



OPEN ACCESS

Development of a Visual-Based Pocketbook to Prevent Bullying Among Early Childhood Learners

Amelia Vinayastri¹, Karimah Harma Putri², Imam Safi'i³

^{1,2,3}Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia.

Keywords:

Bullying prevention, Early childhood education, Pocketbook media, Teacher and parent awareness.

Correspondence to

Karimah Harma Putri,
Universitas Muhammadiyah
Prof Dr. Hamka, Indonesia.

e-mail:

karimahharmaputri13@gmail.com

Received 16 07 2024

Revised 26 02 2025

Accepted 10 03 2025

Published Online First

29 12 2025



© Author(s) (or their employer(s)) 2024. Re-use is permitted under CC BY-NC. No commercial re-use. See rights and permissions. Published by JGA.

Abstract

Bullying has become a common phenomenon among early childhood students, particularly in kindergarten settings. Children aged 4–6 years often experience and engage in verbal, social, and physical bullying. This study aims to develop a pocketbook as an educational tool for teachers and parents, providing information on bullying prevention strategies for young children. The pocketbook incorporates visual illustrations to enhance understanding and was implemented in three early childhood education institutions. The research follows the Research and Development (R&D) approach using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation. The study involved an initial needs analysis, revealing that parents and teachers have limited awareness of bullying. Data collection was conducted through interviews with teachers and parents, observations, content validation, language evaluation, and media validation to assess the feasibility of the pocketbook before implementation. Data analysis was performed using Aiken's index to determine the effectiveness of the pocketbook in preventing bullying. The findings indicate that the pocketbook is an effective method for raising awareness and preventing bullying in early childhood. This is supported by data analysis, showing that the highest response rating from teachers and parents was on a 7-point scale, with an average approval rate of 49%, demonstrating a positive reception. The pocketbook serves as an innovative educational tool, enriching teachers' and parents' knowledge in guiding children to avoid bullying behaviors. Future research should focus on providing training sessions for teachers and parents to optimize the use of the pocketbook, ensuring more effective communication and comprehension of its content.

To cite: Vinayastri, A., Putri, K. H., & Safi'i, I. (2025). Development of a visual-based pocketbook to prevent bullying among early childhood learners. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 10(1), 13-28. <https://doi.org/10.14421/jga.2025.10-02>

Introduction

Bullying has become a prevalent issue among young children, particularly in kindergarten settings. A study conducted in a kindergarten in Makassar revealed that bullying behaviors frequently occur in this environment (N. Pratiwi & Sugito, 2021). Research indicates that children aged 4–6 years experience and engage in verbal, social, and physical bullying (Aisyah et al., 2020). Moreover, bullying behaviors can emerge in children as young as three years old. For instance, statements such as "You can't play with me" may appear harmless but can develop into social exclusion and more severe forms of bullying (Ambarini et al., 2018).

Adults often overlook such behaviors, assuming they are a natural part of childhood development (Nadiyah & Vinayastri, 2022). However, bullying can lead to long-term emotional distress, resentment, and, in extreme cases, tragic outcomes, including suicide (Wiwit Viktoria Ulfah & Salasatun Mahmudah, 2015). Bullying is characterized as a persistent negative behavior intended to harm others, typically perpetrated by an individual or a group with greater dominance or power (R. Amelia Vinayastri & Awaluddin Tjalla, 2022). It includes physical aggression, verbal abuse, and social exclusion, all of which can have lasting psychological effects on victims (Maghfiroh & Sugito, 2021; W. E. Pratiwi & Sahono, 2019).

Bullying behaviors manifest in various forms. Physical bullying in schools may include hitting, kicking, seizing toys, twisting arms, pushing, or throwing objects at others. Social

bullying involves systematic actions to lower a victim's self-esteem through exclusion, avoidance, and isolation (Muntasiroh, 2019). Verbal bullying, on the other hand, entails harmful speech intended to hurt an individual emotionally, such as insults, threats, and defamation (S. Rahayu et al., 2023).

Studies indicate that bullying is a widespread phenomenon among young children. Data show that 35% of 165 children aged 4–6 years engage in bullying behaviors, with 4% pinching and hitting, 3% pushing, 1% making classmates cry, 1% threatening others, and 1% mocking and teasing (Hartati et al., 2020; Maghfiroh & Sugito, 2021). Globally, Indonesia ranks among the top five countries with the highest rates of bullying, with 41% of 15-year-old students reporting experiences of intimidation within a month (Amalia et al., 2021). Bullying in kindergarten settings is often overlooked due to inadequate teacher and parental supervision during playtime. The most common types of bullying among young children are social and verbal bullying, where children express dislike through exclusion or by using harsh words toward their peers (P. Rahayu et al., 2020).

Bullying dynamics involve more than just the perpetrator and the victim. Additional roles include the perpetrator's assistant, the victim's defender, and passive bystanders (Fadilla & Khasanah, 2024; Salmivalli et al., 1996). The perpetrator initiates and carries out bullying against a weaker individual, while the victim suffers repeated intimidation without the ability to retaliate. The assistant aids the perpetrator, preventing the victim from escaping or resisting. The defender supports the victim and attempts to intervene, either by directly stopping the bullying or seeking help from an authoritative figure (Demaray et al., 2016; Zahra, 2017).

Bullying is an act of intimidation intended to harm individuals or groups—physically, psychologically, or verbally—leading to distress, fear, trauma, and a sense of powerlessness (Nur et al., 2022; S et al., 2023). Given the increasing cases of bullying among children, preventive measures are essential, as prevention is more effective than intervention after an incident has occurred (Ayuni, 2021; Vinayastr Amelia & Nadiyah Dini, 2023). Early childhood education institutions can implement bullying prevention strategies by designing structured anti-bullying programs (S. Rahayu et al., 2023).

Educational media serves as an effective tool for conveying knowledge and information. It facilitates learning, enhances engagement, and provides solutions to various issues, including bullying prevention (Yuliani & Herlina, 2015; Yuniarni et al., 2023). One practical medium is the pocketbook, which offers concise yet comprehensive information and is easy to carry and reference (Fitri & Izzatin, 2019; Mustari & Sari, 2017). A pocketbook dedicated to bullying prevention can serve as an educational resource for teachers and parents, helping them implement age-appropriate learning activities that foster positive social interactions (Saroinsong & Farikhah, 2020; Yuniarni & Amalia, 2022). It can also function as a supplementary tool to reinforce theoretical knowledge with visual-based learning materials (Anzari et al., 2021).

