e-Module *e-Sipa'* in Culture-Based Basic Services as a Preventive Effort to *Bullying* in Students

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Article Info	

Abstract. This study aims to develop a bullying prevention E-Module based on 3S culture (sipakatau, sipakainga, and sipakala'biri) in the form of a service E-Module for BK teachers. The development model used is the ADDIE model with a small group trial on 15 students with subject characteristics, namely grade VII students of SMPN 40 Bulukumba. The validation results showed that the e-module material and media obtained a high level of acceptance. Quantitative descriptive analysis stated that 1) the appearance of the E-Module E-Sipa' is attractive by 95%; 2) the E-Module E-Sipa' is practical to use by 93%; 3) the E-Module E-Sipa' is easy to access by 95%; 4) the language in the E-Module E-Sipa' is easy to understand by 90%; 5) the steps of the E-Module E-Sipa' activities are easy to access and interesting by 90%; 6) the material in the E-Module E-Sipa' is easy to understand by 87%; 7) the material in the E-Module E-Sipa' is in accordance with the needs of students by 98%; and 8) the E-Module E-Sipa' helps students in preventing bullying behavior by 98%. And the results of the practicality test on the E-Module E-Sipa' average percentage of 95% with very practical criteria. So it can be concluded that the E-Module in basic BK services based on culture as a preventive measure of bullying behavior in students can be a tool for BK teachers in preventing bullying behavior in students.

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INTRODUCTION

In Indonesia, we are the fifth highest out of 78 countries as a country where students often experience cases *Bullying.* According to the National Commission on Human Rights, *Bullying* is a form of long-term physical and psychological violence committed by a person or group to an individual who is unable to defend himself or herself in a situation where

there is a desire to hurt or make people depressed, traumatized or depressed and helpless (Yandri et al., 2013). In line with research Yu & Zhao (2021) that *Bullying* has received intense attention in schools over the past few years. The presence of violence in educational units creates an unsafe atmosphere and causes a sense of fear. This of course harms the entire school community and negatively impacts students' right to education in a safe and threat-free environment (Resultay et al., 2024). The increasing number of violence in schools must be a concern for all parties. Be it teachers, parents, the community, or the government as the person in charge of the world of education. According to KPAI data, between 2018 and 2020, there were 2,339 cases of violence that occurred in the school environment. Different forms of action *Bullying* which should not happen in the school environment such as threats, money laundering, exclusion, bullying, bullying, fights between students, and so on.

From the results of research conducted by Nirmalasari et al. (2021), there are several factors that trigger the occurrence of *Bullying* at school, namely family factors, school environment, and peer influence. It is also supported by Rahmat et al. (2023) It is known that the factors that cause the occurrence of behavior *Bullying* The most significant is the school climate and is followed by peers.

Setiyanawati (2023) stated that the school environment can create an atmosphere that is not conducive to student development, both academically and socially because of the *Bullying* that happened. The detrimental impact on students, creating feelings of undesirable and rejected by the surrounding environment, occurs due to actions *Bullying*. Naturally, this impact will affect various student activities in the school environment.

Moreover Nurfitriyani et al. (2023) highlighting internal and external factors that are consequences of physical bullying. Decreased empathy and negative effects on mental health are one of the impacts of behavior *Bullying*. Handling *Bullying* Approaches, approaches to reduce incidents, reach agreement on new norms, and emphasize changes in the behavior of physical individuals are strategies that focus on concrete evidence.

According to Ramadhanti & Hidayat, (2022) negative impact of behavior *Bullying* felt more profound both physically and psychologically. Action *Bullying* is a detrimental behavior and of course endangers the victims. In line with the opinion Rahayu & Permana (2019) *Bullying* It can lead to very serious consequences for the victims, who often experience anxiety, depression and even the risk of attempting suicide. In addition, these negative experiences can also affect the victim, who may react in extreme ways or even potentially become a perpetrator *Bullying* itself.

