



The Implementation of Classical Guidance using the 'Find Me' Game to Enhance High School Students' Self-defense Skills Against Bullying through Problem-Based Learning

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ABSTRACT

This study aims to examine the effectiveness of implementing Problem-Based Learning (PBL) through the "Find Me" game media in enhancing self-defense behavior against bullying among 10th-grade students (Class X-6) at SMAN 2 Kediri. The research employed a guidance and counseling action research method with 40 student participants. The intervention was conducted in two cycles using a pretest-posttest design. Data were analyzed using the flow model. The results showed a significant improvement in self-defense behavior against bullying, increasing from 12.5% at the initial stage to 77.5% after the intervention. These findings indicate that applying PBL combined with the "Find Me" game media effectively develops students' ability to defend themselves in bullying situations. This research offers practical implications for school counselors and educators in designing innovative, student-centered interventions using cognitive and behavioral approaches to address bullying in the school environment.

KATA KUNCI

Pembelajaran berbasis
masalah;
Bimbingan klasikal;
Media permainan;
Mempertahankan
perilaku perundungan;

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas implementasi problem-based learning (PBL) melalui media permainan "Find Me" dalam meningkatkan perilaku membela diri terhadap perundungan pada siswa kelas X-6 di SMAN 2 Kediri. Penelitian menggunakan metode penelitian tindakan bimbingan dan konseling dengan jumlah subjek sebanyak 40 siswa. Intervensi dilakukan dalam dua siklus menggunakan desain pretest-posttest. Data dianalisis menggunakan model analisis alur (flow model of analysis). Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam perilaku membela diri terhadap perundungan, dari 12,5% pada tahap awal menjadi 77,5% setelah pelaksanaan intervensi. Temuan ini menunjukkan bahwa penerapan PBL yang dikombinasikan dengan media permainan "Find Me" efektif dalam membentuk kemampuan siswa untuk membela diri dalam situasi perundungan. Penelitian ini memberikan implikasi praktis bagi guru bimbingan dan konseling serta pendidik dalam merancang intervensi yang inovatif dan berpusat pada siswa dengan pendekatan kognitif dan perilaku untuk mengatasi perundungan di lingkungan sekolah.

1. INTRODUCTION

Bullying is a negative behavior that causes someone to be in an uncomfortable or injured state and usually occurs repeatedly (Rachma, 2022). The phenomenon of bullying in the school environment is a serious problem that requires attention and handling from various parties, especially educational institutions. Bullying behavior has become a common phenomenon and is included in the three cardinal sins in the world of education. Various factors influence bullying behavior, such as the culture of seniority, the influence of peer behavior, or the experience of being a victim of previous bullying that encourages the perpetrator to take revenge (Nugroho et al., 2020). This is

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because bullying events are often seen as actions that occur between the perpetrator and the victim, with bystanders being silent or even supporting the perpetrator. Bullying events are often understood as interactions between the perpetrator and the victim, while witnesses are often silent or even supportive of the perpetrator's actions. Research by Hawkins et al, shows that the presence of witnesses at the location when bullying occurs can worsen the situation (Halimah et al., 2015). Witnesses in this context are known as bystanders. (Halimah et al., 2015)

In the phenomenon of bullying in schools, not only the perpetrators and victims need to be considered because several other roles are played, namely sanctions. This statement is relevant to research conducted by Zakiyah et Al. (2017), which explains that the prevention of bullying behavior can be done by involving three main roles, namely the perpetrator, victim, and bystander. Among the three roles, bystanders have a great opportunity to help prevent and stop bullying actions because, in every bullying event, there are always bystanders who witness the incident directly.

Bystander is a term in psychological science that means the audience is in a condition where the bystander has a big role in influencing others to make decisions to help (Nande & Noorrizki, 2022). Research by Salmivalli et al. (2011) revealed that 85% of bullying cases occur in the presence of bystanders. Still, only about 20% of them dare to take action to defend against bullying or defense of the victim. Bullying-defending behavior refers to actions taken to defend, protect, or support victims of bullying. These actions include direct defense, supporting the victim, reporting the incident to authorities, or showing disapproval of bullying.