Given the increasing prevalence of bullying in early childhood settings, this study focuses on developing a bullying prevention pocketbook. Previous research by W. E. Pratiwi & Sahono (2019) explored the development of a counseling pocketbook to prevent bullying in high schools, demonstrating its effectiveness in raising students' awareness. However, this study differs by focusing on early childhood education and incorporating behavioral observation tables that document bullying incidents occurring in schools. These tables provide teachers and parents with an evaluative tool to identify bullying patterns and implement appropriate interventions. Additionally, this study introduces stimulation-based activities designed to encourage cooperative play and regulate children's social-emotional interactions both in school and at home. By integrating these elements, the pocketbook aims to serve as a practical and innovative educational tool for bullying prevention in early childhood settings.

Methods

This study employs the Research and Development (R&D) method, utilizing the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research aims to develop and assess the effectiveness of a product designed to prevent bullying (Amali et al., 2019). The study was conducted at four early childhood education institutions (PAUD), namely TK 'Aisyiyah Bustanul Athfal (ABA) 21, TK Aisyiyah Bustanul Athfal (ABA) 1, TK Aisyiyah Bustanul Athfal (ABA) 14, and TK Aisyiyah Bustanul Athfal (ABA) 86. The primary target for the distribution of the Pocket Book for Bullying Prevention in Early Childhood includes PAUD teachers and parents.

The research follows the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model serves as a product development paradigm rather than merely a procedural framework (Robert Maribe Branch, 2009). The ADDIE model is a systematic approach to research and development, similar to database system development models. Compared to the 4D model, ADDIE is considered more comprehensive and rational, making it applicable to various product development processes, including learning strategies, educational media, and instructional materials (Dick, 1996). The five stages of the ADDIE model, as applied in this study, are illustrated in the diagram below.

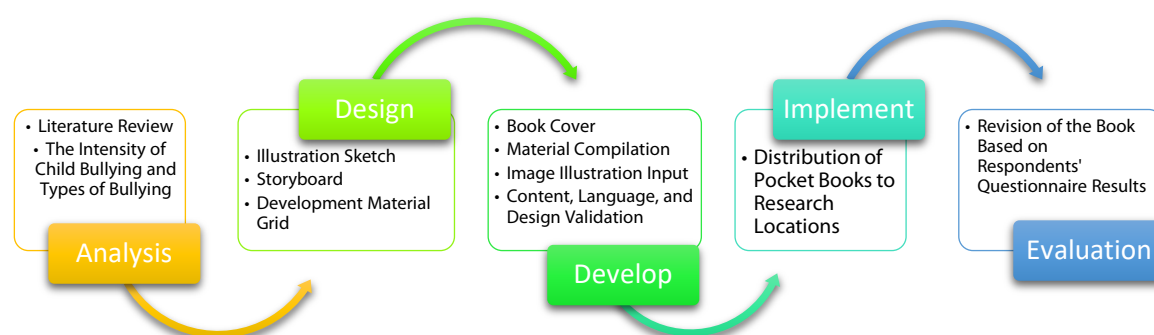


Figure 1. Steps in Developing the Pocket Book Using the ADDIE Model (Robert Maribe Branch, 2009)

Analysis

The analysis phase focuses on understanding bullying in early childhood. The development of the educational media is based on a literature review on bullying prevention strategies for young children. During this stage, researchers gather information on the prevalence and types of bullying commonly encountered in early childhood settings.

Design

The pocket book design process considers paper size, color schemes, font styles, and illustrations to ensure readability and appeal for both parents and teachers. The selection of themes related to bullying prevention is based on the findings from the analysis phase to ensure that the content is accessible and effectively communicated to the intended audience.

Development

In the development phase, researchers create and refine the pocket book based on the design outlined in the previous stage. Microsoft Word was used to develop and finalize the manuscript, while Canva was employed to design and integrate text with visual illustrations.

At this stage, product validation is conducted with the assistance of five expert validators, consisting of three content experts, one language expert, and one design expert. The validators include academics in educational research and evaluation, language specialists, psychologists, early childhood education practitioners, and graphic design professionals. Each validator is

provided with an evaluation instrument tailored to their area of expertise. They assess the product based on specific criteria using the rating scale in Table 1.

Table 1. Evaluation Criteria Scores (Pradani & Aziza, 2019)

| Response | Score |
|-----------------|--------------|
| Very Poor | 1 |
| Poor | 2 |
| Fair | 3 |
| Good | 4 |
| Very Good | 5 |

After validation, the scores provided by the validators are summed and converted into a percentage to determine the product's validity. The validation results are categorized based on the percentage ranges shown in Table 2.

Table 2. Validation Percentage Criteria (Pangestu & Agustini, 2019)

| Percentage Score | Validity Level |
|-------------------------|-----------------------|
| 80% - 100% | Highly Valid |
| 60% - 80% | Valid |
| 40% - 60% | Moderately Valid |
| 20% - 40% | Less Valid |
| 0% - 20% | Not Valid |

Table 3. Content Validation Instrument Grid (Mukhlisa, 2023)

| Dimension | Indicator | Statement Items |
|----------------------|-------------------------------|---|
| Media Content | Understanding Bullying | The media includes a definition of bullying. |
| | | The media contains content that helps children understand bullying. |
| | | The media provides content that facilitates teachers/parents in explaining bullying. |
| | Bullying Impacts | The media helps children recognize behaviors that lead to bullying. |
| | | The media explains the impact of bullying. |
| | | The media helps children understand the consequences of bullying. |
| | Types of Bullying | The media supports teachers/parents in explaining the effects of bullying. |
| | | The media includes information about different types of bullying. |
| | | The media helps children understand the various forms of bullying. |
| | Bullying Prevention | The media assists teachers/parents in explaining types of bullying. |
| | | The media provides information on bullying prevention strategies for early childhood. |
| | | The media helps enhance bullying prevention efforts for young children. |
| | | The media aids teachers/parents in teaching bullying prevention methods. |

Table 4. Language Validation Instrument Grid (Mukhlisa, 2023)

| Dimension | Indicator | Statement Items |
|------------------|--------------------|--|
| Language | Readability | The text is clear, concise, and well-structured. |
| | | The sentence structure in the book aligns with the intended message. |
| | | Sentences are easy to understand. |

| Dimension | Indicator | Statement Items |
|-----------|---|--|
| | Clarity of Information | The provided information enhances parents' and teachers' understanding of bullying. Teachers and parents can apply the acquired knowledge. The presented information follows a logical structure. |
| | Compliance with Standard Indonesian Language Rules (PUEBI) | The language style used adheres to proper linguistic norms. The writing follows the General Guidelines for Indonesian Spelling (PUEBI). The presented information is consistent with spelling rules. |
| | Encouragement for Teachers and Parents to Prevent Bullying | The provided information helps teachers and parents improve their understanding and behavior towards early childhood bullying. Teachers and parents can create a conducive environment for bullying prevention. |

