

Development of a Board Game-Based Learning Media "Throw the Ball into the Box" for Information Services to Enhance Students' Understanding of Stop Bullying at SMP IT Al-Hijrah Medan

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ABSTRACT

Bullying remains a significant issue affecting students' social and psychological development; therefore, engaging and interactive information service media are needed to improve students' understanding of bullying prevention. This study aims to develop a board game media entitled "Throw the Ball into the Box" in information services to enhance students' understanding of bullying prevention at SMP IT Al-Hijrah Medan. This study employed a Research and Development (R&D) approach using the ADDIE development model, consisting of analysis, design, development, implementation, and evaluation stages. The participants were 30 seventh-grade students. Data were collected through observation, interviews, expert validation questionnaires, and pre-test and post-test assessments. Media and material expert validation obtained a score of 91.5%, categorized as highly valid, while teacher evaluation reached 87%, categorized as highly feasible. Students' understanding increased from 63% in the pre-test to 92% in the post-test, representing a 29% improvement. The "Throw the Ball into the Box" board game is an effective, interactive, and engaging information service medium for improving students' understanding of bullying prevention.

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ABSTRAK

Perilaku bullying masih menjadi permasalahan yang memengaruhi perkembangan sosial dan psikologis siswa, sehingga diperlukan media layanan informasi yang menarik dan interaktif untuk meningkatkan pemahaman pencegahan bullying. Penelitian ini bertujuan mengembangkan media permainan *board game* "Lempar Bola ke Kotak" dalam layanan informasi untuk meningkatkan pemahaman *stop bullying* pada siswa SMP IT Al-Hijrah Medan. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah 30 siswa kelas VII. Data dikumpulkan melalui observasi, wawancara, validasi ahli, serta *pre-test* dan *post-test*. Validasi ahli media dan materi memperoleh skor 91,5% dengan kategori sangat valid, sedangkan penilaian guru memperoleh 87% dengan kategori sangat layak. Pemahaman siswa meningkat dari 63% pada *pre-test* menjadi 92% pada *post-test* dengan peningkatan sebesar 29%. Media *board game* "Lempar Bola ke Kotak" efektif digunakan sebagai media layanan informasi yang interaktif untuk meningkatkan pemahaman siswa mengenai pencegahan bullying.

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1. Introduction

Bullying has become a serious social issue in various circles, especially in the school environment. Research shows that victims of bullying often experience mental health issues such as depression, and anxiety [1], [2]. Bullying or bullying is an aggressive action that is repeatedly carried out by individuals or groups against other people who are considered weaker than them. This incident of bullying has become a global concern, especially among adolescents. This bullying not only has an impact on the physical well-being of individuals, but also has profound psychological impacts, such as depression and anxiety. With the increase in interactions in cyberspace, the types of bullying are also increasing and varying, adding to the complexity of this problem. Depression is a mental illness that is usually characterized by symptoms - depressive symptoms, lack of energy, difficulty sleeping or lack of appetite, fatigue, mood swings, and: lack of concentration.

The condition may be chronic and unpredictable, and can significantly interfere with a person's ability to achieve their life goals. The worst thing about depression is that it can make a person lose their identity to the point of having suicidal thoughts. Depression is caused by several factors, both genetic, biological, environmental, and psychological factors. Previous researchers have found that melancholic depression, bipolar disorder, and postpartum depression are associated with decreased cortisol sensitivity. Research (Fianda Dewiulita et al., 2024), [4] Adolescence, the role of peers and the immediate environment greatly affect behavior, both positive and negative. This problem often encourages adolescents to try new and challenging things, which can lead to delinquent or violent behavior, both as perpetrators and victims. In addition, weak emotional management among adolescents can trigger various problems, including bullying cases.

According to [5], [6] A child's experience while in school is a fundamental or very basic thing in the success of his transition to adulthood. In school children learn and receive education to negotiate and renegotiate their relationships, self-image and learn to be independent. School is a place where children instill an image and learn to be free. School is a place where children instill interpersonal skills or the ability to interact, find and filter their strengths and struggle over the possibilities of something that hurts them. Thus, schools should provide a safe environment for children to develop academically, relationships, emotionally and behaviorally. A safe and comfortable environment will ultimately have an impact on satisfactory student learning achievement. However, in reality, schools are not always able to control and ensure that the school environment is safe for students. One of the problems that often occurs is bullying behavior in students.

