Development of Stop Bullying E-Book as an Effort by PAI Teachers in Growing Student Anti-Bullying Knowledge and Attitudes

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ABSTRACT

The research is motivated by the bullying problem in elementary school students. The role of PAI subject teachers in shaping and teaching students' behaviour, morals, manners, and positive attitudes has a special and different touch. With the limited methods and media used to socialize students about the prevention of bullying and the inappropriate state and condition of libraries, as well as the very limited supply of books regarding bullying, the development of the e-book Stop Bullying is presented as one solution to help PAI teachers grow knowledge and attitudes toward anti-bullying in students. The research was carried out at SDN Bekasi Jaya IV, with the research subject being class 4B. Research and Development with the ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Before being tested, the e-book Stop Bullying carried out a validation assessment by media experts and original material. The level of material validity obtained a total average percentage of (85.97%) and media validity of (93.12%). The e-book Stop Bullying received a teacher response rating with a total average percentage of 87.86%. After the trial and students carried out a test in the form of a questionnaire, the average rate of total knowledge obtained was (94.93%) and entered the very good category. The results of the attitude questionnaire obtained a total average percentage of (93.97%) and were included in the positive category. The E-Book Stop Bullying product can help PAI teachers cultivate anti-bullying.
Keywords*: Development; E-Book; Bullying; Knowledge; Attitude*

ABSTRAK

Penelitian dilatarbelakangi oleh permasalahan *bullying* yang terjadi pada dunia pendidikan khususnya siswa sekolah dasar. Semua guru memiliki peran yang penting dalam mendidik siswa. Namun peran guru mata pelajaran PAI dalam membentuk dan mengajarkan perilaku, moral, budi pekerti dan sikap positif siswa memiliki sentuhan yang khusus dan berbeda. Terbatasnya cara dan media yang digunakan untuk mensosialisasikan siswa terhadap pencegahan *bullying* dan keadaan serta kondisi perpustakaan yang tidak layak juga persediaan buku yang sangat terbatas sekali mengenai *bullying*, pengembangan *E-Book Stop Bullying* hadir sebagai salah satu solusi untuk membantu guru PAI dalam menumbuhkan pengetahuan dan sikap anti-*bullying* pada siswa. Penelitian dilaksanakan di SDN Bekasi Jaya IV dengan subjek penelitian yaitu kelas 4B sebanyak 21 siswa. Penelitian dan Pengembangan dengan model pengembangan ADDIE *(Analyze, Design, Development, Implementation, Evaluation)* merupakan metode penelitian yang dipilih oleh peneliti. Data diperoleh dari skor kuesioner validasi dari ahli materi, ahli media, respon guru, dan hasil kuesioner pengetahuan dan sikap siswa. Penilaian uji validitas oleh ahli media dan materi, respon guru diperoleh dari angket menggunakan skala likert. Adapun kuesioner pengetahuan siswa akan diukur

menggunakan skala guttman, dan sikap siswa akan diukur menggunakan skala likert. Sebelum di uji coba, *E-Book Stop Bullying* melakukan penilaian validasi oleh ahli media dan ahli materi. Tingkat validitas materi memperoleh persentase rata-rata total sebesar (85,97%), dan validitas media sebesar (93,12%). *E-Book Stop Bullying* mendapatkan penilaian respon guru dengan persentase rata-rata total sebesar (87,86%). Setelah uji coba dan siswa melakukan tes berupa kuesioner, rata-rata persentase rata-rata total pengetahuan yang diperoleh sebesar (94,93%) dan masuk pada representasi kategori sangat baik. Adapun hasil kuesioner sikap memperoleh persentase rata-rata total sebesar (93,97%) dan masuk dalam representasi kategori positif. Berdasarkan hasil tersebut, dapat disimpulkan bahwa produk *E-Book Stop Bullying* dapat dikategorikan sangat layak dan mampu untuk membantu guru PAI dalam menumbuhkan pengetahuan dan sikap anti-*bullying* pada siswa.

Kata Kunci: Pengembangan; E-book; Bullying; Pengetahuan; Sikap

INTRODUCTION

Bullying is one of the social problems that are vulnerable today among children, adolescents, and even adults (Isnaini et al., 2023). Bullying is a problem that still often occurs in the educational environment and continues to emerge globally and in Indonesia (Sa'ida et al., 2022). The United Nations International Children's Emergency Fund (UNICEF) states that Indonesia has a higher percentage of child violence than other Asian countries such as Vietnam, Nepal and Cambodia (Keysinaya & Nuraeni, 2022). Bullying can have a long-lasting impact on students' psychological and social well-being; another impact of bullying when children are closely associated with anti-social behavior in the future as adolescents and adults (Heryani et al., 2020). The loss of psychological safety is felt by the target of bullying, such as anxiety, fear, often being alone, not easy to get along with, fear of going to school and even the desire to end a life so that it interferes with learning concentration and affects learning achievement (Zulqurnain & Thoha, 2022). The findings revealed bullying victims feeling, experiences, psychological trauma, and its effects on their mental condition. This study's findings can be constructed into five themes: i) looking different: physical appearance, ii) sexual bullying, iii) toxic seniority at school, iv) unhealthy competition among students at school, and v) being bullied and having mental health problems (Munira et al., 2023).