Table 5. Media Validation Instrument Grid (Mukhlisa, 2023)

| Dimension | Indicator | Statement Items |
|---|---|--|
| Media Design (Graphics, Presentation, Visual Appearance) | Font Type and Size Usage | The font size is appropriate. |
| | | The font type matches the media content. |
| | | The font type and size are used appropriately. |
| | Layout Design | The design aligns with the topic. |
| | | The color scheme is appropriate. |
| | Illustrations or Images | The images correspond to the topic. |
| | | The images match the design elements. |
| | | The illustrations are adequately provided. |
| | Relevance of Images to Content | The images align with the material. |
| | | The images are appropriate for the topic. |
| Image Placement | The image layout corresponds to the content. | |
| | The images appropriately represent the material. | |
| Image Color | The media design colors complement the images. | |
| Text and Image Relevance | The text content matches the accompanying images. | |
| | The text size is proportionate to the images. | |
| Illustration Color Clarity | The color clarity is adequate. | |
| | The colors align well with the images. | |
| | The illustrations are visually appropriate. The text color choice is suitable. | |

Implementation

This stage involves implementing the developed product among the research participants, namely teachers and parents. If the validation percentage obtained from the validators meets the qualification criteria of being "good" or "feasible," the next step is implementing the pocket book with the selected teachers and parents at TK 'Aisyiyah Bustanul Athfal 21, TK 'Aisyiyah Bustanul Athfal 1, TK 'Aisyiyah Bustanul Athfal 14, and TK 'Aisyiyah Bustanul Athfal 86. This step aims to gather feedback on the product.

Data collection techniques include questionnaire surveys and documentation, followed by data analysis based on the completed questionnaires. This analysis helps evaluate the effectiveness of the pocket book for both teachers and parents.

Table 6. Implementation Instrument Grid

| Indicator | Statement Items |
|--------------------------------------|---|
| Function of Media Application | Attention Function: The media is engaging. |
| | Cognitive Function: The media helps readers understand bullying. |
| | Effective Function: The media serves as an effective bullying prevention tool. |

| Indicator | Statement Items |
|---------------------|---|
| | The pocket book motivates parents to initiate home-based play activities. |
| | The bullying-related pocket book enhances parental knowledge. |
| | Parents can recognize and understand bullying behaviors. |
| Content | The media is beneficial in understanding bullying. |
| Presentation | The content aligns with parents' needs regarding bullying awareness. |
| | The pocket book's content aligns with parenting goals. |
| | The pocket book assists parents in understanding bullying. |
| Media | The language used is appropriate. |
| Presentation | The illustrations correspond with the presented material. |
| | The chosen font type is suitable. |

Evaluation

During the evaluation phase, the product is revised based on the feedback obtained from the implementation stage. Feedback is collected through questionnaires distributed to teachers and parents to assess the effectiveness of the pocket book.

The revision process ensures that the pocket book aligns with any unmet needs identified during implementation. The ultimate goal of this stage is to measure the product's achievement and ensure it effectively meets its intended objectives.

Result

The pocket book media is the product developed in this research, functioning as an educational tool for teachers and parents in efforts to prevent bullying. It was implemented in three early childhood education institutions (PAUD). Before implementation, the pocket book underwent a validation phase to determine whether it was suitable for use. The Pocket Book for Bullying Prevention presents materials related to bullying case scenarios, bullying definitions, types of bullying, roles involved in bullying, causes of bullying, and preventive measures. Based on the validation results, the pocket book was deemed suitable for implementation at TK 'Aisyiyah Bustanul Athfal 21, TK 'Aisyiyah Bustanul Athfal 1, TK 'Aisyiyah Bustanul Athfal 14, and TK 'Aisyiyah Bustanul Athfal 86.

The development of the pocket book media supports teachers and parents in conveying information about bullying, both in school and at home. The development follows the ADDIE model, which consists of the following stages:

Analysis

At the analysis stage, researchers conducted observations in schools and interviews with teachers and parents to assess their understanding of bullying. The observations revealed that young children tend to imitate their peers' behaviors, such as making threats, using aggressive language, or giving hostile stares. Additionally, both teachers and parents play crucial roles in preventing bullying in early childhood.

A preliminary interview was conducted with parents to identify the need for the development of this pocket book.

Researcher: *"Have you, as parents, gained a deep understanding of bullying?"*

Parent's response: *"Hmm... I know what bullying is, but I don't fully understand how it occurs in children."*

Researcher: *"To what extent do you need information about bullying? Would you find a pocket book format useful—one that is easy to carry and study?"*

Parent's response: *"Given the current situation, I do need more information. Honestly, a pocket book containing explanations of bullying would be very useful."* (Interview, May 2024).

In addition to interviewing parents, researchers also interviewed school principals at the target institutions, asking the same questions to gauge their understanding of bullying and their need for the pocket book media.

Principal of TK 'Aisyiyah Bustanul Athfal 1:

"As an educator, I have a basic understanding, but not deeply enough to distinguish between actual bullying and simple teasing. Information about bullying is crucial for us as educators since we play a role in children's character development. A pocket book would be very helpful, as my colleagues and I could study it together to better understand bullying." (Interview, May 2024).

Principal of TK 'Aisyiyah Bustanul Athfal 14:

"I understand bullying to some extent, but distinguishing between teasing and actual bullying is still challenging. I do need more information, especially as an educator. So far, I've relied on webinars and seminars. A pocket book would be very helpful for me and my colleagues as a reference."

Principal of TK 'Aisyiyah Bustanul Athfal 86:

"I have a fair understanding of bullying in early childhood. Information about bullying is essential for us as educators. A pocket book would be a useful tool for discussion among my colleagues to evaluate inappropriate behaviors in children."

Principal of TK 'Aisyiyah Bustanul Athfal 21:

"I understand and can identify behaviors that might lead to bullying. Bullying awareness is very important because our role as educators is not just to make children academically intelligent but also to build their character. A pocket book on bullying would be an excellent resource for our parenting sessions with parents."

The interviews with teachers and parents indicate that a simple and engaging educational tool is needed to enhance understanding of bullying. Previous research suggests that bullying persists due to a lack of response from teachers, stemming from the absence of a shared understanding between educators and parents (Dzulfadhilah et al., 2024). A literature review was conducted to gather data on bullying incidents and assess teachers' and parents' needs for information on bullying prevention strategies.

Design

After identifying the need for the product, the next step was the design phase, which consists of material planning and media design.