Research conducted by Hopeman et al. (2020) identify different forms *Bullying* which is generally done by their classmates. Therefore, the role of schools is very important in preventing behavior *Bullying* in the educational environment and avoid students from negative actions such as *Bullying*. The conditions described show the importance of Guidance and Counseling (BK) teachers to innovate in the practice of guidance and counseling services. This innovation is expected to develop student potential and prevent actions from occurring *Bullying*. These efforts must be able to accommodate various factors that affect *Bullying*, so as to create a more positive and effective daily life of students. This is very important because every student deserves protection.

Based on the results of a preliminary study conducted at SMPN 40 Bulukumba in grade VIII using a questionnaire, the results were obtained at 87% of 25 students, student data showed that the need for media that supports students as a prevention of *bullying* based on the local culture of South Sulawesi, namely *sipakatau, sipakainga, and sipakala'biri* in basic services are urgently needed. And based on the results of interviews conducted with Guidance and Counseling teachers, information was obtained that bullying behavior often occurs in grade VIII. A form of effort to handle *bullying* is carried out by providing sanctions in the form of reprimands not to repeat the same thing.

Based on these facts, it can be seen that so far the form of handling bullying cases in schools has been sanctioned in the form of reprimands and written statements. According to the opinion Rahmawati & Hasanah (2021) If sanctions are accepted by people who do not feel sadness and regret for their actions, then

they are not followed by an attitude of repentance and deterrence, then punishment/sanctions cannot function as they should. Therefore, schools must be good at preventing cases *Bullying* at school. So the role of teachers or other educators is very important in preventing students from deviant behavior. Adiyono et al. (2022) explained that in addition to pursuing and educating, the role of teachers also needs to take preventive steps to overcome problems caused by *Bullying*.

In line with the expectations that have been explained earlier, South Sulawesi, especially in the existence of the Bugi tribe who have a life mindset that is expressed through social values such as *Sipakatau, Sipakainga, and Sipakala'biri*. These values reflect the way of life of the Bugis tribal community which is expected to be able to give birth to individuals with strong character. Thus these traits have a significant positive impact on the formation of each individual (Fadhilah & Rahman, 2023).

The values of *sipakatau, sipakainga, and sipakala'biri* are moral principles that can be internalized and practiced in daily life. These principles are in line with the implementation of the anti-bullying program. Mutual respect, reminding and appreciating each other is a very important aspect of character to prevent individuals from falling into asocial and immoral behaviors, such as *bullying*. Based on this, the researcher is interested in developing the E-Sipa' E-Module in basic culture-based services as a preventive effort against *bullying* behavior. This research has the output of the development of culture-based group guidance e-modules, especially the local wisdom of South Sulawesi, namely (*Sipakatau, Sipakainga, Sipakala'biri*) which is an important component of the character development system.

Sipakatau is a concept that views every human being as a whole human being, so it is inappropriate to treat others outside of proper treatment as a human being who integrates values *Sipakatau* to be an effective tool in preventing *Bullying* physical because of the principles *Sipakatau* Focusing on looking at every human being with all his or her rewards without distinguishing with any social condition, with any physical condition he or she has (Safitri & Suharno, 2020). So that the concept of *Sipakatau* This is very contrary to *Bullying* physical. Action *Bullying* Physical abuse such as bullying, hurting or intimidating

who is perceived as weak generally occurs repeatedly and aims to create fear, lower self-esteem or control the victim (Erina et al., 2023). Concept *Sipakatau* which is shown by maintaining an attitude towards others and being reluctant to do something that is considered to disturb others (Halima et al., 2021).

Sipakainga can be implemented in preventing *cyberbullying* through a cultural and community approach. *Sipakainga* is an action to always remind, reprimand each other, evaluate each other, and guide each other to the right things. So that the value of *sipakainga* is very important in modern contexts, especially in dealing with problems *cyberbullying* in the digital era to help create a safer, positive, and supportive environment. And by applying the principle of reminding each other, individuals are expected to be able to give good advice and stop behaviors that are not in accordance with moral values, including *Bullying* verbal (Halima et al., 2021).

