

Development of Guidance and Counseling Videos to Reduce Cyber Bullying among Vocational Students

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Abstract—This study aims to examine the development of guidance and counseling videos to reduce the cyberbullying behavior among vocational students in Makassar. Research and Development (R&D) approach was employed in this study. The subjects of the research consisted of a number of expert validators, such as psychologists, counseling experts, as well as field practitioners, and the vocational students in Makassar of the 2018/2019 school year. The data collection was carried out using rating scale instrument and observation, while the data analysis was done using qualitative and quantitative approaches, as well as t-test. The results of the analysis show that (1) the need for the development of the guidance and counseling videos to reduce the cyberbullying behavior among vocational school students in Makassar is very high and (2) the development of guidance and counseling videos is valid and practical to be used as guidance material to reduce cyberbullying among vocational students.

Keywords—*Guidance and Counseling Videos, Cyber Bullying Behavior*

I. INTRODUCTION

Cases of violence increase each day at an alarming rate, especially in Indonesia. Both bullying and cyberbullying are examples of violent behaviors. Bullying is a phenomenon that has become a big concern in the world because the number of students who get involved in bullying as both the perpetrators and the victims is on the rise. The same phenomenon occurs in Indonesia. Data from UNICEF in 2016 showed that 41% and 50% of Indonesian teenagers at the age of 13 and 15 had experienced cyberbullying [1]. The Internet is thought to play a big role in this case. The accessibility, convenience, popularity of the Internet can pose both positive and negative impacts for teenagers. Many recent studies discuss the dramatic impacts of cyberbullying. The study by [2] showed that technology had changed the lives of many teenagers, including how they bully one another. Nowadays teenagers bully or intimidate others online, which is called cyberbullying. They commonly use emails, instant messaging, websites, and chat rooms to do cyberbullying. To cope with cyberbullying, educators are encouraged to be more aware of the signs of cyberbullying and to start to take actions to prevent cyberbullying in schools.

Teenage students commonly use technology or social media, especially Facebook, to cyber bully the weak. Before

they cyberbully, a person commonly bullies others physically by performing aggressive behaviors to another person or a group of people with intent to hurt them. Bullying can be physical, such as slapping and injuring, and verbal, such as insulting, mocking, cursing, and threatening. However, cyberbullying is considered similar to verbal bullying [3]. The victims of cyberbullying potentially suffer from mental and emotional problems, such as depression, anxiety, being suicidal, dropout, alienation, and learning difficulty [4]. These findings are in line with what [5] found that bullying can give a strong sense of inferiority to the victims. If this lasts for a long period of time, it is feared that the victims will suffer from post-traumatic disorder (PTSD) characterized by excessive anxiety that the victims feel when encountering an event that reminds them of their trauma.

The preventive actions of bullying and cyberbullying towards children at schools, at homes, public places, and the digital world shall become a top priority and must be addressed immediately by the government. This is stated in the 2015-2019 National Medium Term Development Plan (RPJMN), in which the declining prevalence of violence against children is one of the main indicators of the development of quality human resources. In addition, in January 2016, Coordinating Minister for Human Development and Cultural Affairs has launched the 2016-2020 National Strategy for the Elimination of Violence against Children. One of the tools presumed to be able to overcome cyberbullying is videos. Based on the survey by [6], it is found that school counselors believe that videos can help reduce bullying behavior which is increasingly prevalent in schools. Videos can help school counselors explain things they are unable to do through only words. Moreover, abstract things can be made concrete with the presence of videos. Videos are media that can give positive impacts if used wisely. Since most students are more likely to be fond of visual media, videos can improve students' interests in joining or participating in any activities. The videos in question give a description to the students about the negative impacts of bullying on both the perpetrators and the victims.

Videos are appropriate for students because they can show the objects and incidents with a high level of accuracy and realism. Besides, videos are also able to broaden students' horizons by displaying new information, additional knowledge, and learning experiences that are difficult for the

students to obtain directly. Additionally, this type of media can stimulate students' interest in learning through fascinating pictures and information [7]. Based on the study by [8] about the influence of group discussion services using audiovisual media on students' bullying behavior, it is found that the students' bullying behavior declined due to the utilization of the audiovisual media.

II. RESEARCH METHODS

This study employed to research and development (R&D) method using the development model by [9]. This model was chosen because it has clear implementation steps. Additionally, it consists of more detailed and systematic development cycles, which consist of developing the product, field testing it, revising it, field retesting it, re-revising it until the product is found in accordance with the objectives of the development. The following are the 10 steps in research and development (R&D) cycles: (1) research and information collection, (2) planning, (3) preliminary form of product development, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. As for the current study, only the necessary steps were carried out.