The planned media is a pocket book with dimensions A6 (10.5 cm x 14.8 cm). For content planning, the researcher created a scenario for the pocket book, outlining its structure before transferring it into a storyboard using Microsoft Word. This process included: (1) Developing the book title; (2) Structuring the material, and; (3) Creating visual illustrations as reference points. The content flow was structured based on relevant theories, ensuring that the information was accurate and well-organized. The researcher also collaborated with an illustrator to create visual representations for the pocket book.

Table 7. Pocket Book Development Grid and Storyboard

| No | Media Development Concept | Content | Media Design | Storyboard |
|----|-------------------------------|---|--|---|
| 1 | Definition of Bullying | A student is considered a victim of bullying or intimidation when they repeatedly experience negative actions from one or more other students (Olweus, 1996). | Book Title Page 1 → Book Description Page 2 → Foreword Pages 3-4 → Table of Contents Pages 5-8 → Bullying | Includes an illustration of shadowed children playing, with one child pushing another. What is bullying? (Presentation of bullying material) |
| 2 | Effects of Bullying | 1. Acts as a major barrier to a child's development. 2. Victims of | Pages 9-10 → Effects of Bullying | Includes illustrations of a child experiencing depression, social withdrawal, and |

| No | Media Development Concept | Content | Media Design | Storyboard |
|----|--|--|---|---|
| | | bullying constantly feel overshadowed. 3. The victim feels unworthy and has low self-esteem due to bullying. | | emotional instability. What are the effects of bullying? (Presentation of related material) |
| 3 | Types of Bullying | 1. Physical Bullying 2. Social Bullying 3. Verbal Bullying 4. Cyberbullying | Pages 11-13 → Types of Bullying | Includes illustrations depicting different bullying actions according to their type. What are the types of bullying? (Presentation of bullying types) |
| 4 | Roles in Bullying | 1. Bully 2. Victim 3. Bully's Assistant 4. Defender of the Victim 5. Bystander | Pages 14-15 → Roles in Bullying | Who plays a role in bullying? (Presentation of bullying roles) |
| 5 | Bullying Prevention Efforts | Programs involving the entire school community are more effective in preventing bullying and increasing students' sense of security compared to individualized approaches. | Pages 16-17 → Bullying Prevention Efforts | What efforts can be made to prevent bullying? (Presentation/discussion on prevention efforts) |
| 6 | Activity Ideas for Social Skill Development | | Pages 18-20 → Play-based Activities to Foster Social Skills Final Page → Bullying Behavior Development Diary | Activity Ideas and Attachments |

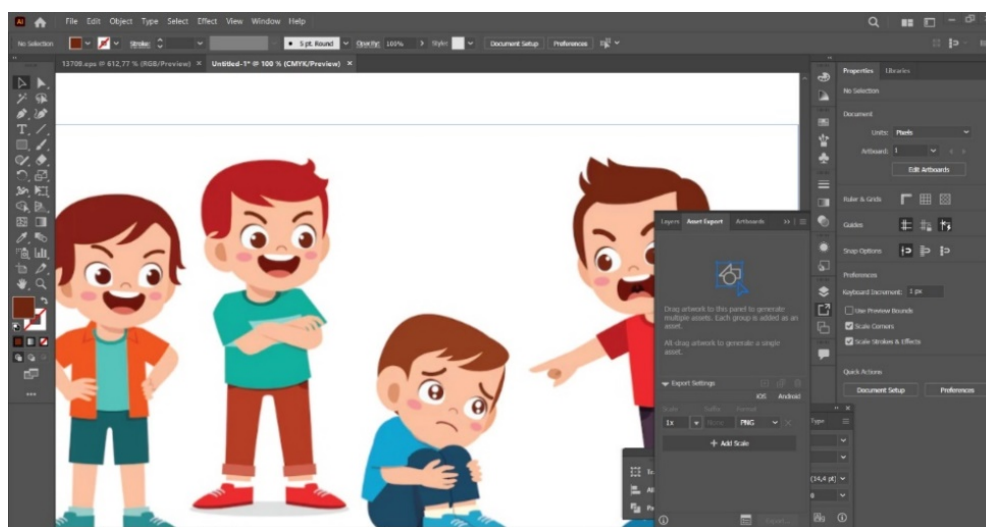


Figure 2 (a). Illustration Sketch

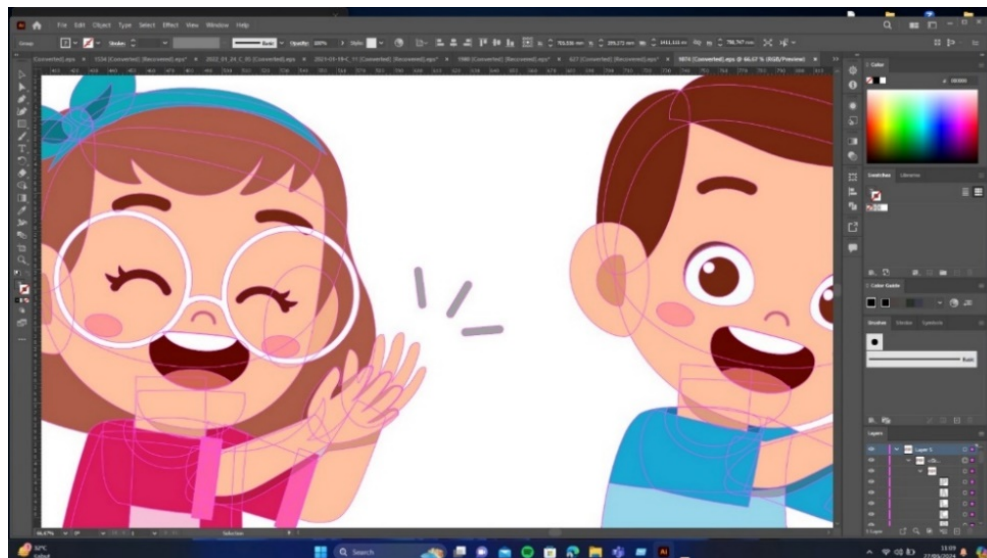


Figure 2 (b). Illustration Sketch

Development

The development stage is the third phase of the ADDIE model. After the design phase, the next step is compiling the pocket book to translate the content grid and storyboard into a structured format, ensuring the material arrangement and placement of illustrations are clear. The illustration sketches were created using Adobe Illustrator (AI), while the pocket book itself was designed using Canva Pro under a belajar.id account. Within Canva, the researcher selected color contrast, graphic elements and decorative variations, and a cover design based on the planned A6 (10.5 cm × 14.8 cm) format.

The final step in this phase involved generating the output in a digital format, specifically a PDF (Portable Document Format). Once completed, the product was validated by five experts to determine its feasibility for implementation among teachers and parents at the selected institutions.

