



Developing Anti-Bullying Encyclopedia: An Innovative Media to Foster Social Responsibility Attitudes among Primary School Students

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abstract

Background: Bullying in primary schools remains a critical issue, while character education practices often lack structured, literacy-based media that are developmentally appropriate for young learners. Previous studies have primarily emphasized anti-bullying programs or moral instruction without developing systematic instructional media adjusted to lower-grade students.

Aims: This study aimed to develop and examine the appropriateness and practical use of an anti-bullying encyclopedia to foster a social responsibility attitude among third-grade primary school students.

Methods: This research employed a research and development (R&D) approach using the ADDIE model (analysis, design, development, implementation, and evaluation). The study was conducted in an elementary school in Tangerang, Indonesia, involving 21 students, one classroom teacher, one media expert, and one material expert. Data were collected through observations, interviews, expert validation questionnaires, and student response questionnaires.

Results: The results showed that the levels of appropriateness were very high, with validation scores of 81.75% (media expert), 80.20% (material expert), and 81.70% (teacher), yielding an overall average of 80.13% (very appropriate). The result of students' try outs was positive, with an overall average of 76.90 in the appropriate category.

Conclusions: These findings indicate that the Anti-Bullying Encyclopedia is practical and suitable for classroom use, especially for primary school students.

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1. Introduction

Children's social and emotional development also implies an attitude of social responsibility and is interconnected with other domains (Salamon et al., 2025). Education, in this case, also includes the achievement of a child's emotional and social development (Pietropoli & Gracia, 2025). During the initial phase of the global educational discourse, the predominant emphasis of education was the provision of formal educational opportunities to children been deprived of social contact (Salsabilah et al., 2024). The aim of promoting the development of desirable and constructive attitudes and values for communal living has increasingly accompanied this focus. This is in line with the provisions of the 1945 Constitution of the Republic of Indonesia, particularly Article 31, which provides for every citizen's right to an education. It also guarantees that in the provision of education, the emphasis is on the development of the child's psychosocial and moral attributes. Hence, the development of a positive social and moral attitude from the elementary school level is, in essence, a fulfillment of the objectives of national education.

A Socially responsible attitude is an outcome of an individual's awareness, empathy, and concern for others' conditions and needs, which is expressed through understanding, cooperation, and social support. Therefore, social responsibility is an attitude that develops as children grow older, and it is reflected through understanding of others' emotions and social behaviors (Du et al., 2026; Masitah et al., 2023; Ünal Çelik et al., 2026). The concern for others, respect, and the desire to do good are elements of moral character that are essential for the development of a socially responsible child (Nisa' & Astari, 2022; Vonasch & Tookey, 2024). The ability to help, share and work with others without expecting a reward is a sign of socially responsible behavior. Social responsibility is a moral and emotional attitude that must be taught and developed through structured social activities and continuous practice (Adira Adzkia & Ibnu Muthi, 2025). It is a social attitude that is important for the child's character building. Considering these three definitions of an expert, social responsibility attitudes entail concern, empathy, and prosocial behavior, and all three noted that social responsibility attitudes develop through socialization and education, not spontaneously.

The development of social responsibility attitudes is significant, especially in the emotional and social development of children. It is important for children to develop social responsibility attitudes because they can build strong relationships with their peers and even adults (Alfirević et al., 2023; Göl, 2024). They can understand and appreciate the feelings of others and how to control their feelings as well. When the children are in school, social responsibility creates an environment that is safe and supportive to learn in (Padilla-Petry et al., 2026; Rusdi & Umar, 2015; Wuryandani et al., 2014). Children are not aggressive, and they do not bully, and when there are problems that need to be solved, they can do it in a socially responsible way and without violence (Andrews et al., 2023). Along with social awareness, the development of children's morals is reinforced with the understanding of fairness, responsibility, and tolerance. The way children in elementary school develop these attitudes and the rest of the children, will influence their behavior in the developmental stages that come after this. Because of this, social responsibility attitude should be incorporated into the curriculum.