Sipakala'biri that emphasizes respect for the dignity and honor of others, is very contrary to relational behavior *Bullying* and play a key role in preventing *Relational Bullying* who seek to damage one's social relationships and status (Hamzah & Marwati, 2023). So that *Sipakala'biri* It can be interpreted as an attitude of mutual love that is manifested through appreciation or praise, as well as helping each other create a family atmosphere, mutual cooperation, regardless of social status, ethnicity, race and position.

Basic guidance and counseling services are needed by students in implementing these goals. According to the opinion (Subekti et al., 2021) that basic services are services that are systematically arranged with the aim of developing themselves and students' competencies, as well as to prevent potential problems that can arise in students.

The application of these three attitudes is considered to be able to facilitate personal affairs. *Sipakatau* showing mutual respect and not being hostile to each other, *Sipakainga* It is an attitude of always remembering, reprimanding, assessing, and guiding each other in the right direction. *Sipakala'biri* is a picture of life. Thus, harmonious social interaction is realized by the development of behavior driven by mutual respect and understanding of human values between

individuals (Mutmainah, 2018). Principles *Sipakatau, Sipakainga, Sipakala'biri* in interpersonal relations are very influential in the social order of South Sulawesi. Halima et al. (2021) Local wisdom that has never faded from the life of the Bugis people is a living tradition that continues to be maintained to this day and has developed.

Previous research that developed pop-up picture storybook media application media in an effort to improve behavioral understanding *Bullying* in students VII of SMPN 2 Piyungan, the results of the research Sicily (2023) Development of Android-based applications as information services to prevent *cyberbullying* to students of SMPN 15 Bandar Lampung. Furthermore, research Wardiani et al. (2022) which develops guidance and counseling modules for prevention *Bullying* in high school, as well as research Putro et al. (2022) Regarding the Digital Module of Classical Services through the Zedemy Platform to Minimize Behavior *cyberbullying*. So that researchers try to develop culture-based E-Module media *Sipakatau, Sipakainga, and Sipakala'biri* in basic services as a behavioral preventive effort *Bullying* on students as a research update.

The use and application of the E-Sipa' E-Module is expected to make it easier for BK teachers to provide more attractive services through the integration of the values of *sipakatau, sipakainga, and sipakala'biri* which are local cultures in South Sulawesi. Based on the background that has been described, this research is also prepared with the main goal of creating a culture-based E-Module that is applied through basic guidance and counseling services. This E-Module is designed to assist BK teachers in providing services related to the integration of local cultural values of *Sipakatau, Sipakainga and Sipakala'biri* as a preventive effort against *bullying* behavior in students.

METHOD

This research is a research *and development* with the ADDIE model which has 5 stages, namely: 1) *Analysis*; 2) *Design*; 3) *Development*; 4) *Implement*; 5) *Evaluate* (Sulistiyowati & Kristanti in Alamsyah et al., 2023).

Figure 1. ADDIE model

Quantitative descriptive analysis is the data analysis technique used in this study. So that the data that has been obtained is analyzed qualitatively descriptively and its use as a product improvement material, so that the product can meet the criteria in accordance with the views of experts which can then be tested to potential users. Validators assess the content of the material and product design which is then developed using expert validation sheets. The results of the assessment of all aspects are measured using a scale based on a predetermined score and will produce a data in the form of numbers or data quantitatively which is then interpreted, so that the results of the analysis will show the characteristics of each questionnaire.

The results of the answers from the questionnaire are summed or combined according to the research instrument. The questionnaire in this study has an answer in the form of a numerical scale. After getting the total assessment from the questionnaire, the data will be presented in the form of a percentage.

The data analysis techniques used are descriptive and qualitative descriptive statistics with the number of scores obtained per the maximum number of scores then multiplied by one hundred percent ((Mahardika & Siswoyo, 2021)

After finding the percentage using the formula above, then the percentage result is concluded in table 1.