In collecting information from a wide range of sources, methods and instruments used to collect the data were Focus Group Discussion (FGD), interviews, and questionnaires. The type of validity emphasized in the current study was the content validity, which refers to the validity that shows the extent to which a measure represents all contents of a given construct. Meanwhile, reliability is defined as the extent to which measurement results can be trusted. In essence, reliability shows the extent to which a measurement can provide results that will not change if a re-measurement is carried out on the same subject. The validity and reliability tests used SPSS version 20.0. Data analysis was conducted using qualitative and quantitative descriptive approach. Furthermore, the analysis was continued using the continuous reflective analysis (revision process) during the video development process.

III. FINDINGS AND DISCUSSION

This study is about the development of the guidance and counseling videos to reduce cyberbullying among vocational students in Makassar. This section describes three components of activities: (1) the component of pre-development of the guidance and counseling videos to reduce cyberbullying, (2) the valid and acceptable prototypes of guidance and counseling videos to reduce cyberbullying, and (3) the acceptance of guidance and counseling videos to reduce cyberbullying. In the process of implementing the three components of activities, the Borg and Gall approach was used and modified. The following is the description of all the components.

A. *Description of Cyber Bullying among Vocational Students in Makassar (Need Assesment)*

Based on the interview with two school counselors, it is discovered that cyberbullying can be defined as intimidation perpetrators commit to harass their victims by means of technological devices. The perpetrators want to see their victims get hurt. They have many ways to attack their

victims, such as by sending intimidating messages and posting offensive pictures for others to see. In line with what some teachers saw, some students avoided their friends and found it difficult to interact with other students as a result of bullying they had experienced through the Internet, phone texts, emails, or cell phone, which is commonly known as cyberbullying.

The results of the need assessment conducted in vocational schools in Makassar show that it is crucial to design ways or techniques to reduce cyberbullying among students in schools. The results are: (1) the need for methods can provide information on cyberbullying prevention is as much as 70%, (2) the need for conducive environment to motivate students is 60%, (3) the need for videos about guidance and counseling focused on cyberbullying is 80%, (4) the need for videos that are easy to understand and practice is 80%, and (5) the need for interesting guidance and counseling videos to reduce cyberbullying is 80%. Based on these results, it can be concluded that the videos focused on cyberbullying among vocational students in Makassar are highly needed.

As for the literature review, the researcher collected the materials regarding the development of guidance and counseling videos in the hope of decreasing cyberbullying rate among students. Based on various literature obtained, a conclusion that can be drawn is that the development of guidance and counseling videos among vocational students in Makassar, (Developed for the Department for Children, 2007), Referring to the results of the assessment of the vocational students' and school counselors' needs, it can be said that the programs to develop the guidance and counseling videos in order to reduce cyberbullying among students shall be crucially implemented. Therefore, it is very necessary to design and develop guidance and counseling videos to reduce cyberbullying among students. It is expected that the presence of the videos can effectively function as the school counselors' reference to reducing cyberbullying among students.

B. *Description of the Development Components of Validity and Acceptability Tests (Utility, Feasibility, Accuracy) on the Guidance and Counseling Videos to Reduce Cyber Bullying among the Vocational Students in Makassar*

1) *Initial Video Development*

The development of the videos includes the steps to arrange the materials and to determine the target of the guidance and counseling videos to reduce cyberbullying and the project implementation schedule. The researcher had performed the need analysis by conducting the interview with the students and the school counselors in the selected vocational schools in Makassar. The data of the students' needs for things related to cyberbullying were discovered. The following explains that the students needed to: 1) Understand the signs of cyberbullying experienced by the students, 2) Understand the impacts of cyberbullying to the students, and 3) Know how to prevent cyberbullying in daily life

2) *Expert Validation Results*

The purpose of expert validation is to obtain guidance and counseling videos that have utility, feasibility, and accuracy to ensure that the guidance and counseling videos are able to effectively reduce cyberbullying among students.

The expert validation of the videos was conducted through expert judgment. The experts were competent in education, and some were practitioners. At this stage, the researcher proposed a guidance and counseling video with the intent to reduce cyberbullying among students. This stage was divided into two steps: (1) the interview with four experts to determine the validation of the guidance and counseling videos and (2) the acceptability test that consisted of the utility, feasibility, and accuracy tests towards the development of the guidance and counseling videos to decrease cyberbullying among students. The steps are explained below.