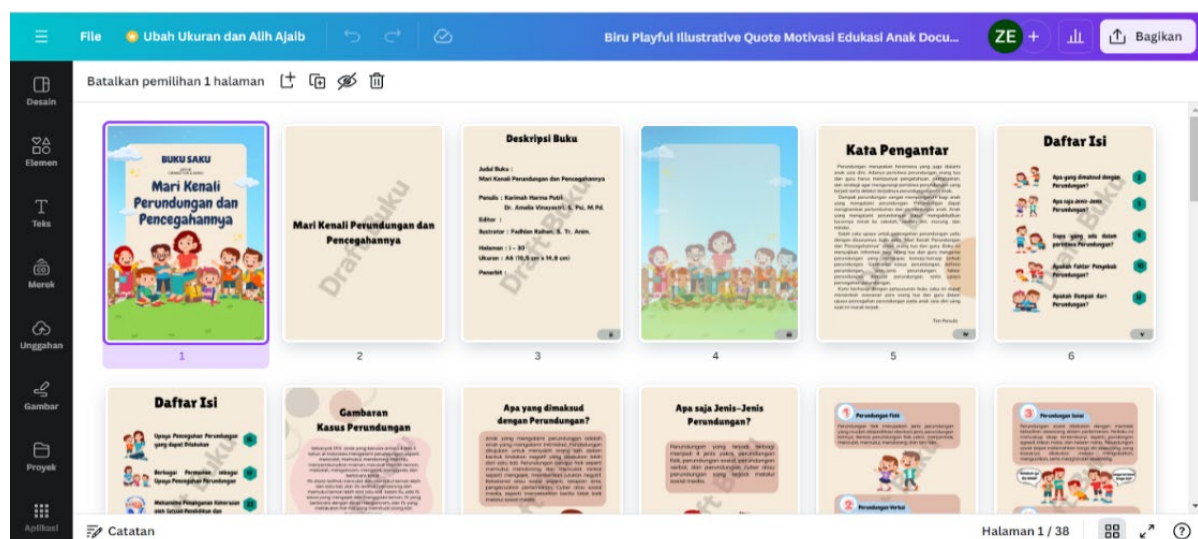


Figure 3. Pocket Book Layout



(a)

Figure 5 (a) Cover of the pocket book



(b)

Figure 5 (b) Part of the table of contents



(c)

Figure 5 (c) Section discussing types of bullying



(a)

Figure 6 (a) Section on roles in bullying



(b)

Figure 6 (b) Bullying behavior tracking table



(c)

Figure 6 (c) Play-based activity ideas for bullying prevention

Following validation by five experts, the next step was to revise the pocket book based on the feedback provided by the validators. The five validators consisted of a researcher in educational evaluation, a language expert, a psychologist, an early childhood education (PAUD) practitioner, and a graphic design practitioner.

Table 8. Aiken's Index Analysis Results from Three Content Validators

| Item | Content Validators | | | S1 | S2 | S3 | ΣS | V (Average) | Conclusion |
|-----------|--------------------|----|-----|----|----|----|-----|----------------|------------|
| | I | II | III | | | | | | |
| Item 1-13 | 31 | 65 | 55 | 18 | 52 | 42 | 112 | 0.717949 (72%) | Valid |

Table 9. Aiken's Index Analysis Results from Three Content Validators, One Language Validator, and One Media/Design Validator

| Item | Validator | ΣS | V (Average) | Conclusion |
|------------|--------------|-----|----------------|------------|
| Items 1-13 | Content | 112 | 0.717949 (72%) | Valid |
| Items 1-11 | Language | 30 | 0.681818 (68%) | Valid |
| Items 1-20 | Media/Design | 56 | 0.7 (70%) | Valid |

The researcher applied Aiken’s Index Analysis to process the validation results. The validation results for the pocket book media from three content experts yielded a score of 112, with an average percentage of 72%, categorizing it as valid (Yuliarto, 2021). The language validation scored 30, with a percentage of 68%, also categorized as valid. Finally, the media/design validation received a score of 56, with a percentage of 70%, classifying it as valid as well.

Based on the Aiken’s Index Analysis, the pocket book media was deemed valid and suitable for implementation. The use of Aiken’s Index further demonstrates a high level of validity, confirming the reliability of the validation process (Ibrahim & Gunawan, 2020).

Implementation

Once the media and content were validated by experts, the next step was implementing the pocket book among teachers and parents at three PAUD institutions, as per the study’s target population. The implementation phase aimed to determine whether the pocket book was acceptable and effective as a bullying prevention tool for early childhood. Additionally, this phase sought to assess parents' and teachers' understanding of bullying.

The implementation process involved distributing the digital version of the pocket book via WhatsApp to facilitate communication between researchers, teachers, and parents. After the book was shared, the researcher also distributed a questionnaire for teachers and parents to complete. The collected questionnaire responses were analyzed to determine whether the pocket book was well-received by the target audience. A total of 33 respondents participated in the questionnaire, 16 teachers and 17 parents.

The questionnaire, delivered via Google Forms, aimed to gather feedback on the pocket book’s implementation as a bullying prevention tool. The effectiveness of the pocket book was measured using Guttman’s scale (1-7), with the results summarized in Table 1.10.

Table 10. Teacher and Parent Responses to the Implementation of the Pocket Book for Bullying Prevention in Early Childhood

| No | Statement | Respondents' Answers (%) | | | | | | |
|----|---|--------------------------|-------------|------------|------------|-----------|-----------|----|
| | | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 1 | The pocket book design is attractive. | 14 (42%) | 10 (30%) | 6 (18%) | 3 (9%) | 0% | 0% | 0% |
| 2 | Readers can understand the concept of bullying. | 16 (48%) | 9 (27%) | 5 (15%) | 3 (9%) | 0% | 0% | 0% |
| 3 | The pocket book can serve as a promotional tool for bullying prevention. | 13 (39%) | 12 (36%) | 4 (12%) | 4 (12%) | 0% | 0% | 0% |
| 4 | The book’s attachments inspire teachers and parents to create play activities. | 12 (36%) | 12 (36%) | 5 (15%) | 4 (12%) | 0% | 0% | 0% |
| 5 | The pocket book enhances teachers’ and parents’ knowledge of bullying. | 18 (55%) | 9 (27%) | 3 (9%) | 3 (9%) | 0% | 0% | 0% |
| 6 | Teachers and parents understand the indicators of bullying perpetrators and victims. | 18 (55%) | 7 (21%) | 3 (9%) | 5 (15%) | 0% | 0% | 0% |
| 7 | The content of the pocket book aligns with teachers’ and parents’ needs for bullying awareness. | 18 (55%) | 10 (30%) | 1 (3%) | 4 (12%) | 0% | 0% | 0% |
| 8 | The pocket book content aligns with educational objectives. | 14 (42%) | 11 (33%) | 5 (15%) | 2 (6%) | 1 (3%) | 0% | 0% |
| 9 | The pocket book is practical and easy to carry anywhere. | 16 (48%) | 8 (24%) | 8 (24%) | 0% | 0% | 1 (3%) | 0% |
| 10 | The illustrations correspond with the presented material. | 17 (52%) | 12 (36%) | 3 (9%) | 1 (3%) | 0% | 0% | 0% |

