

# E-book Integrated Video Tutoring with Symbolic Modelling Techniques to Increase the Self-control of Bullying Perpetrators

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## ABSTRAK

Bullying telah menjadi isu global yang mengkhawatirkan dengan prevalensi yang semakin meningkat di berbagai negara. Bullying semakin meningkat di dunia, salah satunya karena kurangnya self-control. Bimbingan kelompok menggunakan teknologi informasi seperti media video jarang diimplementasikan. Tujuan penelitian ini mengembangkan E-book bimbingan kelompok terintegrasi video dengan teknik modeling simbolik untuk meningkatkan self-control pelaku bullying, menggunakan penelitian R & D dengan model ADDIE yang meliputi tahap analyze, desain, development, implementation, dan evaluation. Sampel penelitian melibatkan 20 orang pelaku bullying. Hasil penelitian mengungkapkan bahwa (1) E-book bimbingan kelompok terintegrasi video dengan teknik modeling simbolik dinilai sangat layak digunakan oleh guru BK (2) Bimbingan kelompok terintegrasi video dengan teknik modeling simbolik efektif meningkatkan self-control pelaku bullying. Kelompok eksperimen menunjukkan perubahan skor self-control pelaku bullying jauh lebih tinggi dibandingkan kelompok control ( $U= 10,000$ ,  $Z= -3025$ ,  $p<0,05$ ). Temuan ini menjelaskan bahwa E-book bimbingan kelompok terintegrasi video dengan teknik modeling simbolik dapat menjadi salah satu alternatif untuk meningkatkan self-control siswa pelaku bullying di sekolah.

## ABSTRACT

Bullying has become a worrying global issue with increasing prevalence in various countries. Bullying is increasing in the world, one of which is due to lack of self-control. Group guidance using information technology such as video media is rarely implemented. The aim of this research is to develop a video-integrated group guidance E-book with symbolic modelling techniques to increase the self-control of bullies, using R & D research with the ADDIE model which includes the analysis, design, development, implementation and evaluation stages. The research sample involved 20 perpetrators of bullying. The research results revealed that (1) E-book integrated video group guidance with symbolic modelling techniques was considered very suitable for use by guidance and counseling teachers (2) Video integrated group guidance with symbolic modelling techniques was effective in increasing the self-control of bullies. The experimental group showed a much higher change in self-control scores for bullies than the control group ( $U= 10,000$ ,  $Z= -3025$ ,  $p<0.05$ ). These findings explain that E-book group guidance integrated with video with symbolic modelling techniques can be an alternative for increasing the self-control of students who are bullies at school.

## 1. INTRODUCTION

Bullying has become a worrying global issue with increasing prevalence in various countries, the United Nations (UN) revealed that more than 246 million children experience violence inside or outside the school environment (CNN International, 2023). Indonesia ranks fourth highest in bullying incidents for children aged 13-15 years (Hasyim et al., 2022; Widiatmoko & Dirgantoro, 2022). The Federation of Indonesian Teachers' Unions notes that bullying in schools has a percentage of 95.4%. Bullying is "aggressive behavior" however, to distinguish bullying from aggression it is an imbalance of power between the perpetrator and the target, intentionally causing harm, and occurring repeatedly which is

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manifested in the form of beatings, cursing, slapping and threats among high school students (Net et al., 2023; Nurlia & Suardiman, 2020). Bullying at school is often considered a tradition where senior students bully junior students. This behavior is not just an individual incident but is a systematic and organized mass situation (Johanis et al., 2020; Laurensius et al., 2019). Bullying has long been part of school dynamics with various terms such as exclusion, bullying and intimidation (Evans et al., 2018; Hasyim et al., 2022). This repeated bullying behavior has a serious impact on the psychological development of students, both victims, perpetrators and witnesses (Dasmana et al., 2022; Whale et al., 2018).