The theory of socially responsibility attitudes closely relates to social cognizance and humanist the educational theory. Educational humanism emphasizes the holistic development of the individual (Amalia & Munawir, 2021). For example. Rogers and Maslow emphasize the importance of viewing students as complete beings with intellect, feelings, and social needs that deserve respect and consideration, and that the educational process involves the assimilation of knowledge and the development of compassion, self-awareness, positive relational dynamics, and social interaction (Gazizovich & Hamzievna, 2015; Perni, 2018; Sidik, 2016). Further (Alnashr et al., 2025) demonstrated that compassionate learning effectively strengthens students' empathy, respect, and anti-bullying attitudes through value-based learning activities. The learning environment that positively humanistic in essence fosters the development of socially responsible attitudes.

From a social perspective, bullying is not an individual phenomenon, but rather, it can be seen as a social phenomenon and systematic in nature, operating at different levels such as the school, the workplace, and the internet (Antoniadou & Kokkinos, 2015; Cour et al., 2022; Eleni, 2014). The term "bullying" has seen historical and contextual shifts. In the 17th century, the word "bully" was used to refer to people who were in positions of authority, whereas, in the contemporary world, "bully" refers to people who are cruel, inconsiderate, and aggressive (Andrews et al., 2023; Clerincx et al., 2025; Tanaka et al., 2025; Volk, 2025). The definition of bullying has indeed narrowed down, but the social mechanisms that facilitate and sustain this growing phenomenon still exist in countless social relations and structures.

The bullying phenomenon can also be viewed from a socio-ecological perspective focusing on the positive and negative relations and the power describing the levels of social hierarchy. In schools, bullying and bullying maintenance mechanisms, as a tool for empathy and a culture of "learning together" within the group, conditioned and internalized to class and school-wide tolerance "to bullying" are present (Graham, 2016; Søndergaard, 2012). Further (Wulandari et al., 2023), who argued that one of the major challenges faced by teachers is assessing students' character because it develops through authentic classroom experiences rather than through cognitive achievement alone. The same can be said of the professional sphere, where workplace bullying is prevalent. The social structure of bullying also describes the victim, perpetrator, and bystander roles within the social hierarchy. The violence, relational aggression, and exclusion characterizing the bullying phenomenon are present in the community as well.

Bullying entails structures and intricacies that make it a gnawing phenomenon. Besides, educational media with a focus on the subject and social awareness elements need to be crafted. A designed Encyclopedia can serve this purpose. The Ministry of Education and Culture explains that an Encyclopedia is one or more volumes of a collection of written information arranged in alphabetical order and is supplemented with in-depth clarifications and pictures (Saputri et al., 2023). Further, Jariah et al. (2024) emphasized that media interactions, whether digital or educational, play a significant role in shaping elementary school students' character, highlighting the importance of providing positive, value-oriented learning resources to guide students' attitudes and Behaviors. In this context, an Anti-Bullying Encyclopedia can serve as an effective instructional medium. School communities can use the Anti-Bullying Encyclopedia as an informational and educational resource to foster social awareness and a positive attitude.

A preliminary study was conducted through classroom observations and interviews with a third-grade teacher at an elementary school in Public Elementary School (SDN) Bataceper 1 Tangerang City, Banten Province. The findings revealed that students generally understood bullying only as physical aggression and had limited awareness of verbal, social, and emotional bullying. Classroom observations also indicated that teasing, excluding peers from group activities, and mocking classmates were still frequently observed during daily learning interactions. Although teachers regularly integrated character education into classroom activities, they relied mainly on verbal explanations and textbook materials, with limited use of structured learning media specifically designed to promote anti-bullying awareness and social responsibility. Furthermore, no child-friendly encyclopedia or literacy-based instructional resource focusing on bullying prevention was available for classroom use. These findings demonstrate the need for an engaging and developmentally appropriate learning medium that enables students to understand bullying comprehensively while simultaneously fostering empathy, respect, responsibility, and other dimensions of social responsibility.

Previous studies have mainly investigated anti-bullying programs, digital campaigns, classroom discussions, or character education interventions (Andrews et al., 2023; Tanaka et al., 2025). Other studies have focused on students' empathy development and bullying prevention through teacher-led activities (Clerincx et al., 2025). However, little attention has been given to the development of structured literacy-based instructional media specifically designed for lower-grade primary school students. Existing studies rarely integrate anti-bullying concepts with children's encyclopedia media that simultaneously promote social responsibility attitudes. Therefore, this study addresses this gap by developing an Anti-Bullying Encyclopedia using the ADDIE model and evaluating its feasibility and practicality for third grade students. Unlike previous studies, this research contributes by developing a child-friendly encyclopedia integrating anti-bullying literacy and social responsibility education within one instructional medium.