In 2019, the Bekasi City DPPPA said that the Bekasi City KPAI had recorded 75 cases of violence against teenagers from the beginning of the year until July. This data shows an increase from the previous year, which amounted to 158 cases within one year of 2018. Based on observations made when researchers carried out the Kampus Mengajar program at SDN Bekasi Jaya IV, which lasted for 4 months, starting from February 2023 to May 2023, it was found that some deviant student behaviours such as using swear words when they felt offended by their friends' words, mocking each other and vilifying parents' names, pushing each other and forcing other friends to ask for money. Some students are also often seen ostracizing each other, slandering, and even hating one of the other students so that they do not have a playmate due to bullying carried out by their friends. An interview with a grade IV PAI teacher, confirmed this opinion, that indeed, there have never been cases of bullying, but student behaviour that still often occurs is that students often mock each other with parents' names, make harsh words when they feel offended, insult friends, and like to intimidate one of their friends not to accompany or not play with them.

Just like research found by (W. A. Setiawan & Utomo, 2024) state that verbal bullying is the most common form of bullying seen in class V. Verbal bullying occurs when classmates insult or call specific names. It occurs because the victim has an unideal body posture (either

too fat or thin), is quiet, gets teased about their parents' names, and is also influenced by family factors such as insults about the victim's parents' jobs. Forms of verbal bullying involve calling others a bad name, spreading rumors, threatening someone, and making fun of or ridiculing someone (Nakman et al., 2023). Peers who play a high negative role can lead to high bullying behavior at school (Ulfah & Gustina, 2020)

Almost every class in elementary school finds cases of bullying which have an impact on the students' social environment (Sekarjene & Setyasto, 2023). Amy's research (2006) also states that 10%-16% of grade IV-VI elementary school students in Indonesia experience bullying once per week (Soedjatmiko et al., 2013). Victims of bullying in elementary schools should receive protection from educators or teachers as well as fellow students in their school environment, as written in Child Protection Law No. 23 of 2002 Article 54, which state that the responsibility for children inside and outside school lies with the teacher, school administrators, and policymakers. The government has also made efforts to prevent bullying through Law No. 25 of 2014 and Minister of Education and Culture Regulation no. 82 of 2015 concerning the prevention and handling of violence in educational units. However, the negative impact of bullying behavior is still often found. It needs to be resolved properly (Ikaningrum et al., 2020a). Providing assistance to victims of bullying, holding bullies accountable for their actions, and fostering a healthy and inclusive school environment for all students are important steps to take for (Dewi et al., 2023). Therefore, as someone who works in the field of education, you should contribute to preventing bullying by promoting the anticipation of bullying from an early age. Schools should also understand well the dangers of bullying and how it can be overcome (Muhopilah et al., 2021)

Although there have been no cases of bullying at SDN Bekasi Jaya IV, of course, preventive measures are still needed as a strategy to reduce bullying behaviour in schools. She continued several ways the school has tried to prevent bullying providing socialization and seminars about bullying to teachers and students. The efforts that the school has made are in line with the statement Rosmana et al (2022) that bullying can be overcome through webinars on the impact of bullying and conducting counseling guidance as moral formation. In addition, a PAI teacher said that she often immediately reprimanded and advised students if they were seen showing bullying behaviour and displayed cartoon animation videos from YouTube related to morals that were aired on the sidelines of learning. The efforts made by a PAI teacher, as said by Wahid & Purnomo (2020) show that bullying can be overcome by positive habituation and instillation of religious values during the KBM process. However, if the teacher's delivery when reminding children to only use modest media by giving lectures will cause boredom Amalia et al (2021) if the prevention carried out by the school is only like that, these efforts are not able to withstand bullying for a long period or only for a short time so that fast and appropriate media assistance is needed to provide students with an understanding of bullying and how to overcome it (Rahayu & Wicaksono, 2023).