According to [7] that bullying is an act carried out by a person with the intention or purpose of hurting, harassing or intimidating others. The consequences of these actions are physical, psychological, social and educational disturbances. There is an impact on the victim and the perpetrator on bullying behavior. Bullying has an impact on children's lives in the future. Short-term negative impacts on bullying victims will experience feelings of discomfort, isolation in the environment, feeling low self-esteem and withdrawing from the environment. The long-term negative impact on bullying victims is experiencing emotional and behavioral suffering, experiencing severe psychological disorders such as stress or depression and even ending suicide. Victims of bullying often report experiencing a range of psychological, psychosomatic, and behavioral problems including low and low self-esteem, difficulty sleeping, anxiety, depression, and other emotional symptoms, hyperactivity, and post-traumatic stress symptoms.

According to [8] The issue of student peace and well-being is getting more and more serious attention. One of the issues that is quite worrying is bullying or often called bullying among students. Bullying can have a negative impact on the physical and mental well-being of victims, as well as affect a conducive learning environment. Therefore, efforts to prevent and counter bullying need to be carried out comprehensively. Schools, as the second educational institution after the family, have a central role in shaping the psychological, social, and emotional development of adolescents. The influence of the social environment in schools can have a significant impact on their mental health, both in positive and negative terms.

Acts of violence in schools can be an obstacle to the achievement of the goals of education. Bullying is one of the factors that can hinder the achievement of the expected educational goals. One example of the negative that comes to mind is the phenomenon of bullying, which in English has the root word "bully," which refers to the act of bullying or bullying. Bullying is an aggressive behavior with the intention of hurting others that is carried out repeatedly and continuously in an interpersonal relationship characterized by an imbalance of power, even without any real motivation. Bullying often involves aggressive, verbal and even physical behavior that is intentionally committed. Bullying also occurs when a group of people feel strong and the behavior is used to hurt weak people. Bullying is a situation in which there is an abuse of power by a person or group.

Bullying prevention measures in schools can be done in various ways, one of which is by counseling the dangers of bullying. One of the strategies to change behavior is to provide information through counseling or education to increase knowledge so as to raise awareness to change behavior according to their knowledge. SMP IT AL Hijrah Medan is a

high school located on a transportation road, Through this research activity, it is hoped that students can understand the dangers of bullying and its impact. All school residents are also expected to actively participate in creating a safe, comfortable, and bullying-free school environment.

2. Research Method

This research uses a type of development research. The RND method was chosen because it aims to produce products in the form of Media *Board Game* Throw the Ball into the Box. According to [9] Research and development aims to produce products that have the right uses through a needs analysis process. Development research is a systematic step to develop a new product that can be accounted for. The development model used in this study is the ADDIE model, which consists of five stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The ADDIE model was chosen because the procedure is simple, easy to understand, and allows for evaluation and revision at every stage. In the analysis stage, the problem and characteristics of students at SMP IT AL Hijrah Medan were identified. The design stage included the creation of media designs. The development stage is carried out by creating media and validation by a team of experts.

The basis of sampling techniques is to use the *purposive sampling*. This technique is used because the researcher selects a sample with certain considerations, namely grade VII students who need an understanding of stop bullying and are in accordance with the research objectives. The sampling technique in this study uses *purposive sampling*. According to [10] The technique of determining a sample from a number of populations based on certain characteristics or traits of the population, with certain considerations according to the purpose of the study. The population in this study is 45 grade VII and the sample in this study is 30 grade VII students of SMP IT AL Hijrah Medan who were chosen because it is in accordance with the research needs regarding the understanding of stop bullying through the media *Board games* throw the ball into the box.