2. Methods

2.1 Research Design

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Tegeh & Kirna, 2013). The ADDIE model was selected because it provides a comprehensive framework for developing, validating, and evaluating educational media. During the analysis stage, classroom observations and interviews with teachers were conducted to identify students' learning needs, particularly related to social responsibility attitudes and bullying issues (Setyosari, 2016). Curriculum analysis was also carried out to ensure that the developed learning materials aligned with the competencies of third-grade elementary students. The design stage involved preparing the encyclopedia framework, determining the content structure, designing the visual layout, selecting appropriate illustrations, and organizing learning materials using language suitable for elementary school students (Gustiani, 2019). Based on the approved design, the development stage produced a printed Anti-Bullying Encyclopedia by considering typography, illustrations, readability, and

developmental characteristics of young learners. The product subsequently underwent expert validation before implementation. The implementation stage consisted of a limited field trial involving third-grade students, while the evaluation stage focused on revising the product based on expert suggestions and users' feedback to ensure the feasibility, practicality, and effectiveness of the developed learning media.

2.2 Research Procedures

The ADDIE model was carried out systematically consisting of stages of analysis, design, development, implementation, and evaluation. A needs analysis was performed through learning observations and interviews with classroom teachers regarding social attitudes of students and bullying behavior problems. This was followed by curriculum analysis to ensure the material could be adapted to third-grade competencies. Based on this analysis, an anti-bullying Encyclopedia was designed that included basic concepts about bullying, types of bullying, impacts of bullying, and examples of social care behavior.

The design includes a content structure that follows a systematics order, uses easy language, has communicative illustrations, and is attractive in layout design. The development stage realized the design into printed media using materials and typography suitable for elementary school children's characteristics. Afterward, the product was validated through expert judgment by one media expert and one content expert using a Likert-scale assessment sheet for design aspects, readability aspects, and material suitability aspects. Validation results serve as a basis for revision until the media is declared feasible. Afterward, the Encyclopedia was implemented through limited trials to third-grade students at Public Elementary School (SDN) Bataceper 1 Tangerang City, Banten Province with the participation of the class teacher as a learning facilitator.

2.3 Participants

The research took place at Public Elementary School (SDN) Bataceper 1 Tangerang City, Banten Province during the even semester of the academic year 2025–2026. The subjects of the research were 21 third-grade students, one classroom teacher, one media expert, and one material expert validator. These subjects aimed to collect comprehensive data from both user and expert perspectives.

2.4 Data collection

Data collection techniques in this study are observation, interview, questionnaire, and documentation technique (Sukmadinata, 2011). Observation was used to assess preliminary social attitudes of students as well as the process of using media while learning. Interview technique with the class teacher was conducted to obtain information about needs in learning activities and the practicality of the developed media product. Quantitative data were collected using a questionnaire in the form of expert assessments toward the anti-bullying Encyclopedia media product, as well as student responses toward the anti-bullying Encyclopedia media product developed by the researcher. Data were also collected from student responses using questionnaires and from teacher responses through interviews to assess media practicality and attractiveness.

The research instruments were observation sheets, interview guidelines, validation sheets from media experts and material experts, and student response questionnaires (Sugiyono, 2016). All instruments were arranged based on indicators related to the objectives of the research. Observation technique was used to support research data such as description of activity process results as well as research product development results. To obtain empirical data regarding the effectiveness of the developed learning media, students' social responsibility attitudes were measured using a self-report questionnaire. The instrument was developed through the synthesis of established theories on character education, prosocial Behavior, and bullying prevention. The dimensions of empathy, respect, and responsibility were adapted from Thomas Lickona's framework of character education, which emphasizes caring, respect, and responsibility as fundamental moral values that should be cultivated from primary education (Berkowitz et al., 2020; Lickona, 2018). The questionnaire consisted of 20 items arranged on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), based on five dimensions of social responsibility: empathy, respect, helping Behavior, responsibility, and anti-bullying awareness.

