E-Book Development of Group Guidance Model with Use-Bases Sociodrama Technique in Improving Self-Resilience of Students Victims of Bullying

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Abstract

Bullying is a terrifying phenomenon for individuals who experience it, therefore victims of bullying need resilience to deal with bullying situations that occur. This study aims to analyze the development of a group counseling e-book model with user web-based sociodrama techniques to increase the resilience of bullied students. The research used quantitative and qualitative methods with Research and Development (R&D). The subjects of this study were 10 students who were victims of bullying for the experimental group at SMA N 15 Padang. Data were collected through observations, interviews, documents, and research tools on self-healing. Data were analyzed using the Wilcoxon Signed Rank Test and SPSS version 21.00. The results show that (1) the group counseling e-book with social learning techniques based on the user's website is considered feasible for teachers/counselors to use to increase students' self-recovery ability. students who are victims of bullying, (2) the group's level of use of instructional eBooks with socio-dramatic techniques considered very good for use in guidance and counseling services. Therefore, it can be seen that the prototype of a group counseling e-book with web-based socio-dramatic techniques aimed at enhancing the self-resilience of bullied students is considered feasible and can be taught. used by the counselor/counselor to increase self-healing ability resilience of students who are victims of bullying.

Keywords: Sociodrama Techniques, Self-Resilience, Victim of Bullying.

Introduction

Resilience means being able to handle and adjust to big changes or difficult situations emphasizing the importance of process-focused resilience (Windle, et al., 2011; Wahyudi, et al., 2020; Ong, 2006; Tugade & Fredericson, 2004), or referred to as positive adaptation to adverse life experiences or difficulties (Bluth et al., 2018), positive adaptation can be considered as a dynamic process (Annalakshmi & Lucy, 2014). It's like being able to bounce back and keep doing things that are helpful, even if you had a hard time at first (Carretero, MC & Cervelló, E, 2020).

Resilience means being able to control our feelings, stop ourselves from doing things without thinking, understand why things happen, understand how others feel, believe in ourselves, and do well in what we try to do (Reivich & Shatte, 2002), reaching out, causal analysis, self-efficacy, and impulse control (Benard, 2004). Social competence, problem-solving skills, autonomy, and having a clear idea of what you want to do in the future (Yu & Zhang, 2007). Resilient individuals can be considered competent to identify what they want, regulate negative emotions resulting from traumatic experiences, and envision a better future.)

Resilience is influenced by parents and peers (Egeland, et al., 1993; Luthar, 2003; Saounna & Wolke, 2013), warm and positive families (Bowes, et al., 2010), values gained through information from the

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environment, school, friends, family family and society (Kusmiran, 2012, in Firman & Syahniar, 2020), experiences of stress, adversity (Masten et al., 2008; O'Dougherty et al., 2013), school climate can affect student responses and responses to bullying (Eliot et al. 2010), age and gender of parents (Sun & Stewart, 2007), parental education level (Bonanno et al., 2006), sufficient income (Walsh, 2016), and support (Sarafino & Smith, 2011). Factors that influence resilience are: I have (a factor of help and sources from outside the individual), I am (a factor of strength that affects resilience), and I am (a factor of strength that affects resilience) (Gotberg, 1995).

From this statement, it can be understood that students who have good self-resilience will more easily avoid bullying behavior directed at them. Bullying is a form of aggressive behavior that is carried out repeatedly against someone who feels powerless to defend himself (Monks et al., 2009). Bullying can have physical and psychological consequences. social and educational harm (Gladden et al., 2014), intentional, repeated, long-term aggressive actions with victims unable to defend themselves (Slonje & Smith, 2008). Students with greater resilience are less likely to engage in aggressive behavior or be bullied, and vice versa (Donnon, 2010; Gianesini & Brighi, 2015; Narayanan & Betts, 2014; Thomas et al., 2015; Hinduja & Patchin, 2017). Students with poor resilience will be more vulnerable to bullying because they lack the above aspects. Students with low resilience feel defenseless when faced with stressful situations, have a pessimistic attitude, and lack the ability to analyze and positively and appropriately identify the cause of the problem. encountered.

The Indonesian Committee for the Protection of Children (KPAI) released data showing that bullying cases accounted for about 87.6%, male victims were more than female, and bullying vi Bullying is more likely to occur in early adolescence (Desiree, 2012; Aisiya 2015). Resilience reduces vulnerability in the face of these risks and difficulties (Friedli 2009; Goldstein & Brooks 2005). Characteristics of students who may be bullied such as new to school, youngest, obedient, shy, poor or rich children, not wanting to fight, psychologically traumatized, racial, ethnic or less religious, Fat or skinny, smart with all the advantages of a student. in the wrong place (Colorosa, 2007; Beane, 2008). Harassment is an escalating process in which the person experiencing finds themselves in an inferior position and is subjected to systematic negative social actions (Heugten 2012).