The implementation stage is the application of media to junior high school students in grade VII. Finally, the evaluation stage is focused on assessment and revision. This research was carried out at SMP AL IT AL Hijrah Medan, chosen because of the relevance of the existing problem and based on interviews with Guidance and Counseling teachers as well as practical experience for a month. The research population is grade VII students with the implementation time planned in the even semester of the 2026/2027 school year, namely early April to the end of May 2026. According to [11] The data collection technique uses several instruments, namely: initial observation to identify problems in the field, structured interviews with Counseling Guidance teachers based on the order of questions that have been prepared and problem questionnaires.

Validation questionnaires are given to material experts, and

media experts All questionnaires use the Likert scale to measure aspects of media quality and practicality and contain constructive feedback and criticism related to the product. Data analysis consists of qualitative and quantitative data. Qualitative data is in the form of suggestions and inputs from experts and teachers, while quantitative data is in the form of an assessment score of how well students understand the problem based on the Likert scale with criteria: 5 = very good, 4 = good, 3 = adequate, 2 = lacking, and 1 very lacking. The score is calculated using the following percentage formula.

$$V = \frac{\text{Total Score Obtained}}{\text{Total Maximum Score}} \times 100\%$$

Description:

V= Percentage Score

V is the percentage score of the quality of understanding or not of a student in conveying information about bullying using the media board game ball throwing the ball to the city at SMP IT AL Hijrah Medan.

3. Result and Discussion

Analysis

The analysis stage is a crucial first step in this research process, starting with direct observation at SMP IT AL Hijrah Medan. Through observation and interviews with Guidance and Counseling teachers, it was found that there are still many bullying problems in junior high school students, including in the classes studied. The researcher identified needs related to students' understanding of bullying. This activity was carried out through the distribution of an initial questionnaire (*pretest*) to find out the extent of students' understanding of bullying. In addition, the researcher also examined the phenomenon that occurred in the Al Hijrah IT Junior High School environment related to bullying behavior. The analysis also includes student characteristics, such as age, learning interests, as well as students' tendencies to be more interested in interactive activities and games. Based on the results of the analysis, it was obtained that an interesting, innovative, and easy-to-understand information service media was needed, so *board game* media was chosen as a solution to improve students' understanding of stop bullying.

Design

In the early stages of design, this game media was developed with the main purpose of providing an educational means to provide an understanding of stop bullying to junior high school students. The basic idea of design arose from the need for an interactive, fun, and easy-to-understand media for students, so the concept of a physical game in the form of throwing a ball into a box was chosen. Media design begins with determining the basic shape of the game board. The board is made of a material that is sturdy enough (such as cork board or steroform) to be able to withstand some additional components such as

boxes and visual embellishments.

The shape is made rectangular so that it is easy to hang and can be played in groups. Next, the main components of the game are determined, namely the target squares or target boxes attached to the board consisting of 5 squares. The box is made of lightweight materials such as plastic, then pasted with a spreading position at several points of the board. Each box serves as a "throwing destination" while also representing a specific category or message related to bullying. In the visual part, the design is decorated with various anti-bullying illustrations, such as symbols prohibiting violence, invitations to make friends, and images of students showing positive and negative behavior. The placement of this image is not only as a decoration, but also as an educational message medium so that students can recognize concrete forms of bullying.

In addition, the element of a small box or mystery box is also added. This mystery box serves as a game aid, which contains, statements, statements of the student's information after making a throw. This aims to combine the motor aspect (throwing) with the cognitive aspect (thinking and understanding the material). The colors used in the design tend to be bright (such as blue) to attract students' attention and create a fun learning atmosphere. Writings such as "STOP BULLYING" are also placed in the center of the board as an affirmation of the game's main theme. Overall, the design of this game is designed with in mind: Active involvement of students through physical activity Conveying moral messages through visuals and symbols Fun learning so that students don't feel bored Simplicity of the tool to make it easy to use in the school environment Thus, the initial process of designing this media focuses on incorporating educational elements, games, and interesting visuals so that it can help students understand and avoid bullying behavior more effectively.