Table 2. Blueprint of Social Responsibility Attitude Questionnaire

No.	Dimension	Indicators	Item Number	Total Items
1	Empathy	Shows concern for classmates experiencing difficulties; understands others' feelings; comforts friends in distress; listens attentively to friends' problems	1, 2, 3, 4	4
2	Respect	Appreciates others' opinions; respects individual differences; uses polite language; treats classmates fairly	5, 6, 7, 8	4
3	Helping Behavior	Helps classmates voluntarily; cooperates during group activities; shares learning resources; offers assistance without expecting rewards	9, 10, 11, 12	4
4	Responsibility	Maintains a safe classroom environment; follows classroom rules; takes responsibility for personal actions; contributes to a positive learning atmosphere	13, 14, 15, 16	4
5	Anti-Bullying Awareness	Rejects bullying Behavior; reports bullying incidents; supports bullying victims; encourages respectful peer relationships	17, 18, 19, 20	4
Total				20 Items

The questionnaire comprised five dimensions with four items representing each dimension, resulting in a total of 20 statements. Prior to implementation, the instrument underwent expert judgment involving specialists in elementary education and educational assessment to evaluate its content validity, language clarity, and developmental appropriateness for third-grade students.

2.5 Data analysis

Data analysis was performed through quantitative and qualitative descriptive analysis (Syahrizal & Jailani, 2023). Quantitative data from the expert validation sheets and student response questionnaires were analyzed by calculating average scores and percentages of suitability so that categories of assessments for media can be determined. Qualitative data from interviews as well as advice from experts were analyzed by means of data reduction, presentation, and drawing conclusions.

The expert questionnaire data analysis must follow indicator criteria, namely achieving a minimum score of 61-80%. The score obtained from the expert test's feasibility assessment was calculated using the following formula:

$$AV = (NS / MS) \times 100\%$$

(Purwanto, 2013)

AV is the average value in percentage (%), NS is the score obtained for each aspect, and MS is the Maximum Score across all aspects. The obtained values are then interpreted according to the following predetermined criteria:

Table 1. Criteria for Product Appropriateness

Percentages	Criteria
81% - 100%	Very Appropriate
61% - 80%	Appropriate
41% - 60%	Quite Appropriate
21% - 40%	Less Appropriate
00% - 20%	Not Appropriate

(Source: modified by (Purwanto, 2008))

3. Results

The results of the research on the development of an anti-bullying Encyclopedia using the ADDIE model indicate that each stage contributes significantly to the quality of the final product. In the Analysis stage, it was found that third-grade students still have a limited understanding of bullying behavior and social awareness. Observations and interviews with teachers revealed a tendency toward teasing and a lack of empathy among students. Furthermore, learning media specifically addressing bullying and social awareness are not yet optimally available. The curriculum analysis results indicated that character education and social attitudes materials are relevant for integration into third-grade learning. These findings underscore the need to develop contextual learning media that align with the characteristics of elementary school students.

In the design stage, the research results indicated that the anti-bullying Encyclopedia was designed with a systematic content structure that is easy for students to understand. The media design includes material on the definition of bullying, types of bullying, the impacts of bullying, and examples of social awareness behavior in everyday life. The material was structured according to the cognitive and social development levels of third-grade students. Visual

illustrations, color selection, and layout were designed to increase students' reading interest and comprehension. Furthermore, research instruments, such as expert validation sheets and student response questionnaires, were successfully designed according to the appropriateness indicators for learning media. This stage produced a product blueprint that served as the basis for the Encyclopedia's development.



Figure 1. The Design of Anti-Bullying Encyclopedia

Results from the development stage indicated that the anti-bullying Encyclopedia was successfully developed into a viable print media product. Validation by media experts indicated that the Encyclopedia had an attractive appearance, good readability, and a visual design appropriate for the characteristics of elementary school students. Meanwhile, validation by material experts indicated that the Encyclopedia's content aligned with the learning objectives, was conceptually accurate, and relevant to strengthening social awareness. The assessment scores from both experts ranged from adequate to very adequate. Input from the experts was used to revise aspects of language, illustrations, and material presentation. These revisions improved the product's quality before being piloted in the implementation stage.



Figure 2. Bullying prevention steps in the product of Encyclopedia

The Anti-Bullying Encyclopedia is designed with colorful, illustrative, and child-friendly visuals, using a dominant yellow color and icons and cartoon images relevant to the lives of elementary school students. Each page presents information concisely, systematically, and contextually, such as steps to take when witnessing bullying, the role of teachers, and the role of parents in bullying prevention. The presentation of numbered bullet points, expressive

illustrations, and simple language help students understand the moral message easily and engage their interest in reading. This design serves not only as an informational medium but also as an educational tool that instills social values visually and narratively.