The impact of bullying on students is very worrying, causing anxiety, loneliness, low self-esteem, depression, and decreased health and academic problems (Damayanti et al., 2020; Zahra & Hayati, 2022). Bullying is also part of aggressive behavior. One of the factors that influences bullying behavior is self-control (Pratiwi et al., 2021; Umyy Khaira et al., 2023). Self-control is an individual's ability to modify behavior, the ability to manage information, and the individual's ability to choose an action. Individuals with high self-control tend to behave more appropriately in various situations and demonstrate better social interactions (Basyoni et al., 2020; Bong et al., 2021). This shows that self-control has an important role in preventing bullying behavior. Based on Albert Bandura's social learning theory, most human behavior is learned through imitation or presenting examples of behavior or modeling (Bandura & Walters, 1977; Graham, 2022; Wang, 2021). Symbolic modeling techniques, according to Albert Bandura, refer to a learning process in which individuals acquire and develop new skills or behavior through observing models performing actions (Chai et al., 2022; Wijaya et al., 2022). So by presenting models of desired behavior through symbolic media such as videos, students can gain a better understanding of positive norms and ways to resolve conflict.

The problem of bullying in this context, using symbolic modelling techniques appears as a potential solution. This technique, which uses video as the main media, has the potential to influence students positively (Kapile et al., 2023; Nurlia & Suardiman, 2020). The advantages of symbolic modeling techniques can make changes for students and students are able to imitate behavior, improve students' communication skills, provide visual and audio support for better understanding (Gagnon et al., 2022; Zulqurnain & Thoha, 2022). Even though there have been many studies showing that this symbolic modeling technique is effective, the implementation of group guidance generally does not use information technology such as video media (Bollen et al., 2017; Wardiani et al., 2022).

Video integrated group guidance with symbolic modeling techniques aims to enable students to observe and imitate positive model behavior and is a positive innovation in the digital era (Insani et al., 2022; Wati, 2022). This technique is effective in increasing students' self-control and providing an understanding of the importance of positive behavior in everyday life (Chen, 2022; Umyy Khaira et al., 2023). Group guidance services, as a form of organization in groups, can be combined with symbolic modeling techniques. Group guidance should use a special approach or technique so that the counselor can carry out a process that is in accordance with the group's hopes and needs in a focused manner. Apart from that, counselors are also encouraged to use various interesting media in implementing group guidance services (Melati et al., 2022; Taştan et al., 2018). In this research, a video-integrated group guidance e-book with symbolic modeling techniques to increase the self-control of bullies will be studied because it is interesting and appropriate to the current situation. The aim of this research is to develop a video-integrated group guidance E-book with symbolic modelling techniques to increase the self-control of bullies. The novelty of this research proposes an innovative approach in the form of an E-book that combines video tutorials with symbolic modeling techniques, specifically designed to improve self-control in bullies. This innovation not only provides reading materials in digital form, but is also equipped with videos that function as role models for bullies, providing real examples of behavior that should be adopted in various social situations.

## 2. METHOD

This type of research is a type of development research. The approach and problem solving used in this research uses a positivistic and naturalistic paradigm, using quantitative and qualitative approaches (Laws et al., 2013). The development procedure in this research follows the steps of the ADDIE model, namely Analysis, Design, Development, Implementation and Evaluation. This research uses the Research and Development (R&D) method with the ADDIE model approach which includes the Analysis, Design, Development, Implementation and Evaluation stages. This research aims to develop and test the effectiveness of a video-integrated group guidance E-book with symbolic modeling techniques to increase the self-control of bullies. The population of this study consisted of 285 students at Padang City High School and 20 of them were used as samples in the research. The instrument was then tested using validity and reliability tests with the SPSS 26 application and data analysis through score calculations in

Microsoft Excel. Additional data analysis was carried out using the Mann-Whitney test using the SPSS 26 application to determine differences between groups after the intervention provided by the counselor. The outline of the research flow is depicted in the following fishbone as show in Figure 1.