| No | Statement | Respondents' Answers (%) | | | | | | |
|---|---|--------------------------|------------|------------|-----------|----|----|----|
| | | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 11 | The chosen font type is appropriate. | 17 (52%) | 8 (24%) | 7 (21%) | 1 (3%) | 0% | 0% | 0% |
| 12 | The language used in the media is clear and easy to understand. | 17 (52%) | 8 (24%) | 6 (18%) | 2 (6%) | 0% | 0% | 0% |
| 13 | The color selection is harmonious. | 20 (61%) | 8 (24%) | 5 (15%) | 0% | 0% | 0% | 0% |
| Total Respondents Selecting Each Scale | | 210 | 124 | 61 | 32 | 1 | 1 | 0 |
| Average Percentage of Respondents | | 49% | 27% | 13% | 7% | 0% | 0% | 0% |

The questionnaire data analysis is presented in tabular form, followed by an interpretation of the findings. The questionnaire consisted of 13 statement items, measured using a 7-point scale, with the following scale descriptions: 1) Strongly Disagree, 2) Disagree, 3) Somewhat Disagree, 4) Neutral, 5) Agree, 6) Strongly Agree, and 7) Completely Agree.

The table above presents the total responses for each statement in percentages. Based on the data, the average percentage for each scale is as follows: Scale 7 received the highest response at 49%, followed by Scale 6 at 27%, Scale 5 at 13%, and Scale 4 at 7%. Meanwhile, Scales 3, 2, and 1 recorded a 0% response rate. The highest recorded response on Scale 7 (Completely Agree), with an average of 49%, indicates that most respondents strongly support the pocket book as an educational tool. The findings suggest that the pocket book media received positive feedback and was well-accepted by respondents.

From the 13 statement items, only one respondent expressed strong disagreement with statements 8 and 9. This result serves as valuable feedback for future improvements in media development research.

Evaluation

The evaluation of the media development was based on the implementation of the pocket book, comments, and suggestions from teachers and parents. Based on the questionnaire responses, teachers found the pocket book engaging and inspiring. They provided constructive suggestions, including the addition of examples of actions that are not considered bullying to help distinguish between bullying and harmless interactions. Teachers also encouraged further innovation beyond the pocket book, including the development of other educational media that could be beneficial for both educators and parents.

Parents also provided valuable insights, stating that the pocket book increased their knowledge and awareness of bullying. They appreciated its role as an educational resource in helping them understand how to prevent bullying at home. However, they suggested several improvements, such as incorporating examples of good parenting practices in the book to guide them in raising children effectively. Additionally, some parents recommended the organization of school-based workshops on early childhood bullying prevention to allow them to gain a deeper and more practical understanding of the topic.

The evaluation results indicate that the pocket book is considered effective and beneficial for teachers and parents. The feedback obtained from the respondents provides an essential basis for further enhancements and refinements in future research on educational media development.

Discussion

This research aimed to develop a Pocket Book for Bullying Prevention in Early Childhood (AUD). The study followed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The research successfully identified that the pocket book is valid and feasible for use as an informational medium for bullying prevention in early childhood. The book provides materials covering the definition of bullying, types of bullying, the individuals involved, contributing factors, and prevention strategies. Additionally,

the objective of developing this pocket book was to assess its effectiveness as an informational tool for bullying prevention.

A pocket book serves as a valuable educational tool in learning processes. Due to its small size, portability, and ease of access, a pocket book allows users to carry essential information anywhere (Mustari & Sari, 2017). As a compact, lightweight, and easy-to-store resource, it enables users to read it conveniently at any time (Setiyaningrum & Suratman, 2020). In light of these advantages, the researcher chose to develop this product, considering the limited number of studies focusing on pocket books as a medium for bullying prevention in early childhood. Furthermore, a pocket book containing information on bullying can enhance the knowledge of teachers and parents while reinforcing visual learning theories.

Several factors influence the quality and development of a pocket book, including content, topic coverage, readability, language style, illustrations, layout, and evaluation (Pratiwi & Sahono, 2019). During the development phase, the pocket book underwent a validation process. The results from three content experts yielded a 72% validation score, categorizing the book as valid and suitable for implementation. In addition to content validation, the book also underwent language validation by a language expert, receiving a 68% validation score, indicating that it was valid and suitable for use. Lastly, media and design validation was conducted, resulting in a 76% validation score, confirming its validity and feasibility.

Data analysis using Aiken's index revealed the average percentage for each rating scale (Hastuti et al., 2023). The results indicate that 49% of respondents strongly agreed (scale 7), 27% agreed strongly (scale 6), 13% agreed (scale 5), and 7% gave a neutral response (scale 4), while scales 3, 2, and 1 received 0%. The highest rating, 49% on scale 7, signifies that the pocket book received positive feedback and was well accepted by the respondents. Based on this analysis, it can be concluded that the implementation of the pocket book as an informational medium for bullying prevention is effective for both teachers and parents.

A similar study titled "The Development of an Anti-Bullying Guidebook to Enhance Social-Emotional Skills in Early Childhood" suggested that anti-bullying guidebooks serve as useful tools for teachers in classroom instruction (Agustin Ningrum & Wardhani, 2021). Through these books, teachers can introduce various bullying behaviors, their impacts, and the consequences for children engaging in such actions. However, one significant factor influencing the evaluation of bullying prevention programs is the duration of follow-up assessments. If trial and implementation periods are too short, they may fail to provide an accurate measure of program effectiveness. Some experts argue that a minimum of two years is necessary to observe measurable behavioral changes (Rawlings & Stoddard, 2019).

The findings of this study highlight the significance of the pocket book as an effective and accessible educational tool for bullying prevention in early childhood. By integrating concise, structured, and visually engaging content, the pocket book serves as a practical reference for teachers and parents in identifying, addressing, and preventing bullying behaviors. The results indicate that the pocket book not only increases awareness but also encourages proactive involvement from educators and caregivers in fostering a safer environment for children. Furthermore, the successful validation and positive feedback from respondents suggest that this medium can be adopted on a broader scale, such as in teacher training programs, parenting workshops, and early childhood education curricula. The structured nature of the pocket book also aligns with current educational policies on early childhood character development, reinforcing its relevance for long-term implementation in PAUD institutions.