The encyclopedia's design connects students to their social responsibility attitude, emphasizing their active role in dealing with bullying, such as not remaining silent, reporting to trusted parties, and helping victims. Through illustrations and messages that emphasize empathy, caring, and courage, students are guided to recognize that maintaining a safe school environment is a shared responsibility. Thus, this Encyclopedia encourages students not only to understand the concept of bullying but also to internalize social awareness and act responsibly in their daily lives.

In the implementation stage, research results indicated that the anti-bullying Encyclopedia could be effectively used in learning activities in third grade. Students demonstrated high enthusiasm during the media use, especially when reading and observing the illustrations. Student questionnaire responses indicated that the Encyclopedia was easy to understand, engaging, and helped students understand bullying behavior and the importance of social awareness. Classroom teachers also responded positively to the use of the media, particularly regarding its practicality and suitability for character education. Student interactions during the lesson demonstrated an increased awareness of respectful behavior. The implementation phase demonstrated that the media can be used effectively in real-life learning contexts.

In the evaluation phase, results indicated that the anti-bullying Encyclopedia met the eligibility criteria for a learning medium. Formative evaluations at each stage of the ADDIE program helped researchers make continuous improvements. Summative evaluations demonstrated that the media had a high level of feasibility and practicality based on expert assessments and user feedback. Descriptive quantitative and qualitative data analysis supported the finding that the anti-bullying Encyclopedia was effective as a supporting medium for learning social awareness. Overall, the research results demonstrated that the implementation of the ADDIE model successfully produced a relevant, appropriate, and applicable learning medium. This Encyclopedia has the potential to be an alternative educational medium for bullying prevention in elementary schools.

Therefore, it is important to highlight that the overall effectiveness and feasibility of the anti-bullying Encyclopedia, as demonstrated in the evaluation phase, were closely related to the quality of the media itself. Therefore, a more specific assessment was required to examine how the design, functionality, and content of the Encyclopedia supported its use as a learning medium. This need led to the involvement of media experts to evaluate the Encyclopedia in terms of design suitability and learning support, ensuring that the media not only met theoretical criteria but was also practical, user-friendly, and aligned with instructional objectives.

The media expert questionnaire was used to assess the quality of learning media from a design and functional perspective. The design suitability aspect included an assessment of the media's form, visual appearance, and ease of use by students. Furthermore, the content and learning support aspect assessed the media's alignment with the learning material and the completeness of supporting elements, with a total of 10 items.

Table 3. Validation Result from Media Expert

No.	Evaluation Aspects	Percentage (%)	Category
1.	Suitability of design (form, visual, ease of use)	82,50	Very Appropriate
2.	Suitability of material content and learning support	81,00	Very Appropriate
Total Average		81,75	Very Appropriate

Table 3 shows that the learning media achieved a very appropriate level of validity based on the media expert's assessment. The suitability of the design including form, visual appearance, and ease of use obtained a percentage of 82,50%, indicating that the media is visually appealing and user-friendly for learners. Meanwhile, the suitability of material content and its function in supporting learning reached 81,00%, reflecting that the media effectively aligns with learning objectives and instructional needs. Overall, the total average score of 81,75% confirms that the developed media is highly feasible and appropriate to be used as a supporting learning medium. The very appropriate validation score indicates that the developed encyclopedia successfully fulfilled pedagogical and visual design requirements for elementary school learners. This finding supports (Saputri et al., 2023), who reported that encyclopedia-based instructional media significantly improve students' engagement because of their systematic content and attractive visual presentation.

The material expert questionnaire was used to assess the completeness and appropriateness of the material's concepts to the learning objectives and student characteristics. Furthermore, the questionnaire assessed the accuracy of the use of language rules, clarity of sentences, and readability of the material. The final aspect assessed the presentation of the material, including its systematic nature and ease of understanding, with a total of 10 items.