Figure 1. Media Display of Board Game Games Development

At this stage, it is a real product creation. At this stage, the researcher began to create media *Board games* According to the design that has been designed, it includes game boards, statement papers, balls, goal boxes and mystery boxes. Once all media components are complete, the next stage is product validation. At this stage, the media that has been developed is then tested for feasibility by 2 validators, one media validator and one material validator. According to [12] that an instrument is said to have high validity if the factors that are part of the instrument do not deviate from the function of the instrument. The validator process is carried out using the Likert scale to assess the quality and readiness of the product so that it can be used in the next stage of implementation. After the validation is completed, the assessment results will be analyzed and adjusted to the eligibility criteria that have been determined to ensure that the media meets the criteria and is effective to be used in information services to provide an understanding of stop bullying to students of SMP IT AL Hijrah Medan.

Table 1. Product Eligibility Criteria

Percentage %	Eligibility Categories
<20%	Very Unworthy
21%-40%	Not Eligible
41%-60%	RaguRagu
61%-80%	Worthy
81%-100%	Highly Worth It

Feasibility Testing

The media feasibility test was carried out to determine the level of feasibility of the *board game game* media throwing ball into the box which was developed as an information service medium in providing an understanding of stop bullying to Al Hijrah IT Junior High School students. This feasibility test aims to assess whether the developed media has been appropriately used in the guidance and counseling service process. The feasibility test process is carried out through validation by media experts and material experts. Media experts provide an assessment of aspects of appearance, design, color, attractiveness, clarity of game rules, and ease of use of media. Meanwhile, material experts provide an assessment of the suitability of the content of the material with the purpose of information services, the accuracy of bullying material, the use of language, and the benefits of media in improving students' understanding of stop bullying. The following are the results of the validation provided by the experts.

Table.2 Expert Validation Results

Validator	Score	Criteria
FUM	90	Highly Valid

ALD	93	Highly Valid
Final Results	$90+93=183/200 \times 100=$	Highly Valid
	<u>91,5%</u>	

Based on Table 2 on the results of expert validation, it can be seen that the board game media of throwing balls into the box received excellent ratings from the validators. The first validator, FUM, gave a score of 90 in the category of "Very Valid". This shows that the media developed has met the feasibility aspects both in terms of content, appearance, language, and suitability with the purpose of information services regarding the understanding of stop bullying in junior high school students. Based on the overall results of expert validation, a total score of 183 out of a maximum score of 200 was obtained. The percentage calculation is carried out by the formula

$$\frac{90 + 93}{200} \times 100 = 92\%$$

The calculation results showed a percentage of 94% with the category "Very Valid". Thus, the media of board games throwing balls into the box is stated to be very feasible to be implemented in information services to provide an understanding of stop bullying to Al Hijrah IT Junior High School students.

Implementation

The next stage is *implementation*, which is the stage of applying media in information service activities in the classroom. At this stage, the researcher carried out activities by giving pre-tests to students before using media to find out the students' initial understanding. Next, the researcher explained the rules of the *board game* to the students and started the game activities. Students actively participate in the game by throwing the ball into the target box related to bullying. During the activity, the researcher acted as a facilitator who guided the course of the game. After the activity is completed, students are given a post-test to find out how much they understand the understanding of bullying.

Table 3 Results of the Teacher Response Questionnaire

Observations	Number of Instruments	Total score	Maximum Score	Percentage	Categories
RF	17	74	85	87%	Very Worthy

Based on Table 3 of the results of the teacher's response questionnaire, data was obtained that the number of instrument

items assessed was 17 items with the total score obtained being 74 out of a maximum score of 85. The results show a percentage of 87% with the category "Very Feasible". This high percentage value shows that *the developed* ball-to-box board game media has met the eligibility criteria according to the teacher's assessment. The Counseling Guidance Teacher assessed that the media used was good in terms of appearance, content of the material, how to use, and the suitability of the media with the purpose of information services about stop bullying.

Table.4 Student Response Questionnaire Results

Respondents	Number of Respondents	Total Score Overall	Maximum Score	Percentage	Categories
Students	30	2.563	3.000	85%	Very Worthy

Based on the data in Table 4 of the Student Response Questionnaire Results, the results of assessments from 30 students were obtained on the media of the Throwing Ball to the Box Board Game used in information services regarding stop bullying. The total score obtained was 2,563 out of a maximum score of 3,000, so that the eligibility percentage was obtained at 85%. Based on the interpretation criteria of the eligibility assessment, the percentage is in the "Very Feasible" category. Then the percentage of the results of the teacher's questionnaire.