Bullying that often occurs in SMA Negeri 15 Padang is verbal bullying where the bully abuses, insults, gives nicknames and speaks harshly to the victim of bullying so that the victim feels disturbed, depressed and uncomfortable. The tendency to carry out bullying is one of the problems that occurs among students (Karneli et al., 2023), and it is aggressive behavior that hurts or makes the victim depressed and uncomfortable (Muvariz, 2020). Aspects of bullying include physical threats, such as slapping, hitting, grabbing, kicking, and hurting. Verbal bullying such as taunting, insulting, denouncing, gossiping, slandering, accusing, and praising. Mental/psychological bullying, such as looking at someone sarcastically, ostracizing, silencing, and taunting (Sejiwa, 2018). Additionally, the newest form is cyberbullying in digital form (Coloroso, 2007).

Resilience benefits individuals by preventing them from engaging in bullying behaviors. People with poor recovery ability have many different reasons, so different methods are needed depending on the needs of the student. Students with low resilience believe that they are incompetent, so bullying may occur repeatedly. Therefore, there is a need to build their resilience so that they can overcome problems effectively and appropriately.

The actual case happened at Public Senior High School 15 Padang, number 128. Other students in the school are very self-aware. From some aspects and characteristics of good resilience mentioned above, it can be seen that individuals with poor resilience include: 1) Not receiving support from adults (parents). 2) Not easily compatible with all groups or races in friendships 3) Inability to think critically,

not behave intelligently when performing social skills 4) Not gifted 5) Not confident and cannot make a decision. This is similar to what happened to students with low resilience at 15 Padang High School.

Based on preliminary research results from interviews with counseling teachers at SMA Negeri 15 Padang, it was found that counseling teachers at SMA Negeri 15 Padang had conducted group guidance services with discussions about bullying, with different techniques, and not with a particular model. Observing these conditions, solutions and handling and innovation are needed. Therefore, the sociodrama method is a recommendation in improving students' resilience, so that students can have a better understanding of resilience to avoid bullying behavior. Through this method, students are able to understand and improve self-concept, as well as perform role-playing, evaluation and improvement of resilience.

Group guidance helps students solve problems through group activities (Salahudin, 2012), with 15-30 members (Wibowo, 2005) together in group dynamics get information and resources from certain topics as a student development effort (Asmana, 2010), daily life support (Sukardi, 2008), involving interaction and communication between the leader and group members (Natawidjaja, 2009). Group guidance with sociodrama helps thoughts and feelings to be expressed, as well as problem solving (Marie & McLennan, 2012; Romlah, 2001). Then, sociodrama plays a role in improving social skills (Aida, 2020), or it is said to be a play without a script and without prior training, so it is done spontaneously (Djamrah, 2010, in Junari & Fitriani, 2019). Ernawati (2020) explains that guidance and consultation media can be in the form of documents such as manuals and modules that are either printed or electronic. The availability of media that can help consultants perform consulting services will make it easier for consultants to perform effective consulting (Haryati, 2020).

Various groups are interested in creating and improving existing technology (Ifdil et al., 2023). The development of completely digital technology has made it easier to access the creation of e-books (Makdis, 2020). Technological developments play an important role in several aspects of life (Afdal, 2023). The presence of E-Books makes it easy for various groups to read, understand the material in the available books. E-Book is the latest breakthrough from digital books that have a coherent presentation, standardized language and high scientific content (Prabowo & Heriyanto, 2013). E-Books are books in the form of electronic versions which generally contain text or images, digital information that can be in the form of text or images (Amalia & Kustijono, 2017).

Therefore, the use of E-Books can streamline the implementation of group guidance in schools (Rizki, 2020). The E-book material for developing a group guidance model with user website-based sociodrama techniques in increasing the self-resilience of students who are victims of bullying, is arranged systematically, using simple sentences and language, so that it can be understood by guidance and counseling teachers/counselors. The E-Book also explains various material related to the problem of increasing the self-resilience of students who are victims of bullying. s of strengthening personal resilience. of students who are victims of harassment

Methodology

This type of research uses the type of development (development research). Regarding the development procedure, this research uses ADDIE development steps, namely Analysis, Design, Development, Implementation and Evaluation. The research subjects in this researcher were students who were victims of bullying at SMA Negeri 15 Padang, which was obtained based on the results of documents from the BK teacher / school counselor related to students who had been victims of bullying. Furthermore, in accordance with the objectives of this study, the development of the ADDIE E-Book model is considered appropriate to increase self-resilience in students who are victims of bullying.