Table 4. Validation Result from Material Expert

No.	Evaluation Aspects	Percentage (%)	Category
1.	Completeness of concepts and material suitability	79,80	Appropriate
2.	Suitability of rules to language	82,30	Very Appropriate
3.	Material presented	78,50	Appropriate
Total Average		80,20	Very Appropriate

Table 4 indicates that the material aspect of the learning media falls into the appropriate category overall, with a total average score of 80,20%. The completeness of concepts and material suitability obtained a score of 79,80%, showing that the content adequately covers the required concepts in accordance with learning objectives. The suitability of rules to language achieved the highest score at 82,30% and was categorized as very appropriate, reflecting the clarity, correctness, and readability of the language used. Meanwhile, the material presentation aspect received a score of 78,50%, indicating that the content is appropriately structured and understandable, though minor improvements may further enhance its quality. The present findings also align with (Du et al., 2026), who found that primary school students demonstrate better understanding of prosocial Behavior when learning materials are presented in a structured, sequential, and developmentally appropriate manner. Therefore, the high material validation score obtained in this study suggests that the Anti-Bullying Encyclopedia has

successfully fulfilled both pedagogical and developmental requirements for elementary school learners.

The education expert (classroom teacher) questionnaire was used to assess the suitability of learning materials from an academic and pedagogical perspective. The suitability-to-topic aspect assessed the relevance and accuracy of the content to the theme and established learning objectives. Meanwhile, the design, language, and materials aspects assessed visual cohesion, clarity of language, and harmony of presentation to support effective learning.

Table 5. Validation Result from Classroom Teacher

No.	Evaluation Aspects	Percentage (%)	Category
1.	Appropriateness of the material to the topic	80,75	Very Appropriate
2.	Appearance of design, language, and material	82,65	Very Appropriate
Total Average		81,70	Very Appropriate

Table 5 show that the developed learning media achieved a very appropriate category based on the evaluation aspects assessed. The appropriateness of the material to the topic obtained a percentage of 80,75%, indicating that the content is well aligned with the learning objectives and relevant to the discussed topic. In addition, the appearance of design, language, and material reached 82,65%, reflecting that the media is visually appealing, uses clear and suitable language, and presents the material effectively. Overall, the total average score of 81,70% confirms that the media is highly feasible and appropriate for use in the learning process. The findings also support (Andrews et al., 2023), who emphasized that anti-bullying education should be integrated into regular classroom learning through structured instructional materials rather than implemented as occasional campaigns. Well-designed learning resources enable teachers to promote empathy, respect, and prosocial behavior in everyday learning activities.

The try-out stage is conducted to evaluate the feasibility and effectiveness of the developed product through several levels of testing. The one-to-one try out involves individual students to identify initial problems related to clarity, usability, and understanding of the material. The small-scale try out is conducted with a limited number of students to obtain feedback on practicality and learning responses, while the medium scale try out involves a larger group of students to examine the consistency, effectiveness, and overall performance of the product before wider implementation.

Table 6. Validation Result from Students' Try outs

No.	Type of Try outs	N sample	Percentage (%)	Category
1.	One to One try out	1	75,00	Appropriate
2.	Small Scale try out	5	78,70	Appropriate
3.	Medium Scale try out	15	77,90	Appropriate
Total Average		21	76,90	Appropriate

Table 6 presents the results of the students' try-outs, which indicate that the developed learning media is categorized as appropriate across all stages of implementation. The one-to-

one try-out involving one student obtained a percentage of 75,00%, showing that the media was understandable and usable at the individual level. The small-scale try-out with five students achieved a higher percentage of 78,70%, suggesting improved acceptance and effectiveness when used in a group setting. Meanwhile, the medium-scale try-out involving fifteen students resulted in a score of 77,90%, indicating consistent usability and suitability across a larger group. Overall, the total average percentage of 76,90% confirms that the learning media is appropriate and feasible for use in classroom learning. The increase in students' responses during the small-scale try-out suggests that collaborative learning activities enhanced students' engagement with the learning media. This finding supports (Padilla-Petry et al., 2026), who argued that supportive classroom environments encourage active participation and strengthen students' emotional and social development. When students interact with learning materials alongside their peers, they have greater opportunities to discuss ideas, share experiences, and develop empathy toward others.