Table 1. Conversion of Product Valid Achievement Rate

Attainment level	Qualification	Information
80%-100%	Good	Highly Valid
61%-80%	Enough	Valid
41-60%	Less	Invalid
0-40%	Very Less	Highly Invalid

RESULTS AND DISCUSSION

The research on "E-Module *Sipakatau, Sipakainga, Sipakala'biri* in basic cultural-based services as a preventive effort for *bullying* behavior in students focuses on the development of group guidance media to prevent *bullying* behavior at SMPN 40 Bulukumba. This E-Module, known as *E-Sipa'*, is designed to meet the needs of students in understanding and dealing with bullying issues with a culture-based approach. Through a needs analysis using questionnaires and interviews with guidance and counseling teachers, it was found that 89.30% of students felt the need for more interesting media to increase motivation in guidance and counseling services. This shows that even though simple media already exists, students want something more interactive and in tune with current trends.

After the analysis stage, *the E-Sipa'* prototype was developed using *the canva pro* app and uploaded to the *heyzine platform* to make it digital-based. The prototype includes a variety of graphical and structural elements that support the use of modules. Validation was carried out by material and media experts, practicality tests were carried out by guidance and counseling teachers, and small group tests were conducted on 15 students. The application used in the product development process is canva pro. After going through the module manufacturing process, the module design results are *uploaded* to *the Heyzine* application to make it based on E-Modules.

The Canva Pro application is an application that is used as a visual content designer for websites. This application is used to carry out the overall design of the E-Module because it can make it easier for researchers

The concept of E-Module will be developed to make the concept of E-Module in accordance with expectations with the help of Canva and obtain the the in figure 1 & 2, before anda after validation.

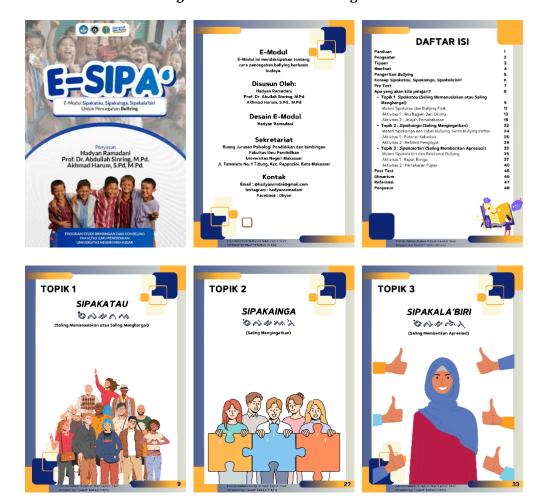**Figure 2.** Before the Revision of Material Validation

Figure 3 Revised Results of Material Validation

The E-Sipa' E-Module will be validated both in terms of material and media by expert lecturers to obtain suggestions, inputs, criticisms and revisions of the product and test the feasibility of the product before it is disseminated in its use. Material validation was carried out to determine the relevance of the material presented in the *prototype of the* Sipakatau, Sipakainga, Sipakala'biri *E-module* in Culture-Based Basic Services as a Preventive Effort of *Bullying* Behavior in Students in accordance with the needs of counseling, validators carried out by the first and second material experts.

Table 1. First Material Expert Validation Test

Score	%	Comments/Suggestions
64	94%	Paying attention to the use according to the level and has been feasible for field trials.

Table 2. Second Subject Matter Expert Validation Test

Score	%	Comments/Suggestions
62	91%	It is feasible to field trials with minor revisions.

The validation of media experts has the goal of finding out how effective and efficient the E-modules are made from the aspects of graphics, letters, colors, proportions and aesthetics of the product before the test is carried out.

Table 3. First Media Expert Validation Test

Score	%	Comments/Suggestions
47	90%	It is recommended to add the year and not include the mobile phone number, create a re-line that can return to the table of contents / home and include the source of the image. So that the media validation obtained is worthy of a field trial with minor revisions.

Table 4 Second Media Expert Validation Test

Score	%	Comments/Suggestions
50	96%	In the glossary section is fixed, change the font color/style of important words and give an "introduction before clicking the material button and worthy of a field trial with minor revisions.

Validation was carried out by material and media experts, with the results showing an excellent level of validity of 94% for the first material expert and 90% for the first media expert. signifies that this E-module is not only theoretically feasible but also practical to use in the field.