Results

Analysis Stage (Analyze)

Based on the phenomena that occur, the state of self-resilience of students who are victims of bullying in SMA Negeri 15 Padang, based on the research instruments distributed, it is found that 13 students who are victims of bullying are in the low category with a percentage of 13.98%, 44 students in the medium category with a percentage of 47.31%, 29 students are in the high category with a percentage of 31.18% and 7 students in the very high category with a percentage of 7.53%. Therefore, we can conclude that the average resilience of students who are victims of bullying is moderate.

Design Stage

Next is the activity of compiling the initial design of the e-book instructing the group to use social drama techniques to increase the resilience of bullied students. The initial design of the e-book began with the preparation of a service implementation plan based on students' problems related to the meaning of life of students from well-off families, as follows.

a. Emotion Management
b. Awareness as Self-Control
c. Problem Solving
d. My Caring Attitude towards Others
e. My Confidence in Making Friends
f. Forward and Never Backward

Furthermore, we obtained the final product design, specifically an e-book instructing the group to use socio-dramatic techniques to increase the resilience of bullied students after discussions with experts.

Development Stage (Develompment)

This stage includes product development and research instruments. Associated with the assessment of the product developed obtained a percentage of 89.21% with a decent assessment category. Furthermore, statistical test was performed with a probability score below the significance level of 0.05 (0.00 <0.05), which can lead to the conclusion that there is agreement and harmony in the expert's assessment. research products.

Implementation Stage

This step examines the use of e-books for teacher/counselors. Overall, the evaluation of the research products was good because of the resilience of bullied students before and after treatment with e-books developed using the statistical analysis of the Article. Check out the increased Wilconxon signature ratings in the following table.

Table 1: Results of Wilcoxon Signed Ranks Test Analysis of Differences in Self-Resilience of Students Victims of Bullying at Pretest and Posttest.

Test Statistics[a]	
	Posttest - Pretest
Z	-2,803[b]
Asymp. Sig. (2-tailed)	.005
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 1. above, it can be seen that the probability value of Asymp. Sig. (2-tailed) resilience of students who are victims of bullying in the experimental group is 0.005 or the probability is below 0.005 (0.005 <0.005).

Evaluation Stage (Evaluation)

This step examines the use of e-books for teacher/counselor. Overall, the research product was rated as good because there was an increase in the resilience of bullied students before and after being bullied. treated using an e-book developed using the statistical analysis of the Wilcoxon Signed Ranking Test in the following table. Research conducted to assess E-Books that have been applied by counseling teachers/counselors to students, in the form of study sheets and student evaluation forms. receive group counseling services in the form of eBooks to increase resilience and assessment sheets, in the form of impressions after the implementation of group guidance services is carried out.

Discussion

Book of Group Guidance Using Sociodrama Techniques in Improving Resilience of Students Victims of Bullying

Based on the results of the research presented at the development stage, it can be seen that the products prepared reach the criteria for feasibility in content/construct by experts in the field of guidance and counseling. The use of electronic books (E-Books) is said to be efficiently used by counseling teachers/counselors, this is evidenced by the success of research by Kurniati (2019) that there is a decrease in reducing the use of smartphones in students with pretest and posttest results (86.25> 44.12).

Furthermore, the efficiency of using E-Books can also be seen from the results by Jayanti (2022) which is proven in the validity analysis obtained an average score of 3.5 and the results of practicality in the aspect of display assessment 4, presentation aspect 4 and benefit aspect 3.9 which is concluded that E-Book is very practical to use. E-Books are not just ordinary books, but E-Books are designed in the form of electronic books equipped with various interactive media (Rachmadiarti, 2020).

Furthermore, research conducted by (Puspita, 2018) in Indonesia, research related to resilience, there are 46.67% of victims of bullying who are research respondents, have resilience in the high category, this reveals, the existence of high resilience in victims of bullying, can help them to be able to escape the feeling of being a victim of bullying. Resilience is needed for individual victims of bullying, in order to help them rise from adversity when they become individuals who are bullied. Situmorang (2019) there are four impacts that will be felt by individuals who are victims of bullying, namely 1) emotional regulations, 2) stress, 3) depression and 4) loneliness. This will certainly disrupt the development of students' potential and their daily lives, if not immediately given the right intervention (Putri, 2020).