The data obtained from the acceptability test (utility, feasibility, accuracy, and video content) towards the guidance and counseling video to reduce cyberbullying among students were specified one by one, namely the feasibility test of the experts and the practitioners. Afterward, the percentages of the utility were obtained. The assessment sheets of the media and the operationalization of the activities consist of two parts: “the scoring components” for the guidelines and the video, containing items to assess and “the rating scale” for the guidelines and the video, containing a column of a range of numbers (1, 2, 3, and 4) that show the level of utility, feasibility, and accuracy of the guidelines and the video. The following are the criteria used to assess:

a) Utility

TABLE I. THE RESULTS OF UTILITY TEST ON THE VIDEO BY EXPERTS 1, 2, 3, AND 4

Statement	Utility Level				Total	%
	Expert 1	Expert 2	Expert 3	Expert 4		
1	4	3	4	4	16	100
2	3	3	4	3	13	81.25
3	3	4	3	3	13	81.25
4	3	3	3	3	12	75
5	3	3	4	4	15	93.75
6	3	4	3	3	13	81.25
Total	21	20	21	20		
%	87.5	83.33	87.5	83.33		86.17

Source: Questionnaires of Utility Test

Table 1 above illustrates the utility test consisting of six statements of acceptability to discover the utility of the guidance and counseling video in order to reduce cyberbullying assessed by four experts. Every statement was assessed using rating scale 1 to 4 by the four experts on the questionnaires of the utility test of the media. Based on the table, the results of the utility test are that expert 1 gave total score 21 (87.5%), expert 2 gave total score 20 (83.33%), expert 3 gave total score 21 (87.5%), and expert 4 gave total score 20 (83.33%). Furthermore, the score for each statement can also be known. The first statement is 10%, followed by the fifth statement with 93.75%, the second, third, and sixth statements 81.25%, and lastly the fourth statement 75%. Therefore, it can be concluded that the guidance and counseling video designed by the researcher to decrease cyberbullying is found to be useful for the school counselors and the students in vocational schools in Makassar.

b) Feasibility Test

TABLE II. THE RESULTS OF THE FEASIBILITY TEST ON THE VIDEO BY EXPERTS 1, 2, 3, AND 4

Statement	Feasibility Level				Total	%
	Expert 1	Expert 2	Expert 3	Expert 4		
1	3	4	4	3	14	87.5
2	4	4	4	4	16	100
3	3	3	3	3	12	75
4	3	3	3	3	13	81.25
5	3	4	3	3	14	87.5
Total	19	18	17	16	68	
%	95	90	85	80		85

Source: Questionnaires of Feasibility Test

Table 2 shows the results of the feasibility test consisting of five statements of acceptability to find out the feasibility of the guidance and counseling video to reduce cyberbullying, which was assessed by four experts. Every statement was given a score with the rating scale 1 to 4. Expert 1 gave total score 19 (95%), expert 2 gave total score 18 (90%), expert 3 gave total score 17 (85%), and expert 4 gave total score 16 (80%). Furthermore, the total score for each statement can also be known. The first and fifth statements obtain 87%, the second statement 97%, the third statement 75%, and the fourth statement 81%. Based on the explanation above, it can be concluded that the guidance and counseling video designed by the researcher to reduce cyberbullying is considered feasible for the school counselors and the students.

c) Accuracy Test

TABLE III. THE RESULTS OF THE ACCURACY TEST ON THE BY EXPERTS 1, 2, 3, AND 4

Statement	Accuracy Level				Total	%
	Expert 1	Expert 2	Expert 3	Expert 4		
1	3	3	4	4	14	87.5
2	3	3	3	4	13	81.25
3	3	3	3	3	13	81.25
4	3	3	4	4	14	87.5
5	3	3	3	4	13	81.25
6	3	3	4	3	14	87.5
7	3	3	4	4	14	87.5
8	3	3	3	4	13	81.25
Total	26	24	28	30	108	
%	81.25	75	87.5	93.75		84.37

Source: Questionnaires of Feasibility Test

It can be seen from Table 3 above that the accuracy test consists of eight statements of acceptability to discover the accuracy of the guidance and counseling video to reduce cyberbullying, which was assessed by four experts. The score for every statement was ranged between 1 and 4 given by four experts through the questionnaires of accuracy test. Expert 1 gave total score 26 (81.25%), expert 2 gave 24 (75%), expert 3 gave 28 (87.5%), and expert 4 gave 30 (93.75%). Total score for each statement can also be known. The first, fourth, sixth, and seventh statements all receive total score 14 (87.5%), the second, third, fifth, and eighth statements all receive total score 13 (81.25%). The average percentage of the accuracy of the video is 84.37%.