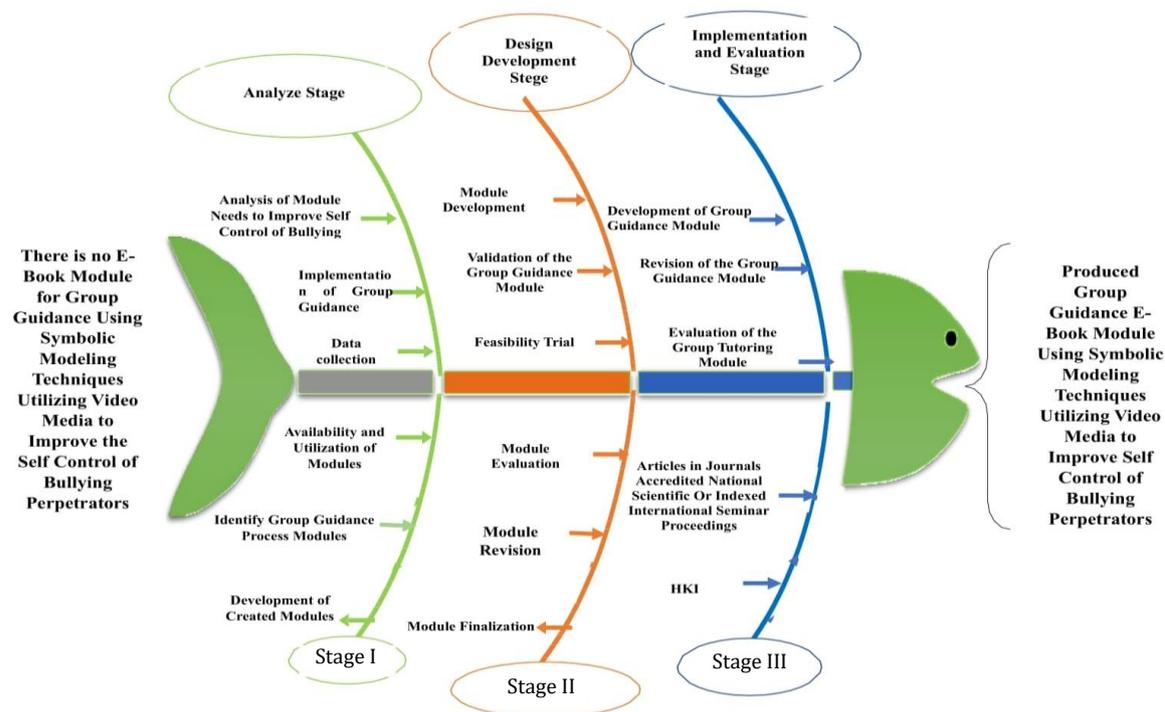


Figure 1. Research Flow

### 3. RESULTS AND DISCUSSION

#### Result

This research was conducted at one of the state high schools in Padang City, which aims to develop and implement an E-book integrated video group guidance with symbolic modeling techniques to increase the self-control of bullies. Therefore, this research was carried out in accordance with the conditions of analysis in research using the research and development approach of the ADDIE model which was modified into 5 stages.

#### Analysis Stage

This activity was carried out to analyze the need for preparing E-books by collecting data regarding the level of self-control in bullies. Analysis of information using instruments and observations related to the problem of implementing video integrated group guidance with symbolic modeling techniques to increase the self-control of bullies. At this stage, we analyzed 2 instruments, namely the bullying instrument to determine the sample, where this instrument was adopted, instrument and the self-control instrument developed theory, where there are 3 indicators in the instrument, namely behavioural control, cognitive control, and decisional control. Next, the instrument is presented along with the results of the analysis of the bullying and self-control instruments.