Resilience is defined as the ability to adapt and be resilient in the face of difficult life circumstances, resilience also involves the ability to mitigate problems by using mental resources from both outside and inside with different developments or challenges (Sakdiyah et al., 2020). Resilience is an interactive concept that refers to the relative resistance regarding the experience, alleviation of adversity/stress (Rutter, 2006), overcoming/adapting to vulnerable & difficult situations (Aburn, Gott, & Hoare, 2016; Li & Psarra, 2022, in Lev, 2022), the positive side of individuals reacting (Andriani et al., 2017), so as to be able to overcome the situation successfully (Donnon, T & Hammond, 2007).

Certain resilience abilities such as optimism, efficiency, adaptability, tolerance, and sensitivity are strongly linked to victimization and vice versa (Moore & Woodcock, 2017). Thus, bullying has a negative impact on the psychological and physical health of those around them (Heugten. 2012), in addition, the occurrence of psychological trauma pushes individuals to change schools, meaningless, self-deprecating, annoying and lacking enthusiasm.

The existence of resilience, the hope that students who are bullied can overcome these feelings, recover

from the trauma sympathize with and overcome difficult feelings or stress caused by bullying (Hana & Suwarti , 2020). Having enough resilience will help bullied students be able to stand up, survive and adapt to a bullying school environment. Students with high resilience will be able to adapt to the bullying environment. schools, including when involving students who are victims of school violence. harassment (Maamau, 2022). Bullying conditions are part of the aggressive actions of one or more children, to harm and involve an imbalance of power (Smith, 2016; Volk et al., 2014).

Level of Usefulness of Group Guidance E-Book using Sociodrama Technique in Increasing Self-Resilience of Students Victims of Bullying

The existence of E-Books can make it easier for users to get, facilitate understanding of material and language, ease of understanding concepts, and efficiency of time and energy in using E-Books (Ayu & Fuzi, 2020). The practicality of using E-Books makes the level of E-Book usage even higher, this is due to the ease with which users can access the E-Book using only an internet network that can be downloaded anytime and anywhere (Zidatunnur & Rusilowati, 2021).

Furthermore, the practicality of the E-Book designed by Triana (2022) is said to be practical for increasing health knowledge for students at SMPN 19 Jambi City, this is evidenced by the average value before and after being given treatment with E-Book media using video of 1.25% with an E-Book p-value of 0.000. The implementation of this eBook is carried out in conjunction with the implementation of group guidance services, the implementation is carried out to determine the effectiveness, efficiency and practicality of the eBook realized .

User testing of using an e-book group counseling model with web-based sociodrama techniques to enhance the resilience of bullied students is being conducted by counseling teachers/ counselors. Conduct consultation and then perform external effectiveness tests. is done with students who are victims of harassment. The effectiveness tests were carried out by processing the needs assessment data used as pre-test data and obtained after processing through the e-book, namely post-test.

In the sub-variable creativity values, the performance test performed obtained a significant level value of 0.000, then in the sub-variable evaluation values it was 0.000 and in the attitude values of The secondary variable is 0.000. In the creative values sub variable, the effectiveness test carried out obtained a significant level value of 0.000, then in the appreciation values sub variable of 0.000 and in the attitude values sub variable of 0.000. The use of E-Books is expected to streamline the implementation of guidance and counseling services carried out, in addition to time and place efficiency, E-Books are expected to make it easier for readers to access anywhere, especially for counseling teachers / counselors can be accessed easily for the implementation of group guidance services (Syahri & Syukur, 2023).

In implementing the eBook model of group instruction with user-based web-based sociodrama techniques to increase the self-resilience of bullied students, an explanation is presented of its implementation. Socio-dramatic techniques, where the explanation of the technique will also receive a presentation of material related to resilience discussed for bullied students. This means that by providing a group counseling e-book template with web-based socio-dramatic techniques to increase the self-resilience of bullied students, it can be effective and used by students. Teachers advise and implement in practice.

In the creative value sub-variable, the performance test performed obtained a significant level value of 0.000, then in the appreciation value sub-variable it was 0.000 and in the attitudinal value sub-variable it was 0.000. The use of e-books should streamline the implementation of guidance and consulting services rendered, besides being time and place efficient, e-books will facilitate readers to continue accessible everywhere, especially to teachers/counselors. is easily accessible for group concierge services (Syahri & Syukur, 2023)

Conclusion

Based on the presented research results, it can be concluded that developing a group-oriented e-book model with user web-based sociodrama technique to increase students' self-recovery ability is victims of harassment committed on 10 students who were victims of bullying at SMA N 15 Padang with the ADDIE model, is declared valid and can be used to provide services to students after validity testing with experts. Based on the results of the analysis of the e-book implementation test by filling out the self-recovery questionnaire for bullied students, its use was found to be practical and feasible.

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