Furthermore, the feasibility and accuracy test and also a practitioner test was carried out by guidance and counseling teachers at school, namely a usability test, a test was carried out in small groups by grade VIII students at SMPN 40 Bulukumba.

Table 5. Practicality Test

Score	%	Comments/Suggestions
57	95%	It is feasible to field trials with minor revisions.

Based on the results of the E-Sipa' E-Module practicality test that has been assessed by experts from the three aspects of assessment, a total percentage of 95% was obtained with very practical criteria.

Table 6. Small group test

Total Percentage	Comments/Suggestions
93%	It is feasible to field trials with minor revisions.

Based on the assessment obtained from the small group trial stage by grade VIII students of SMPN 40 Bulukumba, a total score of 93% was obtained with very valid criteria.

Overall, the E-Module *E-Sipa'* This can improve students' understanding of *Bullying* through more interesting and effective methods. In line with research Noboru et al. (2021) that cultural interventions that include cultural practices in schools play a very important role in prevention activities *Bullying* at school. With a minor revision based on input from validators, *E-Sipa'* ready for further testing in the school environment. This research not only provides solutions to problems *Bullying* but also enriches BK's service methods with more innovative

approaches and relevant to the local cultural context.

Discussion

E-Module Development *E-Sipa'* is an effort made to prevent behavior *Bullying* to students. *Sipakatau, Sipakainga, Sipakala'biri* has an influence in preventing behavior *Bullying* in schools by creating a positive environment. In line with research Fadhilah & Rahman (2023) which explains that *Sipakatau, Sipakainga and Sipakala'biri* It is a lifestyle of the Bugis tribal people who are expected to give birth to people with strong characters

In integrating culture-based e-modules *sipakatau, sipakainga, sipakala'biri* applied in group guidance services that are part of basic

services. Hartanti, (2022) write that group guidance is guidance that takes place in the context of group activities and dynamics. The main focus of this guidance is to help group members to understand themselves better, accept themselves as they are, direct their lives more precisely, and achieve full self-realization, so that they can develop optimally. And do not feel afraid in carrying out activities at school because of the negative impact of *Bullying* very large. Negative impact *Bulling* For students, one of them is the academic achievement of students at school and causes students to become afraid and panic and stop being involved in activities in class (Akimbekova et al., 2023). Al-Raqqad et al. (2017) writes that *Bullying* In school is a widespread problem that affects school students in many parts of their lives such as, psychologically, educationally and professionally.

Referring to the discussion in the background that in addition to teaching and educating teachers, they must also take preventive measures against problems caused by *Bullying* as explained in the study Sa'ida et al. (2022) Preventing problems is more important than post-bullying interventions, one way to do this is by introducing *Bullying* children, face if they get the case, and prevent children from behaving *Bullying*. Concept *Sipakatau, Sipakalebbi, and Sipakainge'* It can be used to understand how social principles can shape and maintain harmonious and respectful social relations in society which is research conducted by (R. J. Nur et al., 2023)

In this research and development, the researcher developed e-module media as a form of effort to prevent behavior *Bullying* on students. This media was chosen because it is in line with research Erdi & Padwa, (2021) that the use of electronic modules is more practical and efficient which can be a learning medium that attracts students' attention. The e-module developed contains activities that are arranged to help students understand and practice prevention efforts *Bullying*. The activities are adjusted to the needs of students from the results of student needs from the results of the analysis of counseling needs and interviews with BK teachers. E-Module *sipakatau, sipakainga, sipakala'biri* in basic culture-based services as a preventive effort for behavior *Bullying* The students contain topics that are

adjusted to the concept of local culture-based Bugis of the Makassar Tribe which contains indicators, namely: *Bullying* physical *Cyberbulling* and *Bullying* verbal and *Relational Bullying* All indicators are collaborated with elements of local wisdom.

Dewinda et al., (2024) In his research, he found that the use of modules was effective in handling cases *Bullying*, especially in the victims who experienced it. In line with research Erawati et al. (2024) has successfully used modules in anti-*Bullying* in villages and schools. By integrating approaches such as group tutoring and modular learning systems, schools can be more effective in creating a safe and supportive environment for all students. E. W. Nur et al. (2024) mentioned that the counseling guidance service module is one of the alternatives to accommodate various student needs.