Observations made at SMAN 2 Kediri showed low defending bullying behavior among students. Based on the results of the research questionnaire given to 40 class X students, only 12.5% of students stated that they had done and would do defending bullying actions when witnessing bullying events. In contrast, 87.5% of other students chose to remain silent and avoid their involvement when encountering bullying events. The study conducted by Ashwin et al. (2025) mentioned that the decision to defend the victim could depend mainly on the strength or quality of the relationship with the victim, so if the victim has different qualities and strengths or is not positively connected to them, the defense relationship is more likely not to occur.

The results of interviews with guidance and counseling teachers also revealed that most students tend to be indifferent and do not dare to take action to defend themselves for fear of becoming the next target, feel that the incident will be known by others, and feel that they do not have the ability or skills to the right capacity to assist, and do not realize the importance of their role in stopping bullying.

Bystanders who have bullying-defending behavior are believed to reduce the frequency and impact of bullying significantly. According to Polanin et al. (2012), intervention programs focusing on increasing bullying behavior can reduce bullying incidents by 35%. Another study by Halimah et al. (2015) revealed that bystanders who are silent or do not care about the bullying treatment carried out by their friends make the perpetrators feel supported and take it for granted. Still, when the bystander's reaction moves to help the victim, the perpetrator will feel a failure because no one accepts his behavior. Therefore, appropriate interventions are needed for bystanders to increase bullying-defending behavior to protect victims and stop perpetrators in bullying cases.

Similar research also reveals that the Bystander Effect can have positive and negative effects. The negative bystander effect is a condition that makes other individuals not provide help. In contrast, the positive effect views the presence of other individuals, making an individual want to help others (Atjo & Tetteng, 2024). Therefore, it is necessary to strengthen bystanders; as research conducted by Zahra (2017) explains, bystanders/observers can reduce the occurrence of bullying. Bystander reinforcement can be done with various interventions.

Various interventions can be done, one of which is by using classical guidance services as one of the components in the school guidance and counseling program, which has great potential to improve students' bullying-defending behavior. Through classical guidance services, guidance teachers can provide the knowledge, skills, and values needed to become defenders in bullying situations to all students in the class. However, the effectiveness of classical guidance services is highly dependent on the learning methods used.

Problem-Based Learning (PBL) is a learning method that emphasizes real-world problem-solving as a context for students to learn about critical thinking and problem-solving skills. This method is relevant to improving bullying-defending behavior because bullying situations are complex and require good problem-solving skills. Through PBL, students are exposed to authentic bullying scenarios or cases; then, they are asked to analyze the situation, identify problems, and develop appropriate intervention strategies. The "find me" game media is added to increase its effectiveness. This game aims to help students better recognize the roles, especially bystanders, in bullying cases through case descriptions and role searches. Game media is intended to present problems, explore roles, and reflect on learning.

Bullying in the school environment involves not only perpetrators and victims but also bystanders, who often remain silent out of fear of becoming the next target. The role of bystanders is crucial in shaping school social dynamics, and numerous studies have shown that encouraging defending behavior and standing up for bullying victims can significantly reduce the escalation of bullying. As active learning approaches have evolved, problem-based learning (PBL) has been widely applied to increase student engagement in the learning process. However, its implementation within classical guidance services to foster prosocial behavior change, particularly in promoting defending behavior against bullying, remains underexplored in empirical research. This represents a critical gap that needs to be addressed to fully harness the potential of PBL in guidance and counseling settings.

This study offers a novel approach by integrating problem-based learning methods into classical guidance services through the educational game "Find Me." The novelty of this research lies in its specific focus on the role of bystanders and the effort to cultivate the courage to defend victims through simulated real-life situations embedded in gameplay. The "Find Me" game is designed to provide contextual and interactive learning experiences, enabling students to understand cognitively and be emotionally equipped to respond assertively in bullying situations. The main objective of this study is to examine the effectiveness of classical guidance services based on problem-based learning using the "Find Me" game in enhancing defending behavior among students at SMAN 2 Kediri.