Table 7. Overall Validation Result

No.	Components	Percentage (%)	Category
1.	Media Expert	81,75	Very Appropriate
2.	Material Expert	80,20	Very Appropriate
3.	Classroom teacher	81,70	Very Appropriate
4.	Students try out	76,90	Appropriate
	Total Average	80,13	Very Appropriate

Table 7 summarizes the overall validation results of the developed learning media based on assessments from various components. The media expert evaluation achieved a percentage of 81.75%, categorized as very appropriate, indicating that the design and functionality of the media meet high quality standards. The material expert assessment reached 80.20%, also classified as very appropriate, showing that the content is relevant, accurate, and suitable for learning objectives. Furthermore, the classroom teacher's evaluation obtained a score of 81.70%, reflecting strong alignment with classroom needs and instructional practices. Although the students' try-out resulted in a slightly lower percentage of 76.90%, it still falls within the appropriate category, indicating positive student acceptance and usability. Overall, the total average score of 80.13% confirms that the learning media is very appropriate and feasible for implementation in the learning process. These findings are consistent with (Tegeh & Kirna, 2013), who emphasized that instructional products developed through the ADDIE model should be evaluated from multiple perspectives to ensure their validity, practicality, and suitability before wider implementation. The convergence of positive evaluations from experts, teachers, and students suggests that the development process successfully produced a learning medium that satisfies both theoretical and practical educational standards.

Following the implementation of the Anti-Bullying Encyclopedia, students' social responsibility attitudes were assessed to examine the empirical impact of the developed learning media on students' affective development. The assessment was conducted using a 20-item questionnaire covering five dimensions of social responsibility, namely empathy, respect, helping behavior, responsibility, and anti-bullying awareness. The result can be seen in table 8.

Table 8. Students' Social Responsibility Attitude after the Implementation of the Anti-Bullying Encyclopedia

No.	Dimension	Mean Score	Percentage (%)	Category
1	Empathy	4.08	81.60	Very High
2	Respect	4.18	83.60	Very High
3	Helping Behavior	3.89	77.80	High
4	Responsibility	3.96	79.20	High
5	Anti-Bullying Awareness	4.27	85.40	Very High
Overall	Social Responsibility Attitude	4.08	81.52	Very High

Table 8 presents the results of students' social responsibility attitudes after participating in learning activities using the Anti-Bullying Encyclopedia. Overall, students obtained an average score of 4.08 (81.52%), indicating a Very High level of social responsibility. Among the five assessed dimensions, Anti-Bullying Awareness achieved the highest score (85.40%), followed by Respect (83.60%) and Empathy (81.60%), all categorized as Very High. Meanwhile, Responsibility (79.20%) and Helping Behavior (77.80%) were categorized as High. These findings suggest that students demonstrated strong awareness of bullying prevention and respect for others, while Behavioral aspects such as helping classmates voluntarily and consistently taking responsibility still require continuous reinforcement through classroom practice.

4. Discussion

Addressing bullying, whether incidental or self-activated, necessitates consideration of institutional practices, cooperative exchanges and partnerships. Positive behavioral digital tools are intricately aligned with the previously acknowledged factors that significantly shape behavioral patterns: the environment in which individuals operate, their social interactions, prevailing attitudes, and the process of modelling behaviors (Andrews et al., 2023). Digital technologies have the remarkable potential to creatively invite students to engage with and explore these various factors in innovative ways that traditional educational approaches often fail to provide (Jariah et al., 2024; Puspito, 2024). The appeal of utilizing nondigital writing as a means to model media content that promotes constructive and positive behavior serves, however, as a profound reminder of the vital need to cultivate and build an emotionally safe, supportive environment (Du et al., 2026; Adzani et al., 2024). It is crucial to actively reinforce a positive and winsome attitude toward others while striving to embody the characteristics of a positive role model, not just in spoken words but also in visual representations and images.

Moreover, by consistently modelling healthy social relationship practices, one can effectively emphasize the critical importance of making thoughtful and positive choices across varieties of media, which can significantly influence students' social responsibility attitudes (Saputri et al., 2023; Vonasch & Tookey, 2024). To facilitate these positive behaviors, tools are primarily categorized into three distinct areas: 1) learning media must be designed for engagement and learning; 2) moderation and guidance measures that provide structure and support; and 3) content filters specifically aimed at keeping inappropriate material away from

students. These three key areas correspond to promoting constructive behavior not just within the confines of the classroom but also extending beyond it, and into the realm of text form and media utilization.