The use of media in the BK service process is very necessary in supporting the service process, not only giving a varied impression but also helping students to be able to maintain focus in the service process, in line with research Zaini et al. (2020) shows that the use of media will provide meaning in the process and results of guidance besides that it can also increase students' interest in participating in BK services.

Based on the results of the needs analysis through a questionnaire distributed to grade VIII students and interviews with BK teachers and school principals to obtain initial information before conducting research and product development to adjust the needs of students. Generally, the information obtained regarding the state of BK services that occur is obtained as a result that BK services have run well, but in terms of the use of media in the service process is still not varied and interesting so that in the service process it is still not optimal in accepting service objectives for counselors. The information obtained related to the need for supporting material content in each topic and also the graphic aspect of the e-module that supports in terms of aesthetics

From the results of the needs analysis, the next stage will be carried out in the design stage or make an initial concept of the e-module that is adjusted from the results of the needs analysis for the e-module framework which is expected in this stage to have obtained the theme of each topic raised. The topics contained in this e-module are*: Sipakatau,*

sipakainga, and sipakala'biri which each have two activities and reflections on each topic. In the design stage, they also have an initial overview of the e-module, both from color selection, graphic design, fonts, and content placement elements. After obtaining the initial design or concept, the e-module then enters the development stage.

At the development stage, validation tests were carried out by material experts and media experts, which in this study there were two material and media validators each. In the results of the assessment of the material expert validator with an average score of 95% which shows that the media is worth testing with some suggestions and inputs for the improvement of the e-module in the future in the development stage. The results obtained from material experts are used as a reference in the product development process.

Furthermore, for the results of the validation of media experts obtained an average validation score of 93% with a category worthy of testing, there are several small revisions for input in product development in terms of features in the application and in terms of the type of font used to make it easier to use the E-Module. After the validation process, each suggestion that is considered feasible will be tried as much as possible to obtain the desired product before the implementation stage.

Based on the results of the practicality test by experts, namely BK teachers, the items of usefulness, feasibility, and accuracy with a percentage value of 95% are very practical to use for counseling. And for the small group trial stage on the target target was carried out on 15 grade VIII students. The conclusion was obtained that the assessment result was 93% with a very valid categorization

After conducting a small group trial in the process of using the product, then the evaluation stage at this stage takes some suggestions and inputs from counselors during the small group test as well as input from BK teachers as supervisors during the research process. If there are mistakes in terms of writing and others that are missed, they will be corrected as they should be in the evaluation stage so as to produce the final product

CONCLUSION AND SUGGESTIONS

In this study, E-Module has been developed *E-Sipa' (Sipakatau, Sipakaimga, Sipakala'biri)* as a preventive measure to megataminate behavior *Bullying* on students. Through the needs analysis that has been carried out, it was found that local culture-based learning media is very important in improving students' understanding of various forms *Bullying* impacts, and the factors that cause it and how to prevent behavior *Bullying* did not happen. The validation results show that this E-Module is very feasible to use with the percentage of validity from material experts reaching 95% and the validity of media experts at 93%. In addition, the level of practicality of this E-Module is also very satisfactory, with the results of the practicality test reaching 95%.

The development research carried out has resulted in a product in the form of E-modules *Sipakatau, Sipakainga, Sipakala'biri* in Culture-Based Basic Services as a preventive effort to prevent *bullying* behavior in students. However, in the development of this product there are still shortcomings. Therefore, the following suggestions are submitted: (1) Utilization suggestions for students, It is hoped that after the field trial, students will use this media well by distributing it to their friends with the help of BK teachers as activity directors. To make it easier for students to understand the material of each topic to prevent *bullying behavior*; (2) Development advice, It is hoped that the next media development will pay more attention to the content that has been loaded and adjusted for the purpose of its application. This is especially true for graphic design, colors, displays, and other supporting images to make them look more attractive. The use of language must be in accordance with the EYD and the rules. The next suggestion is to conduct large-scale product implementation tests to get better research results.

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