2. METHOD

2.1 Research Design

This study employed the Guidance and Counseling Action Research (GCAR) model, specifically following the Hopkins spiral framework. Classroom action research as a process for improving, enhancing, and developing learning and services designed to support student development (Utomo et al., 2024). The primary objective was to enhance students' self-defense behaviors against bullying through structured classical guidance services. These services were delivered using a Problem-Based Learning (PBL) approach, supported by the educational game media "Find Me." This design allows for iterative planning, action, observation, and reflection cycles to improve the intervention's effectiveness systematically.

2.2 Research Subjects

The subjects of this study were 40 first-grade students at SMAN 2 Kediri. The sample was selected based on recommendations from the school's guidance counselor and supported by previous problem checklists and observations. These preliminary assessments identified social relationship and organizational difficulties as the primary issues, affecting approximately 35% of the students. This targeted sampling ensured that the intervention was focused on those most likely to benefit from improvements in defending bullying behaviors.

2.3 Data Collection

Data collection involved administering pretest and posttest assessments using a bullying defense behavior scale adapted from Titisari's (2022) research. The measurements were conducted across multiple cycles to monitor student behaviors and attitude changes throughout the intervention. This cyclical data collection helped capture the intervention's immediate and progressive impacts.

2.4 Data Analysis

The data were analyzed using a three-stage flow model comprising data reduction, presentation, and conclusion drawing or verification. The success of the intervention was evaluated based on increases in defending behavior against bullying and positive shifts in student attitudes, with a minimum threshold of 75% improvement considered successful. If this criterion were not met, the intervention cycle would continue, allowing for further refinement and implementation until the desired outcomes were achieved.

3. RESULTS AND DISCUSSION

3.1 Results

Researchers analyzed the data and evaluated the success of each indicator achieved in classical guidance services using the problem-based learning method with the media game "find me" in class X-6 with a sample of 40 people in cycles I and II, which are then described as follows.

a) Cycle I

Table 1. Cycle I learning outcomes

Indicator	Achievements
Students understand well the expected objectives of the material that has been delivered	50% of students understand well the purpose of the material
Students have full attention in the service topic delivered	90% of students have full attention on the topic
Students understand the developmental tasks of learners and their relationship to the material presented	47.5% of students understand the developmental tasks of participants
Students can formulate appropriate defending bullying strategies according to the simulation of the problem at hand	67.5% of students have not been able to formulate strategies for defending bullying
Students actively participate in group discussions to analyze bullying cases through game media.	75% of students actively participate in the discussion
Students can identify all situations that occur in bullying cases.	5 out of 6 groups were able to identify bullying situations
Students can outline the roles in bullying cases	59% of students were wrong in describing the roles in bullying cases
Students are able to identify the factors that influence defending bullying behavior in the game media provided.	Students have not fully learned about the factors that influence defending bullying behavior.
Students follow all stages of learning well	90% of students follow all stages of learning well
There was an increase in the score of defending bullying behavior from the initial condition.	There was a 35% increase in behavior scores from the baseline condition of 40%.
Students are in the high category for defending bullying behavior.	There are only 47.5% of students who are in the high category
Students show improvement in the recognition, accommodation, and action aspects of defending bullying behavior.	90% of students showed improvement based on observation during the service

b) Cycle II

Table 2. Cycle II learning outcomes

Indicator	Achievements
Students understand well the expected objectives of the material that has been delivered	90% of students understand well the purpose of the material
Students have full attention in the service topic delivered	90% of students have full attention on the topic
Students understand the developmental tasks of learners and their relationship to the material presented	77.5% of students understand the developmental tasks of participants
Students can formulate appropriate defending bullying strategies according to the simulation of the problem at hand	4.4% of students have not been able to formulate strategies for defending bullying
Students actively participate in group discussions to analyze bullying cases through game media.	90% of students actively participate in the discussion
Students can identify all situations that occur in bullying cases.	6 out of 6 groups were able to identify bullying situations
Students can outline the roles in bullying cases	20% of students were wrong in describing the roles in bullying cases
Students are able to identify the factors that influence defending bullying behavior in the game media provided.	Students have fully learned about the factors that influence defending bullying behavior.
Students follow all stages of learning well	90% of students follow all stages of learning well
There was an increase in the score of defending bullying behavior from the initial condition.	There was a 35% increase in behavior scores from the baseline condition of 77,5%.
Students are in the high category for defending bullying behavior.	There are only 77.5% of students who are in the high category
Students show improvement in the recognition, accommodation, and action aspects of defending bullying behavior.	90% of students showed improvement based on observation during the service

In the data above, which is an indicator in the observation sheet in the classroom when learning takes place, it can be seen that the success of the service in cycle I averaged 58.3%. From this average cycle, I significantly impacted students. However, a follow-up cycle, namely cycle II, is still needed to achieve more than 75% of desired learning outcomes.