#### Instrument Validity

The validity of item and respondent data on the bullying self-control instrument is processed through the SPSS application which has assessment criteria, namely if  $r \text{ count} > r \text{ table}$  with a significance level of 0.05 then the validity measurement of the instrument is declared valid and vice versa. Based on the validity trials carried out, valid and invalid items were obtained on the self-control instrument and can be seen in Table 1.

**Table 1.** Validity Analysis of the Self-Control Instrument for Bullying Perpetrators

No	Information	No Item	Total
1	Valid Item	1,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,24, 25,26,27,28,29,30,31,32,33,34,35,36,37,38,39	38
2	Invalid Item	2	1
<b>Total</b>			<b>39</b>

**Instrument Reliability**

Reliability tests are carried out to obtain the level of accuracy (reliability or consistency) of the data collection tools (instruments). For the reliability of the measuring instrument used in this research, the alpha coefficient formula is used as show in [Table 2](#).

**Table 2.** Reliability Analysis of Bullying Perpetrators' Self Control Instrument

Reliability Statistics	
Cronbach's Alpha	Information
0.82	Reliabel

**Sampling Perpetrators of Bullying**

Sampling of bullying perpetrators was carried out by distributing bullying instruments which have been tested for validity and reliability. The sample in this study was 285 students with a population of 1050 students consisting of classes X, XI and XII. The following is the attachment to the results of the sampling analysis is show in [Table 3](#).

**Table 3.** Sample Analysis of Bullying Perpetrators

No	Category	Frequency	Percentage
1	Tall	18	6%
2	Currently	21	7%
3	Low	17	6%
4	Very Low	271	95%
<b>Total</b>		<b>285</b>	<b>100%</b>

Base on [Table 3](#), specifically, sampling was carried out using Purposive Sampling. So, a total of 285 students were taken, 20 students who were in the high category were divided into the experimental group and the control group. The group's lack of effectiveness will begin to be felt if the number of group members exceeds 10 people.

**Design Stage**

The design stage is preparing the initial design of a video-integrated group guidance E-book with symbolic modeling techniques to increase the self-control of bullies. This design is focused on several important aspects based on Averil's (1973) model theory. The indicators and model materials developed is show in [Table 4](#).

**Table 4.** Indicators and Model Material

Sub Variable	Indicators	Material
Self control	Behavioral Control	Hurting other people can harm yourself
	Cognitive Control	Intelligent recognition of information in various events
	Decisional Control	Think before acting towards others

**Development Stage**

The third stage is the development stage, which involves creating the final product, an E-book, group guidance integrated with video with symbolic modeling techniques to increase the self-control of bullies. Assessing the products developed to determine feasibility, expert lecturers, practitioners and readers validate the media products developed and learning tools used in research. The validation results for E-book media can be seen in [Table 5](#).

**Table 5.** Model Validation Assessment

Aspect % Category	%	Category
Terms of reference E-book	87	Very worthy
General instructions for implementation plans	94	Very worthy
E-book Contents	92	Very worthy
The topics presented in E-book	93	Very worthy
Service plan	93	Very worthy
<b>Overall Total</b>	<b>92</b>	<b>Very decent</b>

The results of the validator analysis in Table 5 explain that the E-book model developed is in the very suitable category for application in schools. The model design can be seen in Figure 2.



**Figure 2.** Cover Design for E-book Integrated Video Tutoring Group Using Symbolic Modeling Techniques to Increase Self-control of Bullying Perpetrators

### Implementation Stage

The fourth stage is the implementation stage, where the use of the E-book is tested by guidance counsellors/counsellors for bullies who have been validated, through a limited trial stage carried out by counsellors involving an experimental group with an E-book integrated video group guidance with symbolic modelling techniques to increase the self-control of bullies. The documentation of activities is show in Figure 3.