Despite its effectiveness, this study has several limitations. The implementation phase was conducted in a relatively short period, limiting the ability to observe long-term behavioral changes in children as a result of using the pocket book. Additionally, the digital distribution method via WhatsApp restricted accessibility for parents or educators who may have limited technological resources or internet access. Future research should consider a longitudinal study to measure the sustained impact of the pocket book on bullying prevention awareness and behavioral changes among children. Moreover, it is recommended that the pocket book be

integrated with interactive features, such as QR codes linking to video explanations, animated storytelling, or augmented reality elements, to further engage young learners. Lastly, collaborating with PAUD institutions and educational policymakers could enhance the scalability of the program, ensuring that the pocket book reaches a wider audience and becomes a standardized resource in early childhood education initiatives.

Conclusion

The findings of this study highlight the pocket book's effectiveness as an educational tool for bullying prevention in early childhood. By integrating concise, structured, and visually engaging content, the pocket book serves as a practical reference for teachers and parents in identifying, addressing, and preventing bullying behaviors. The validation results and positive feedback from respondents indicate that the pocket book is a feasible and valuable resource, reinforcing its relevance for teacher training programs, parenting workshops, and early childhood education curricula. Additionally, the pocket book supports early childhood character development policies, making it suitable for long-term implementation in PAUD institutions. Despite its effectiveness, this study has limitations, particularly the short implementation period, which restricted the ability to observe long-term behavioral changes in children. The digital distribution method via WhatsApp also limited access for some parents and educators. Future research should conduct longitudinal studies to evaluate the pocket book's sustained impact on bullying prevention awareness. Additionally, integrating interactive features, such as QR codes linking to video explanations or animated storytelling, could enhance engagement and learning outcomes. Collaborating with PAUD institutions and policymakers would further expand the reach and effectiveness of the pocket book, ensuring its adoption as a standardized resource in early childhood education initiatives.

References

- Agustin Ningrum, M., & Mahendra R. K. Wardhani, A. (2021). Pengembangan Buku Panduan Anti-Bullying untuk Mengembangkan Keterampilan Sosial-Emosional Anak Usia Dini. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 6(3), 131–142. <https://doi.org/10.14421/jga.2021.63-03>
- Aisyah, E. N., Rohman, A., Hardika, H., Malang, U. N., & Yogyakarta, U. N. (2020). *The Analysis of Child Bullying Behaviour of Game Mobile Learning Users, in The Early Childhood Education Management Perspective*. 4–20.
- Amali, K., Kurniawati, Y., & Zulhiddah, Z. (2019). Pengembangan Lembar Kerja Peserta Didik Berbasis Sains Teknologi Masyarakat Pada Mata Pelajaran IPA di Sekolah Dasar. *Journal of Natural Science and Integration*, 2(2), 70. <https://doi.org/10.24014/jnsi.v2i2.8151>
- Amalia, R., Hendriana, B., & Vinayastri, A. (2021). Pengembangan Media Komik Elektronik untuk Mengurangi Bullying pada Siswa Anak Usia Dini. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2391–2401. <https://edukatif.org/index.php/edukatif/article/view/869>
- Ambarini, R., Indrariyani, E., & Zahraini, A. (2018). Antisipasi Pencegahan Bullying Sedini Mungkin: Program Anti Bullying Terintegrasi Untuk Anak Usia Dini. *Journal of Dedicators Community*, 2(2), 64–82. <https://doi.org/10.34001/jdc.v2i2.587>
- Amelia Vinayastri, AwaluddinTjalla, R. A. (2022). *Bibliometrics Analysis in Articles of Bullying in Children*. 6(4), 53–54.
- Anzari, P. P., Rozakiyah, D. S., & Pratiwi, S. S. (2021). *Edukasi Literasi Media Digital Kepada Pengurus OSIS SMA Nasional Malang Untuk Pencegahan Cyberbullying di Masa Pandemi*. 5(6), 1519–1528.
- Ayuni, D. (2021). Pencegahan Bullying dalam Pendidikan Anak Usia Dini. *Journal of Education Research*, 2(3), 93–100. <https://doi.org/10.37985/jer.v2i3.55>
- Demaray, M. K., Summers, K. H., Jenkins, L. N., & Becker, L. D. (2016). Bullying Participant Behaviors Questionnaire (BPBQ): Establishing a Reliable and Valid Measure. *Journal of School Violence*, 15(2), 158–188. <https://doi.org/10.1080/15388220.2014.964801>