The explanation above leads to the conclusion that the guidance and counseling video designed by the researcher to reduce cyberbullying is found to be accurate for the school

counselors and the students. Based on the need assessment and FGD, the guidance and counseling video is found to be highly needed by the schools as a medium to help aid the school counselors in their attempt to perform effective guidance and counseling in order to reduce cyberbullying. The presence of the video can function as a source of information for all students to understand more about themselves. The literature review and the need assessment were conducted to find out the position of the media implementation. At the development of the video planning stage, the researcher carried out an observation, interviews, and FGD to the school counselors about the problems or issues their students frequently faced, especially problems related to study. The results of the interviews with the school counselors show that the students' most common problems were related to the assignment deadlines, the determination to complete assignments optimally, and other problems caused by cyberbullying.

The developed guidance and counseling video contains three sections in which each section is filled with the material delivery in the hope of reducing cyberbullying and alternated with ice-breaking games. Every section of the activities in the guidance and counseling video is properly directed. Additionally, the researcher found that the guidance and counseling offered by the researcher are considered to be able to reduce cyberbullying among students. This can be seen from the results of the questionnaires through small group trials by involving six students. Most students experienced an improvement at a good rate. They could answer all the questions in the worksheets and all the questions asked by the researcher in every meeting and when students joined the activity.

In general, the results of the validation performed by the four experts consisting of the guidance and counseling experts and practitioners, indicate that the expert validators appreciate the development of the guidance and counseling video that was designed and is soon to be implemented to reduce cyberbullying. However, some suggestions were offered to improve the development of the video. The results of the interviews with the four experts, of the questionnaires of acceptability filled in by the experts and practitioners, were used as references to revise the guidance and counseling video designed to reduce cyberbullying before field testing (limited group test) was conducted.

Regarding the results of the first revision, the limited group test was carried out by involving twelve students to find out the feasibility and the acceptance of the guidance and counseling video, and the effectiveness test. Based on the tests on the twelve students that were carried out directly through three stages, it can be seen the guidance and counseling video can help students reduce their cyberbullying behavior. These results are shown by the students' abilities to correctly answer all questions in the worksheets and ones asked by the researcher in every counseling session. According to [10], guidance and counseling or academic counseling is an aid given to a person to help them find the most suitable learning style and study program, and overcome the difficulties related to the requirements of the educational institutions. This explanation is in line with [11] who said that guidance and counseling are given to students to help them cope with and solve their academic problems by figuring the most

conducive atmosphere for learning-teaching activities so that difficulties in learning can be overcome.

Based on the results of data analysis on the scale of cyberbullying among students, it is discovered that before the guidance and counseling video was given to the students, the level of cyberbullying in vocational schools in Makassar was very high with 12 respondents (90%). However, after the three sessions of the program using the guidance and counseling video were carried out, the rate of cyberbullying among students decreased, supported by the data that no respondents chose very high or high categories, two respondents (20%) chose low category, and 10 respondents (80%) chose a very low category. These data suggest that the level of the students' cyberbullying behavior before the program was implemented was high. However, after the students joined and took part in the program using the guidance and counseling video for three sessions, the cyberbullying rate among students significantly declined. This can be seen from the questionnaires that two respondents (20%) were put in the low category and 10 respondents (80%) were put in the very low category.

The decrease of the cyberbullying rate among vocational students in Makassar is the result of the concept of this counseling which was designed to accommodate amusing material delivery by using the video and giving real examples in accordance with the students' situation. As a result, the students were very enthusiastic about every session of the counseling. Besides, the guidance and counseling program was implemented for the first time in vocational schools in Makassar; consequently, the students had a big enthusiasm for the sessions of the guidance and counseling program. To show a video, it is important not only to understand what the students want beforehand but also to keep being consistent with the planned guidance and counseling program. To carry out the process, it is more interesting if ice-breaking games are present in order to make the students feel calm and relaxed. This may enable the students to eliminate their boredom and to always feel enthusiastic about the counseling program. The three sessions of the guidance and counseling programs contain materials closely related to cyberbullying experienced by the students. As a result, they can gain new perspectives and additional knowledge which are useful when dealing with cyberbullying.

IV. CONCLUSION

Based on data analysis and discussion about the results, some conclusions can be drawn. 1) the need level of the development of the guidance and counseling video to reduce cyberbullying among vocational students in Makassar is very high. 2) the development of the guidance and counseling video shall be valid and practical so that it can be used as a counseling reference to reducing cyberbullying among the vocational students. Regarding the conclusions above, some suggestions are offered: 1) the presence of the video does not allow the school counselors to ignore other counseling programs. However, the video is hoped to encourage school counselors to create other counseling programs about other problems, such as study, career, and personal-self, specifically designed to meet the students' needs. 2) for the students of guidance and counseling study program and for the future researchers, the current study can be used as one of the references to understand the arrangement of the

development of the counseling programs for social, study, and personal problems and to develop the video further to the big group or to improve the quality of the video.

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