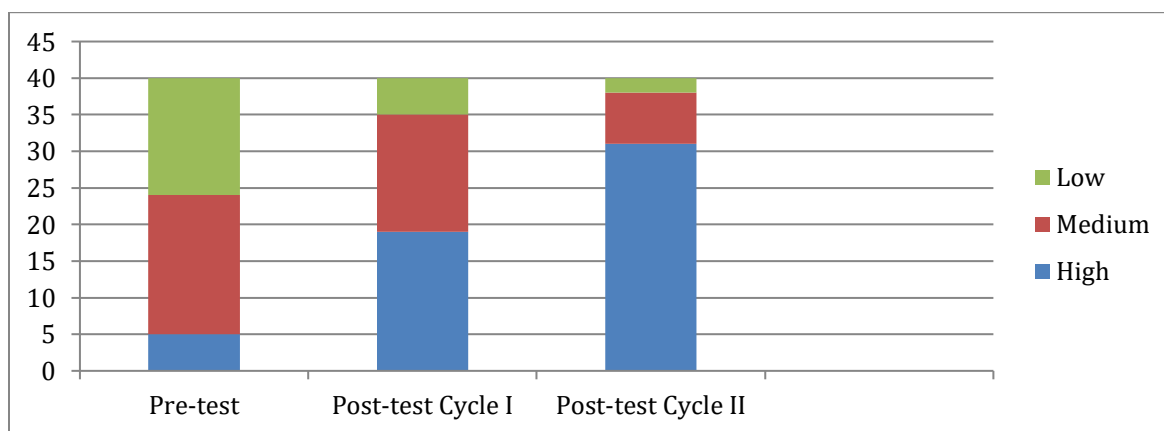
Cycle II was carried out because, based on the reflection on cycle I, students did not fully understand what related to defending themselves from bullying behavior and were still confused by the problem-based learning method. This can be seen with some indicators and service objectives that have not been fully achieved, so a follow-up plan is still needed for cycle II, where a more complex strategy will be used by simplifying the game pattern. Behavior The consideration is that first-grade students tend to have kinesthetic learning styles, so first-grade students prefer games that rely on cooperation and interpersonal relationships. On the other hand, the location of the first-grade students' class on the 3rd floor does not allow students to capture many signals, so games that use digital platforms are less recommended.

Then, in cycle II, the indicators of student learning achievement were at an average of 90%, which means that students were able to reach the high category and succeed in each aspect, with almost all students able to complete the assigned tasks related to maintaining bullying behavior. This achievement is also supported by the posttest results of students who continue to increase by 65% from pre-cycle, cycle I, and cycle II. The following describes the results of student learning achievement in cycles I and II.

Table 3. pretest-posttest comparison of each cycle

Pre Cycle	Cycle I	Cycle II	Changes
12,5%	47,5%	-	35%
	47,5%	77,5%	30%
12,5%	-	77,5%	65%

In the initial condition, the pre-cycle was carried out to find out the level of defending bullying behavior of class first-grade students by distributing a defending behavior scale questionnaire to 40 students. The results are known in the pre-cycle where class first-grade students still do not understand related to bullying defending behavior with 19 students in the low category (47.5%), 16 students are in the medium category (40%), and a high of 5 (12.5%) from a total of 40 students. This proves that students do not recognize and fully understand bullying and the roles involved in it. These results are also reinforced through observations made in class and interviews with counseling teachers (pamong teachers) where students still have a tendency to avoid bullying because they do not want to be involved and dragged by the perpetrators of bullying.