- Dick, L. C. (1996). *The Systematic Design of Instruction* (4th, berilus ed.). HarperCollins College Publishers, 1996.
https://books.google.co.id/books/about/The_Systematic_Design_of_Instruction.html?id=fw9KAAAAYAAJ&redir_esc=y
- Dzulfadhilah, F., Lismayani, A., Isbar, M., Pendidikan, J., Pendidikan, G., Usia, A., Pendidikan, F. I., Matematika, J., Dini, A. U., & Tua, O. (2024). *Psikoedukasi Anti-Bullying: Pencegahan Perundungan pada Anak Usia Dini Melalui Kerja sama Guru dan Orang Tua*. 2(2), 88–95.
- Fadilla, R. A., & Khasanah, A. N. (2024). *Pengaruh Sikap mengenai Bullying terhadap Perilaku Prososial Siswa Bystander di Smp Islam Terpadu*. 378–384.
- Fitri, H., & Izzatin, M. (2019). *Pengembangan Buku Saku Berbasis Kearifan Lokal Sebagai Sumber Belajar Pada Materi Bilangan*. 1(1), 8–18.
- Hartati, S., Safitri, D., Marini, A., & Wahyudi, A. (2020). Bullying behavior in early childhood: Study at Early Childhood Education Institution in East Jakarta in Indonesia. *Talent Development & Excellence*, 55(1), 55–63. [http://sipeg.unj.ac.id/repository/upload/jurnal/581-Article_Text-1066-1-10-20200515\(1\).pdf](http://sipeg.unj.ac.id/repository/upload/jurnal/581-Article_Text-1066-1-10-20200515(1).pdf)
- Hastuti, T. A., Sari, I. P. T. P., & Andrianto, S. D. (2023). *Analysis of the Aiken Index to Know the Content Validity of the Lesson Plan Evaluation Instrument on Physical Fitness Materials Viewed from Learning Strategies* (Issue Yishpess). Atlantis Press International BV. https://doi.org/10.2991/978-94-6463-356-6_31
- Ibrahim, Gunawan, K. (2020). *Validitas Perangkat Pembelajaran Fisika Model Discovery Dengan Pendekatan Konflik Kognitif*. 15(3), 214–218. <https://doi.org/10.29303/jpm.v15i3.1878>
- Maghfiroh, N. T., & Sugito, S. (2021). Perilaku Bullying pada Anak di Taman Kanak-kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 2175–2182. <https://doi.org/10.31004/obsesi.v6i3.1845>
- Mukhlisa, N. (2023). Validitas Tes Nurul. *JUARA SD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 2(1), 142–147.
- Muntasiroh, L. (2019). Jenis-Jenis Bullying Dan Penanganannya Di Sd N Mangonharjo Kota Semarang. *Jurnal Sinektik*, 2(1), 106. <https://doi.org/10.33061/js.v2i1.2983>
- Mustari, M., & Sari, Y. (2017). Pengembangan Media Gambar Berupa Buku Saku Fisika SMP Pokok Bahasan Suhu dan Kalor. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 6(1), 113–123. <https://doi.org/10.24042/jpifalbiruni.v6i1.1583>
- Nadiyah, D., & Vinayastri, A. (2022). Pengembangan Instrumen Perundungan Verbal pada Anak. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 13, 60–74.
- Nur, M., Yasriuddin, Y., & Azijah, N. (2022). Identifikasi Perilaku Bullying Di Sekolah (Sebuah Upaya Preventif). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 685. <https://doi.org/10.35931/am.v6i3.1054>
- Olweus, D. (1996). *PDFlib PLOP: PDF Linearization, Optimization, Protection Page inserted by evaluation version Bullying at School*. <https://doi.org/10.1111/j.1749-6632.1996.tb32527.x>
- Pangestu, D. D., & Agustini, F. (2019). *Pengembangan Media Parajo (Puzzle Gambar Rumah Adat Joglo) Berbasis Model Number Head Together pada Pembelajaran Matematika*. 3, 117–121.
- Pradani, Y. F., & Aziza, Y. (2019). Pengembangan Multimedia Pembelajaran dalam Bentuk Buku Digital Interaktif Berbasis Flipbook Bagi Mahasiswa Teknik Mesin. *Jupiter (Jurnal Pendidikan Teknik Elektro)*, 4(2), 1. <https://doi.org/10.25273/jupiter.v4i2.5161>
- Pratiwi, N., & Sugito, S. (2021). Pola Penanganan Guru dalam Menghadapi Bullying di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1408–1415. <https://doi.org/10.31004/obsesi.v6i3.1784>
- Pratiwi, W. E., & Sahono, B. (2019). Pengembangan Buku Saku Bimbingan Konseling untuk Pencegahan Bullying di Sekolah Menengah Atas Kota Bengkulu. *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, 9(1), 206–211.
- Rahayu, P., Rasyid, H., Puspitasari, C. A., & Islamiyah, R. (2020). *The Role of Teachers and Parents in Preventing Bullying in Early Childhood Education*. 421(lcalc 2019), 359–362.

- <https://doi.org/10.2991/assehr.k.200323.043>
- Rahayu, S., Nugraeni, D. P., Jarak, P., Prodi, J., Guru, P., Anak, P., Dini, U., & Keguruan, F. (2023). Dampak Perilaku Bullying dan Peran Penting Satuan PAUD dalam Upaya Pencegahan Bullying pada Anak Usia Dini. *Sentra Cendekia*, 4(3), 145–152. <https://e-journal.ivet.ac.id/index.php/Jsc/article/view/2928>
- Rawlings, J. R., & Stoddard, S. A. (2019). A Critical Review of Anti-Bullying Programs in North American Elementary Schools. *Journal of School Health*, 89(9), 759–780. <https://doi.org/10.1111/josh.12814>
- Robert Maribe Branch. (2009). Approach, Instructional Design: The ADDIE. In *Department of Educational Psychology and Instructional Technology University of Georgia* (Vol. 53, Issue 9).
- S, D. M. N. K., Adeliya, H. Y., Subakti, T. J., Dwi, A., & Febrianti, A. (2023). *Penyuluhan Say No To Bullying Sebagai Pencegahan Bullying Siswa SDN Kedungsumur 3 Sidoarjo*. 4(4), 7317–7323.
- Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22(1), 1–15. [https://doi.org/10.1002/\(SICI\)1098-2337\(1996\)22:1<1::AID-AB1>3.0.CO;2-T](https://doi.org/10.1002/(SICI)1098-2337(1996)22:1<1::AID-AB1>3.0.CO;2-T)
- Saroinsong, W. P., & Farikhah, W. A. (2020). Media Buku Saku Berbasis Motorik Halus untuk Anak Pra-Sekolah. *Al-Hikmah : Indonesian Journal of Early Childhood Islamic Education*, 4(1), 66–83. <https://doi.org/10.35896/ijecie.v4i1.106>
- Setiyaningrum, S., & Suratman, B. (2020). Pengembangan Buku Saku Sebagai Bahan Ajar Kearsipan Kelas X OTKP SMK Negeri 1 Jombang. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2), 305–317. <https://doi.org/10.26740/jpap.v8n2.p305-317>
- Veronica, V. (2022). Bullying in School-Age Children. *Scientia Psychiatrica*, 3(2), 198–206. <https://doi.org/10.37275/scipsy.v5i1.136>
- Vinayastri Amelia, Nadiyah dini, nabila sarah. (2023). Rancangan instrumen deteksi dini perundungan pada anak usia dini. *JPP PAUD FKIP Untirta*, 10, 1–8.
- Wiwit Viktoria Ulfah, Salasatun Mahmudah, R. M. A. (2015). *Fenomena School Bullying yang Tak Berujung*. 1–6.
- Yuliani, F., & Herlina, L. (2015). Pengembangan Buku Saku Materi Pemanasan Global untuk SMP. *Unnes Journal of Biology Education*, 4(1), 104–110. <http://journal.unnes.ac.id/sju/index.php/ujbe>
- Yulianto, H. (2021). *Analisis Indeks Aiken Untuk Mengukur Validitas Isi Instrumen Komitmen Tugas bermain Sepakbola*. 17(1), 19–23.
- Yuniarni, D., & Amalia, A. (2022). Pengembangan Buku Saku Panduan Layanan Inklusi untuk Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6710–6722. <https://doi.org/10.31004/obsesi.v6i6.3473>
- Yuniarni, D., Halida, H., Amalia, A., Solichah, N., & Satwika, P. A. (2023). Pengembangan Buku Saku: Pendampingan Orang Tua untuk Optimalisasi Perkembangan Bahasa Anak Usia Dini di Era Digital. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5767–5778. <https://doi.org/10.31004/obsesi.v7i5.5306>
- Zahra, A. A. (2017). *Upaya Mengurangi Perundungan melalui Penguatan Bystanders di SMP B Yogyakarta*. 17–22.