Table.5 Pre-test and Post-test Results

Sample	Pre-test	Post-test
30	1.880	2.750
	$1,880/30 \times 100\% = 63\%$	$2,750/30 \times 100\% = 92\%$

Based on Table .5 about *the results of the pre-test and post-test*, it can be seen that there is an increase in students' understanding after being provided with information services using the media board game of throwing the ball into the box. The number of samples in this study was 30 students. In the pre-test stage, a total score of 1,880 was obtained with a percentage of 63%. These results show that students' understanding of stop bullying is still in the sufficient category and there are still students who have not optimally understood the forms of bullying, the impact of bullying, and how to prevent bullying behavior in the school environment.

After being given treatment or information services using the media board game of throwing the ball into the box, a post-test is carried out to find out the change in student understanding. The post-test results showed an increase in the score to 2,750 with a percentage of 92%. This percentage is in the very good category, so it can be seen that the board game media used is able to help students understand stop bullying material more easily and interestingly. The increase in results from 63% in the pre-test to 92% in the post-test shows a difference of 29% in improvement. This proves that the use of board game media

throwing balls into the box in information services is effective in improving students' understanding of stop bullying. In addition, game media makes students more active, enthusiastic, and easy to understand the material because the learning process is carried out in a fun and interactive way.

Evaluation

The evaluation stage is the final stage in the ADDIE model which aims to determine the success of the board game media throwing balls into the box in information services to provide an understanding of stop bullying in Al Hijrah IT Junior High School students. At this stage, the researcher assesses the effectiveness of the media, the level of student understanding, and the student's response after using the game media. The evaluation was carried out by looking at the results of media use during information service activities. The researcher assessed how students understood the stop bullying material after participating in board games. This assessment is carried out through the results of the pretest and posttest given before and after the activity. From these results, researchers can find out that there is an increase in students' understanding of the meaning of bullying, types of bullying, the impact of bullying, and how to prevent bullying in the school environment.

In addition to looking at student learning outcomes, the evaluation stage was also carried out to determine the level of students' understanding in using the media of board games throwing balls into the box. The researcher observed whether students could understand the rules of the game, follow the steps of the game well, and be able to use the media independently or in groups. The ease of students in playing board games is one of the indicators that the media developed is practical and easy to use in information services. The researcher also evaluated the students' response and enthusiasm to the media used. During the activity, most of the students showed interest and activeness in participating in the game. Students seem more enthusiastic in answering questions, discussing, and collaborating with their group friends.

This shows that board game media is able to create a fun and not boring learning atmosphere. In addition, evaluations are carried out on the advantages and disadvantages of the media. The advantages of throwing the ball into the box board game media are being able to increase student participation, attract students' attention through interactive games, and help students more easily understand stop bullying material. Meanwhile, the lack of media can be seen from the limited implementation time or the existence of some students who need direction during the game. The results of this evaluation are used as material for improving and improving the media to become more effective for use in the next information service activities. Thus, the evaluation stage not only serves to see the final results of media use, but also to find out the extent to which the media of the board game throwing the ball into the box can help students understand the stop bullying material and make it easier for

students in the learning process through games.

Development of a Board Game-Based Learning Media "Throw the Ball into the Box" for Information Services to Enhance Students' Understanding of Stop Bullying at SMP IT Al-Hijrah Medan

Barbara Coloroso is one of the education experts who discusses bullying behavior in the school environment. According to [13] Bullying is an act that is consciously and intentionally carried out to hurt, intimidate, or dominate another person through repeated abuse of power. In bullying behavior, there is an imbalance of power between the perpetrator and the victim, so that the victim is in a difficult position to defend himself. This behavior can be done physically, verbally, psychologically, or through digital media. According to [1]. [14] Bullying is not just an ordinary conflict between two individuals, but a form of violence that has the purpose of hurting the victim. Conflict generally occurs between two parties who have balanced power, while bullying involves perpetrators who have greater strength, both in terms of physicality, number of friends, social status, and psychological ability. Therefore, bullying can have a serious impact on the emotional, social, and academic development of the victim.

