school

campaigns, and assists teachers and staff in discussing bullying issues with students. This poster also supports anti-bullying policies in schools. The researcher hopes that future research can further develop innovative bullying poster products, such as e-posters that use QR codes, to lead directly to related websites or videos with more information about bullying, including prevention tips, inspirational stories, or help contacts. This could create a more significant and more diverse impact in preventing bullying.

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