Correspondingly, this research should be carried out because of the inadequate state of the library and the limited supply of reading books. The old principal of SDN Bekasi Jaya IV, said that the cause of such a library was because the last time school was often flooded, and the books in the library were frequently lost and taken by unknown people or even irresponsible students themselves. Therefore, students only rely on reading books that are very limited to the reading corner in each classroom.

The ideal model of Islamic education underscores the need for teaching materials and effective learning methods to reduce the cases of violence that have occurred in Indonesia. Muslim teachers and educators are advised to choose teaching materials that contain virtues based on the Qur'an (Aly & Thoyibi, 2020). In forming student character, teachers have a position as the main (Francisca & Ajisuksmo, 2015). Teachers of Pendidikan Agama Islam (PAI) subjects have a very important role in shaping students' Islamic character and positive attitudes (Haniyyah & Indana, 2021). One issue that is increasingly receiving attention in the educational environment is bullying. Bullying can have a long-lasting impact on a student's psychological and social well-being, so it is important to develop effective strategies to prevent it. In this context, the development of the Stop Bullying E-Book has become relevant because of advances in information technology that allow wider access to educational materials. Previous research has highlighted various approaches to preventing bullying in academic settings, but there are still limited learning resources devoted to PAI teachers. This limitation is an important background for developing a Stop Bullying E-Book tailored to the PAI learning context. Through this approach, it is hoped that PAI teachers can be more effective in instilling anti-bullying knowledge and attitudes in students. The novelty of this research lies in its special focus on developing e-books specifically designed to support PAI teachers in preventing bullying. This aligns with the opinion Kusni et al (2021) that e-books can improve students' social character. It is hoped that this research can make a real contribution to efforts to prevent bullying in the educational environment, especially through strengthening the role of PAI teachers.

Research related to bullying prevention efforts has been conducted Ningsih (2017) entitled "The Effect of Bullying Prevention Training on Student Knowledge and Attitudes towards Bullying". The study has similarities in bullying prevention efforts and examines students' knowledge and attitudes towards bullying. However, the difference in research is in the methods or programs carried out as an effort to prevent bullying. The study used bullying prevention training, while researchers currently use digital media, namely E-Books. For several reasons explained earlier, researchers decided to create a media tool designed to make it easier for students to understand information about bullying and how prevention efforts can be done.

Anxiety, stress, despair, low self-esteem, attempts at suicide, and suicidal thoughts are adolescent mental health problems caused by bullying and cyberbullying. Adolescents who are involved in bullying and cyberbullying, especially those who act as victims, need to get serious attention (Agustiningsih et al., 2024). Education can contribute to the adopting of correct behaviors through the regular informing of the students from a young age. Effective school prevention programs can lead to the alteration of false beliefs and the avoidance of the use of violence (Manesis et al., 2022). Media that can be used as a means of education include e-books or electronic/digital books. Given the rapid development of technology today, one way that teachers can us as researchers is to follow technological developments by developing an innovative book that does not need to be printed as usual but simply made digitally, also called an e-book. Publishing books digitally can make it easier for readers regarding time, place, and circumstances (Hakim et al., 2023). Subsequently, students are not required to purchase physical books, alleviating them from the burden of carrying heavy loads of books. Utilizing E-books simplifies the learning process for students, allowing them to access study

materials conveniently. This enables students to read anytime and anywhere, enhancing their reading proficiency and academic performance, particularly beneficial (Jasrial et al., 2023)

Encourages researchers to develop a Stop Bullying E-Book as a learning material about bullying. This will foster students' knowledge and attitudes towards anti-bullying and provide a fun means to motivate students' enthusiasm for learning about anti-bullying information. Research on bullying prevention efforts and the development of digital-based media that have been carried out by many previous researchers and related to bullying include Hakim et al (2023), Amalia et al (2021), Sekarjene & Setyasto (2023), Rahayu & Wicaksono (2023), dan Krisdian & Subekti (2021).

Research on bullying prevention efforts has also been carried out by many previous researchers, such as those conducted by Haris & Herlina (2023), Setiawan et al (2022), Ikaningrum et al (2020) and Kusmini & Zulyanti (2019). From the sources mentioned previously, no research has discusses efforts to prevent bullying through e-book media which provides complete information about bullying, starting from the definition, types, and impacts to how to avoid it. Most previous research only focused on efforts to overcome or reduce bullying behavior. Therefore, researchers are trying to take a new approach by developing an E-Book that aims to avoid bullying and helps Islamic Religious Education (PAI) teachers teach anti-bullying knowledge and attitudes to elementary school students. This research is important because many previous studies only focused on prevention, so it is hoped that this research can help in efforts to prevent bullying and support the role of PAI teachers in instilling anti-bullying understanding and attitudes in students.