**Figure 3.** Activities for Implementing Video Integrated Group Tutoring Services Using Symbolic Modelling Techniques to Increase Self-control of Experimental Group Bullying Perpetrators

### Evaluation stage

The final stage is the evaluation stage, where the research assesses the effectiveness of E-book group guidance integrated with video with symbolic modeling techniques to increase the self-control of bullies. The evaluation results provide considerations for revising the E-book that has been produced. Based on the implementation of video-integrated group guidance services with symbolic modeling techniques to increase the self-control of bullies in the experimental group and group guidance to increase the self-control of bullies in the control group, which shows that in the experimental group E-book video-

integrated group guidance with symbolic modeling techniques was effective to increase the self-control of bullies compared to the control group without intervention. The results can be seen in Figure 4.

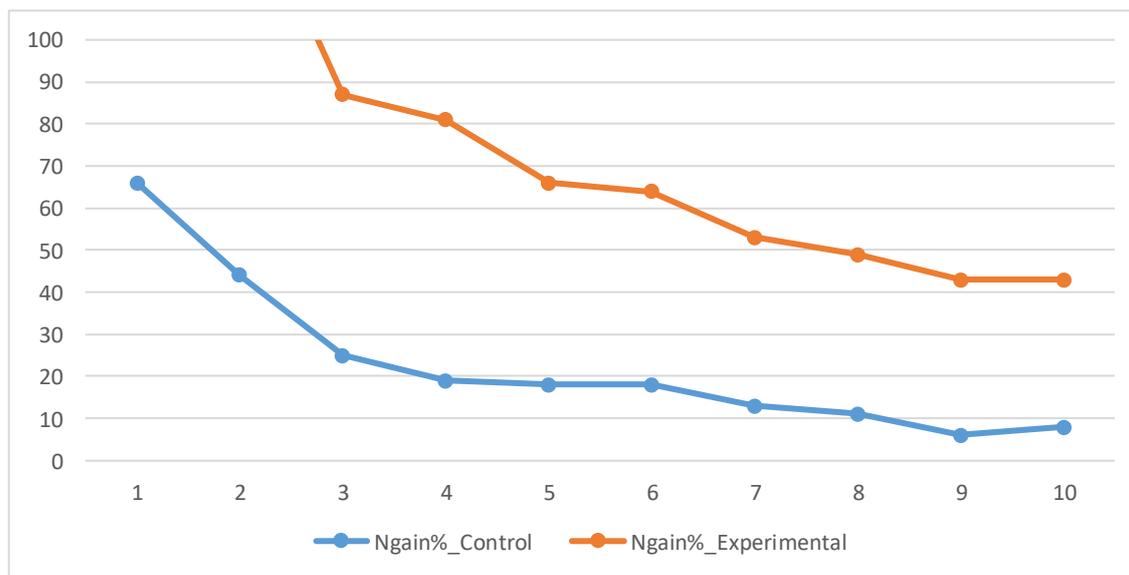


Figure 4. Posttest Results for the Experimental Group and Control Group

Based on Figure 4, the results of the analysis showed that the experimental group who received integrated video group guidance services with symbolic modeling techniques to increase the self-control of bullies experienced a much higher average change in scores than the control group. This shows that video-integrated group guidance services with symbolic modeling techniques to increase the self-control of bullies have a greater positive impact on the desired changes compared to the control group who did not receive similar intervention. The implication of these findings is the importance of considering video-integrated group guidance E-books with symbolic modeling techniques as an effective method in improving desired outcomes in the context of this research, as well as supporting potential adaptation or further development of the intervention. Next, the Mann-Whitney test was carried out to determine the effectiveness of each group, which can be seen in Table 6.

Table 6. Mann-Whitney Test Results

Parameters	Post-test
Mann-Whitney U	10.000
Wilcoxon W	65.000
Z	-3.025
Asymp. Sig. (2-tailed)	0.002
Exact Sig. [2*(1-tailed Sig.)]	0.002

Based on Table 6, analysis using the Mann-Whitney test showed that the experimental group that received video integrated group guidance intervention with symbolic modelling techniques to increase the self-control of bullies had a post test score that was much higher than the control group (U= 10.000, Z= -3025, p< 0.05). These results show a very significant difference between the two groups in responding to the video integrated group guidance intervention with symbolic modelling techniques.