Graph 1. Improvement of student's defending bullying behavior

The results obtained from the posttest defending behavior scale and process evaluation observation sheet found that students' bullying-defending behavior increased by an average of 30% to 77.5% from the previous 47.5% in cycle II. These results were then described, and out of 40 students who were given classical guidance services and measured by the defending bullying scale instrument, 31 were in the high category, seven were in the medium category, and two were in the low category. Then, on the process evaluation sheet, it was found that from

13 students who experienced difficulties in cycle I, it decreased in cycle II to only four students. This is because these four students could not participate in all service activities due to other activities.

Based on these results, there was an increase in the comparison of posttest and pretest by 65% from posttest to 2. These results are then supported by the observation sheet, in which all indicators show an increase with an average of 90% in cycle 2, which is more than 75%. Therefore, the application of problem-based learning using Find Me game media can improve the bullying behavior of students in class. First-grade students SMAN 2 Kediri is said to be successful or effective.

3.2. Discussion

The results of research conducted in two cycles at SMAN 2 Kediri showed a significant change in the results of providing classical guidance services using problem-based learning methods assisted by find me game media to improve defending bullying behavior in X-6 students of SMAN 2 Kediri. This is evidenced by the increasing number of students in the high category in two cycles. In the initial condition, only five students were in the high category, and in cycle two, there were 31 students in the high category measured using the defending bullying behavior scale. This change shows an increase of 65% from pre-cycle conditions to cycle I.

The success of the intervention in services carried out in two cycles for 45 minutes in each cycle is inseparable from the suitability of the PBL method in developing bullying-defending behavior. As explained by Ningrum (Istiqhfarin et al., 2024), Problem-based learning is an effort to prevent bullying by increasing students' critical thinking skills. Through problem-based learning, students are faced with real problems related to bullying that are close to their daily lives. Each case given to students relates to aspects of bullying and defending bullying behavior, where the focus is on bystanders who carry out direct and indirect intervention.

The problem-based learning approach in classical guidance at SMAN 2 Kediri creates a dynamic and efficient learning atmosphere. With this method, students understand theories and concepts related to bullying and defending bullying behavior and hone practical skills relevant to their lives. In addition, the application of PBL can increase student participation and guide them in solving problems more constructively (Istiqhfarin et al., 2024) to find out what roles exist in bullying events. The results obtained in cycle I students still cannot place 15 roles correctly, especially in the bystander. This is because the behavioral changes due to the learning process, including cognitive, affective, and psychomotor domains, are not yet optimal.

However, identifying problems, analyzing them, and finding solutions collaboratively built a deeper understanding of the dynamics of bullying and the importance of the defender's role in cycle II. This improvement occurred in line with the improvements made based on the evaluation and follow-up in cycle I. As a result, in cycle II, almost 90% of students met the criteria of the indicators that had been set. These results also support the opinion of Hmelo-silver (2004), which states that PBL effectively develops students' problem-solving and critical-thinking skills in real situations. Furthermore, research conducted by Hamidaturrohmah et al concluded that these critical thinking skills can be used to find a problem or phenomenon in everyday life in their environment (Handayani et al., 2025).

Using the "Find Me" game as a learning medium is a catalyst that accelerates the process of forming defending behavior. This is because the game helps learners to be more thorough in seeing various cases of bullying, especially using the perspective of a bystander. This game has 3 cases that combine forms of bullying actions that require learners to know the people involved and their roles in the bullying event. The results from using this game, which was carried out in two cycles, showed that the dimensions of students' defending behavior experienced comprehensive and significant changes after applying the problem-based learning method with the "Find Me" game. The change can be seen from the increasing awareness of students in identifying various forms of bullying with a deep understanding of its long-term impact.

Students' attitudes towards bullying also transformed from tolerance or apathy to firm rejection, characterized by reduced diffusion of responsibility and a stronger belief in social responsibility to protect victimized friends. Students' moral courage and assertiveness increased significantly, as indicated by their courage to act despite group pressure and their decreased fear of social consequences when becoming defenders. This is evidenced by the results in cycle II, where out of 15 roles that must be found, 90% of students were able to answer and place the roles correctly. This result is also supported by the observation of process and outcome evaluation sheets and the conclusion given by students at the end of the learning session.

The success of the intervention can also be attributed to the good integration between the PBL method and the "Find Me" game media in the classical guidance service. PBL provides a systematic conceptual framework for understanding and solving bullying problems, while the "Find Me" game provides a concrete context and direct

experience that reinforces the understanding. This combination results in comprehensive learning involving cognitive, affective, and psychomotor aspects in a balanced manner.