Learning media significantly enhance and promote healthy communication in classrooms, particularly in environments that have already embraced across different platforms. The careful selection of the right media for classroom use can help create an atmosphere that is not only more conducive but also highly supportive of constructive behavior among students (Alnashr et al., 2025; Juvonen & Graham, 2014). By integrating media, it can that provide essential reminders, helpful guidance, or engaging visuals on responsible media usage during media-related tasks, teachers can effectively model this positive behavior for students (Alnashr et al., 2025; Candra et al., 2025). When students take the initiative to upload and share their creative works through a chosen app, they benefit from receiving constructive feedback that is thoughtfully woven into the ongoing media itself. These classroom apps prove to be incredibly useful, and in some instances, even indispensable, in educational environments that exist outside the social media realm. The convenience of offering written responses and posing questions in a non-face-to-face setting after making posts encourages the sharing of a wider variety of ideas compared to traditional exchanges that rely solely on oral communication (Jariah et al., 2024; Mukhlis et al., 2025). Nonetheless, it is important to acknowledge that these digital interactions still remain vulnerable to issues such as discouragement, rudeness, and various other negative behaviors, which standard filtering methods often fail to address effectively. To overcome these challenges, strengthening the overall communication process with moderation and guidance measures becomes crucial, as such initiatives further contribute to fostering a healthier and more supportive classroom media culture.

Furthermore, the findings from the students' social responsibility attitude questionnaire provide empirical evidence that the Anti-Bullying Encyclopedia contributes to the development of positive social values among primary school students. The highest achievement was found in the anti-bullying awareness dimension, followed by respect and empathy, while helping Behavior and responsibility were categorized as High. This pattern suggests that the encyclopedia effectively strengthened students' awareness and attitudes toward bullying prevention, although the development of prosocial Behaviors requiring consistent practice still needs continuous reinforcement through daily classroom activities. These findings are consistent with (Berkowitz et al., 2020; Lickona, 2018) who argued that character education should cultivate respect, caring, and responsibility through repeated learning experiences rather than isolated instructional activities. Likewise, Eisenberg (2006) emphasized that helping Behavior and prosocial responsibility develop progressively through continuous opportunities for cooperation and social interaction. The present findings also support recent studies by (Andrews et al., 2023) and (Du et al., 2026), which reported that structured anti-bullying education combined with supportive learning environments enhances students' empathy, social awareness, and willingness to engage in positive peer relationships. Therefore, beyond serving as an instructional resource, the Anti-Bullying Encyclopedia functions as a character education medium that facilitates the internalization of social responsibility values through contextual learning experiences and reflective classroom discussions.

5. Limitations

This study aimed to develop and evaluate an Anti-Bullying Encyclopedia as a learning medium to foster social awareness among third-grade primary school students using the ADDIE development model. The research findings demonstrate that the developed Encyclopedia is feasible, appropriate, and effective as a supporting medium for character education, particularly in promoting social awareness and bullying prevention. Validation results from media experts, material experts, and classroom teachers consistently showed very appropriate categories, while student try-outs indicated positive acceptance and usability within the appropriate category. These results confirm that the Encyclopedia meets both pedagogical and practical requirements for elementary school learning. Furthermore, the implementation of the Anti-Bullying Encyclopedia contributed to increased student understanding of bullying behaviors, empathy, and social responsibility attitude. The systematic presentation of content, child-friendly language, and illustrative visuals supported students' cognitive and affective learning processes. Overall, this study concludes that integrating an anti-bullying Encyclopedia into primary school learning can serve as an effective character education tool that supports the development of social responsibility attitudes and contributes to creating a safe and inclusive school environment.

6. Conclusion

Despite its positive findings, this study has several limitations that should be considered. First, the research was conducted in a single elementary school with a relatively small sample size, which may limit the generalizability of the results to broader educational contexts. Second, the study focused primarily on feasibility, validity, and student responses, rather than measuring long-term behavioral changes related to bullying prevention and social responsibility attitude. Third, the Anti-Bullying Encyclopedia was developed in printed form only, so its effectiveness compared to digital or interactive media was not examined. Future research is recommended to involve larger and more diverse samples, explore long-term impacts on students' behavior and social interactions, and develop digital or augmented versions of the Encyclopedia to enhance interactivity. Such studies would further strengthen the evidence base for the use of anti-bullying Encyclopedia as sustainable and scalable character education media in primary education.

Author Contributions

Ina Magdalena: Methodology, Formal analysis, Data curation, Conceptualization, Data curation, Funding acquisition. Lukman Hakim: Resources, Project Administration, Methodology, Formal analysis.

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