**Discussion**

The results of the research show that the development of a video integrated group guidance E-book with symbolic modeling techniques can increase the self-control of bullies. The validity and reliability of the self-control instrument developed shows that the scale used in the instrument is appropriate and ideal. In addition, item validity shows that most of the items are valid, and only one item is invalid (Bong et al., 2021; Praptiningsih & Putra, 2021). The reliability of the instrument shows very good reliability with a high Cronbach's Alpha value. The development of this model went through several important stages, including expert validation and empirical testing. The model presented meets the criteria of being very feasible by the validator and the media developed is very suitable for application.

The application of video-integrated group guidance E-books with symbolic modeling techniques to increase the self-control of bullies showed significant results, where the experimental group with video-integrated group guidance E-books with symbolic modeling techniques experienced higher self-control scores compared to the control group (Bong et al., 2021; Reknes et al., 2019). The results of the analysis show that the experimental group's posttest was significantly higher than the control group which was tested using the Man-Whitney test which aims to show a very significant difference.

This e-book allows the delivery of information more effectively by utilizing video to show positive behavior and the negative impacts of bullying. This technique makes it easier for perpetrators to understand and internalize self-control by seeing real examples of effective conflict resolution strategies and healthy ways of interacting. This is in line with research results which states that symbolic modeling techniques involve the use of models to demonstrate desired behavior, which is then observed and imitated by other individuals, in the context of reducing bullying behavior, this technique is used to demonstrate positive behavior and peaceful conflict resolution strategies to students (Haltigan & Vaillancourt, 2014; Kaloeti et al., 2021). This approach is supported by social learning theories which emphasize the importance of observing positive models in forming better behavior and social interactions.

E-books have the flexibility to ensure practitioners can repeat the material as many times as necessary to improve understanding and retention of information and thereby tackle bullying in schools. Additionally, E-books offer efficiency and scalability in the delivery of tutoring programs, allowing for faster and more cost-effective distribution and updating of materials than traditional tutoring methods. This is also supported by research which states that the advantage of e-books lies in their accessibility and flexibility, making it possible to access material anytime and anywhere via electronic devices such as tablets, smartphones or computers (Landoni & Hanlon, 2007; Nasution, 2019). Apart from that, E-books are also a revolution in breaking through the digital era and eager to be adopted, E-books with advantages, adoption rates, and challenges and future directions to overcome someone's lack of interest in reading textbooks (Praptiningsih & Putra, 2021; Wardiani et al., 2022).

This study has implications for the implementation of digital interventions to address bullying behavior in schools, especially in the development of integrated e-books and videos as tools to improve self-control of bullies. This can be a guideline for schools in providing more interactive and reflective learning tools for students involved in bullying behavior. If implemented consistently, this approach can help instill better self-control skills in bullies, which has the potential to have a positive impact on their future social behavior, both at school and in everyday life. However, the use of interactive e-books and videos requires access to adequate technological devices. In areas or schools with limited technology, this approach may be difficult to implement effectively, limiting its use in some educational settings.

#### 4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that video integrated group guidance with symbolic modeling techniques to increase the self-control of bullies is effective and can be used to provide services to students. Based on the results of the analysis of the implementation of the video integrated group guidance e-book with symbolic modeling techniques to increase the self-control of bullying perpetrators in the experimental group, it was much higher than the control group. Analysis using the Man-Whitney test showed that the experimental group that received video integrated group guidance intervention with symbolic modeling techniques to increase the self-control of bullies had a post test score that was much higher than the control group without intervention ( $U= 10,000$ ,  $Z= -3025$ ,  $p<0.05$ ). These findings explain that video integrated group guidance with symbolic modeling techniques can be an effective intervention in increasing the self-control of bullies.

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