Barbara [7], [2] explained that in bullying events there are three main elements that are interrelated, namely the perpetrator (bully), the victim (victim), and the witness (bystander). The perpetrator is an individual or group who commits an act of bullying intentionally. The victim is an individual who receives the treatment and generally has a weaker position than the perpetrator. Meanwhile, witnesses are individuals who see or know about bullying. Witnesses can play a role in helping to stop bullying or even strengthen the actions of the perpetrator if they are just silent or provide support to the perpetrator. [15] also groups bullying into several forms. Physical bullying includes actions such as hitting, kicking, pushing, grabbing, or damaging the victim's belongings.

Verbal bullying is in the form of mocking, insulting, giving derogatory nicknames, threatening, or abusive words to the victim. Relational or social bullying is carried out by ostracizing the victim, spreading gossip, shaming the victim in front of others, or severing friendships. In addition, as information technology develops, cyberbullying appears, which is an act of bullying carried out through social media, messaging applications, or other digital platforms. In this study, the media of board games throwing balls into the box is used as an information service medium to help students understand bullying behavior through learning activities that are interactive, fun, and involve the active participation of students. common in everyday life. In fact, these actions are a form of bullying if they are done intentionally, repeatedly, and cause pain both physically and psychologically to the victim. This lack of understanding causes bullying behavior to often occur without being aware of it by the perpetrator and the surrounding

environment.

The phenomenon of bullying has become a serious social problem that not only threatens psychological well-being, but also decreases student participation in teaching and learning activities. Bullying not only causes short-term disruption, but also causes long-term psychological trauma, including anxiety disorders, PTSD, and even suicidal ideation shows that children who are bullied have a two to three times greater risk of experiencing mental health problems in adulthood than children who are not victims of bullying [13], [16]. In today's digital era, bullying does not only happen directly, but also through social media or cyberbullying. This form of bullying is often more difficult to control because it can happen at any time and spread quickly through the internet. Based on the results of observations and preliminary data obtained by researchers, it is still found that students commit acts of mocking, insulting, ostracizing friends, and joking excessively without understanding that these actions include bullying behavior.

This shows that students need information services that are interesting and easy to understand in order to increase their knowledge and awareness about the dangers of bullying [17], [18]. Thus, it can be concluded that the condition of students' understanding of bullying behavior and its impact still needs to be improved. Therefore, innovative and interesting learning media is needed so that students can more easily understand the material about stop bullying and be able to apply it in daily life in the school environment [19], [20].

Game media development *Board games* Throwing the ball into the box is carried out as an effort to create an information service media that is interesting, interactive, and easy to understand by junior high school students. This media was developed because the process of conveying information about bullying which only uses the lecture method often makes students feel bored and less active in participating in information service activities. Therefore, media that is able to increase students' attention, involvement, and enthusiasm in understanding stop bullying material is needed. The development of board game media is carried out through several stages, starting from the stage of needs analysis, design design, media development, implementation, to evaluation [21], [22].

In the analysis stage, the researcher identified problems that occur in schools related to bullying behavior and students' needs for fun learning media. The results of the analysis showed that students were more interested in game media than monotonous learning. In the design stage, researchers began to design a *board game* of throwing balls into the box by adjusting the material about bullying. This media is made using a game board consisting of several boxes containing questions, challenges, and materials about bullying. The game is carried out by throwing the ball in the direction of a certain box, then students answer questions or make instructions according to the box hit by the ball.

The game design is made with attractive colors and images that match the characteristics of junior high school students in order to increase their interest in learning. The development stage is carried out by compiling material on the definition of bullying, types of bullying, the impact of bullying, and how to prevent bullying. The material is then incorporated into the game components so that students can learn while playing. In addition, the researcher also created a manual for the use of media so that BK teachers or counselors can use the media easily during information services. The media board game throwing balls into the box has the advantage of being able to create an active and fun learning atmosphere.