Implementing the intervention through two cycles of PTBK allowed for continuous evaluation and improvement. Reflection from cycle I, followed up by refinement of actions in cycle II, contributed significantly to improved outcomes. This phased approach allowed the researcher to respond to the specific needs of the students and adapt the intervention according to the existing field conditions at SMAN 2 Kediri. These field conditions relate to the role of influencing students' cognitive, affective, and psychomotor abilities, such as attention, perception, and mindset, and student behavior, such as cooperation, helping each other, sharing, and contributing (Setyaputri et al., 2018), especially in building bullying defending behavior.

The success of this intervention strengthens the theoretical basis of the effectiveness of constructivist approaches such as PBL in changing adolescent social behavior. This is because research conducted by Wijayanti et al., (2019) shows that PBL can increase student empathy for victims of bullying. On the other hand, research conducted by (Nande & Noorrizki, 2022) states that the presence of other people in a tragedy influences the time it takes an observer to provide help.

In classroom learning services, especially classical guidance, this research also strengthens previous studies such as research conducted by (Soleman, 2021), which states that this is also supported by research (Soleman, 2021) revealing that classical guidance can minimize the dangers of bullying in students. Other research, namely, research conducted by (Nugroho, 2023), concluded that classical guidance services showed that classical guidance service activities with the theme of stop bullying were effective in providing students with an understanding of the dangers of bullying.

In this study, observers are expected to have bullying-defending behavior as part of reducing the trauma that occurs to victims of bullying and providing a deterrent effect on the bully. Like research from (Nst et al., 2023), active defending behavior can be used as one of the solutions to reduce the high number of bullying in Indonesia. The results also enrich the literature on bullying prevention by emphasizing the importance of developing defending behavior as a preventive strategy. From a practical perspective, these findings provide an intervention model that can be adopted by counseling guidance practitioners in schools, especially Senior High Schools.

4. RESEARCH IMPLICATIONS

This study describes how implementing problem-based learning using the "find me" game media improves students' defensive bullying behavior. This research strengthens the theoretical basis that constructivist approaches such as PBL are effective in changing adolescent social behavior, especially in the context of anti-bullying. The findings enrich the literature on the effectiveness of problem-based interventions and expand the understanding of bystander dynamics in bullying situations. This research shows that appropriate interventions can reduce the "diffusion of responsibility" and increase students' awareness of social responsibility. The successful integration of the learning method (PBL) with social behavior change contributes to a new theoretical understanding of how cognitive learning processes can be translated into real behavior change in a social context. In addition, this study provides empirical evidence of the effectiveness of educational game media in accelerating the process of forming prosocial behaviors such as defending bullying

5. CONCLUSION

The results of this study indicate that implementing the Problem-Based Learning (PBL) method, supported by the educational game media "Find Me," in classical guidance services significantly improved high school students' self-defense behavior against bullying. These findings align with active learning theory, which emphasizes the importance of students' direct engagement in learning to better understand and apply knowledge in real-life situations. The "Find Me" game provided an interactive and realistic context, enabling students to cognitively grasp the concept of defending against bullying and be effectively and behaviorally motivated to take courageous action in defending bullying victims within the school environment.

Moreover, the significant changes observed in classroom social dynamics demonstrate that this intervention successfully shifted students' paradigms from passive bystanders, often afraid of becoming the next target, to active defenders who confidently take a stand. This underscores the critical role of systematic and structured classical guidance in fostering positive social attitudes. The study also contributes to advancing more innovative and effective counseling services, especially in bullying prevention, by utilizing approaches that involve direct experience and problem-solving relevant to students' daily lives.

This study offers several important recommendations. First, bystanders of bullying must maintain consistency in defending behavior to help create a safer and more inclusive school environment. Second, school counselors play a strategic role in implementing PBL methods to reinforce this defending behavior. Third, schools are encouraged to develop and facilitate various new intervention methods that effectively promote defending bullying behavior. Finally, this research can serve as a valuable reference for future studies seeking to expand the application of PBL in preventing and addressing bullying in schools.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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