Students not only listen to the teacher's explanations, but also engage directly in the game. The media feasibility of throwing the ball into the box can be seen from the validation results of media experts and material experts. Based on the results of the validator's assessment, this media obtained the category of "very valid" so that it is suitable for use in information services in schools. The assessment includes aspects of media display, material suitability, clarity of instructions for use, game design, and the ability of media to attract students' attention. In terms of appearance, board game media is considered to have an attractive design, the use of appropriate colors, and images that are able to increase students' interest in learning. In addition, the language used in the media is also easy for junior high school students to understand so that the material can be conveyed well.

The validator also assessed that the content of the material in the game was in accordance with the purpose of the information service about stop bullying. The effectiveness of media can be seen from the results of students' pre-tests and post-tests before and after using board game media. Before being provided with services using the media, the level of students' understanding of bullying was still low. This can be seen from the results of the pre-test which shows that most students do not understand the forms of bullying and its impact. However, after being provided with information services using a board game of throwing a ball into the box, the post-test results showed a significant increase in student understanding. The improvement shows that board game media is able to help students understand the material more easily. The learning process carried out through games makes students more active, focused, and enthusiastic about participating in activities. In addition, a pleasant learning atmosphere makes students not feel pressured so that the material is easier to receive and remember.

This game media is also effective in increasing students' social interaction. While playing, students learn to work together, respect the opinions of friends, and understand the importance of respecting each other. This indirectly helps to form positive student behavior in daily life so that it can reduce bullying in the school environment. Based on these results, it can be concluded that the board game media throwing balls into the box is very feasible and effective in information services to improve

students' understanding of stop bullying. This media is able to create an interesting, interactive, and fun learning process so that the goals of information services can be achieved properly [23].

Research Implications The results of this study show that the media of board games throwing balls into the box can help increase students' understanding of stop bullying through a more active and fun learning process. This media can be used as a means of supporting information services by Guidance and Counseling teachers to create a learning atmosphere that is not boring. In addition, the use of game media can also increase students' social interaction, group cooperation, and foster student awareness to avoid bullying behavior in the school environment.

Disadvantages of Research This research has limitations in media that is still simple and only used in one school, so the effectiveness of media has not been tested in different school environments. In addition, the implementation of the game takes a long time and conducive classroom conditions so that the activities run well. This research also focuses more on improving student understanding and has not measured changes in students' bullying behavior directly in daily life.

6. Conclusion

Based on the results of research and development of *board game media* throwing balls into the box in information services to provide an understanding of stop bullying to students of Al Hijrah IT Junior High School Medan, it can be concluded that the condition of students' understanding of bullying behavior before being provided with information services is still relatively low. This can be seen from the fact that there are still students who are not able to distinguish between joking behavior and bullying. Some students still consider the act of mocking, insulting, ostracizing friends, or joking excessively as common things in the school social environment. In addition, students also do not fully understand the negative impact of bullying, both physical, psychological, social, and on the student learning process.

Based on the results of the pre-test, the level of student understanding obtained a percentage of 63%, thus showing that students' understanding of stop bullying still needs to be improved through attractive and easy-to-understand information services. The development of the board game media of throwing balls into the box is carried out using the ADDIE model which consists of the stages of analysis, design, development, implementation, and evaluation. In the analysis stage, the researcher found that students need interactive and fun learning media. Furthermore, at the design stage, the media is designed in the form of educational games that combine physical activity and understanding of bullying materials through game boards, goal boxes, mystery boxes, and educational questions.

At the development stage, the media is made according to the design and validated by media experts and material experts. The

validation results showed that the media obtained a percentage of 94% with the category "Very Valid", so the media was declared very feasible to be used in information services to provide an understanding of stop bullying in junior high school students. Based on the results of implementation and evaluation, the board game media throwing balls into the box has proven to be effective in increasing students' understanding of stop bullying. This can be seen from the post-test results which have increased to 92% from the previous 63% at the pre-test. An increase of 29% showed that the use of board game media was able to help students understand bullying material more easily, interestingly, and fun. In addition to increasing student understanding, this media is also able to increase student activity, enthusiasm, cooperation, and participation during information service activities.

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