METHODS
Type and Design

Research and Development is a research method chosen by the researcher. It is developed using the ADDIE model developed by Robert Maribe Branch (Tania & Siregar, 2022). Said in Spatioti et al (2022) that the ADDIE model is a teaching model that educational designers widely use to develop educational programs and test the effectiveness and validate a product. The stages in the ADDIE development model are Analysis, Design, Development, Implementation, and Evaluation (Rakhmawati, 2023).

In the first stage of analysis, an analysis of the development needs of the product to be developed is carried out including: analysis of prevention efforts that teachers and schools have carried out, including an analysis of material content, an analysis of user needs, and an analysis of software needs as the basis for the product development process. Then, the second stage, namely design, is carried out, starting with compiling the big picture of the e-book, compiling the content of the e-book material, and creating the e-book design. After the design, the next stage is implementation, where teaching materials that have been created, validated, and revised by media experts will be refined according to comments, input, and suggestions (Asmayanti et al., 2020). The products that have been developed will then be implemented on predetermined targets, namely teachers and preparing students. The final stage is an evaluation that explains various improvements, input, and suggestions obtained from material experts, media experts, and teachers (Abdulatif & Arifin, 2023a).

Data and Data Sources

The research was conducted at SD Negeri Bekasi Jaya IV Jalam KH. Mas Mansyur No. 122, RT.007/RW.002, Bekasi Jaya Village, East Bekasi District, Bekasi City, West Java. The subjects in this study were grade 4B students of SDN Bekasi Jaya IV. The research was carried out after the final semester exam week, or precisely on Monday, December 18, 2023, to Wednesday, December 20, 2023. At this stage, the data sources in the research are media experts, material experts, and the responses of homeroom teachers and PAI subject teachers to assess the feasibility of media and materials on the Stop Bullying e-book. Product feasibility is assessed using a trial design that aims to determine the feasibility of the product to be developed through expert validation tests and user trials (Rahayu & Wicaksono, 2023). In addition, a questionnaire was also filled out by 21 grade 4B students to measure students' knowledge and attitudes towards bullying behaviour.

Data collection technique

The data collection used in this study consists of qualitative or non-test data and quantitative or test data. Qualitative or non-test data was obtained through observation, interviews, and questionnaires about the quality of the e-book tested. In contrast, data was obtained from validation questionnaire scores from material experts, media experts, teacher responses, and the results of questionnaires on student knowledge and attitudes. Data collection instruments used to develop the Stop Bullying e-book include interview sheets, validation of media experts and material experts, teacher response questionnaire sheets, and student knowledge and attitude questionnaire sheets.

Table 1. Media Validity Test Assessment Instrument Grid

No.	Aspects	Indicators	Item Number	Number of Grains
1.	Graphic Eligibility	Size	1, 2	2
		Cover Design	3, 4, 5, 6	4
		Design Content	7, 8, 9, 10, 11, 12, 13, 14	8
2.	Language Eligibility	Communicative	15, 16	2
		Dialogical and Interactive	17, 18	2
		Suitability to Learner Development	19, 20	2
		Compliance with Language Rules	21, 22, 23	3
		Use of Terms, Symbols, or Icons	24, 25	2

Information regarding the suitability of the e-book is based on the media validity test assessment instrument grid, which consists of two main aspects: graphic suitability and language suitability. The validity of the material also consists of two aspects, namely the suitability of the content and the suitability of the presentation.

Table 2. Material Validity Test Assessment Instrument Grid

No.	Aspects	Indicators	Item Number	Number of Grain
1.	Content Eligibility	Material Suitability	1, 2, 3, 4	4
		Material Accuracy	5, 6, 7, 8, 9, 10, 11, 12, 13	9
		Material Updates	14, 15, 16	3
		Encouraging Curiosity	17, 18	2
2.	Eligibility of Presentation	Serving Techniques	19, 20	2
		Presentation Support	21, 22, 23, 24, 25, 26	6

The instrument grid for assessing validation tests of media experts and material experts was developed according to those made by Urip Purwono in BSNP, as mentioned in (Khotima et al., 2021).

Table. 3 Student Knowledge Questionnaire Grid on Bullying Behavior

Variable	Indicators	Question number	Total
Bullying Knowledge	Definition of bullying	1, 2, 3, 4, 5, 6, 7, 8,	8
	Types of bullying	9, 10, 11, 12, 13, 14, 15, 16, 17, 18	10
	Impact of bullying	19, 20, 21, 22, 23, 24, 25, 26	8
	Causative factors of bullying	27, 28, 29, 30, 31, 32, 33, 34, 35	9
	Bullying prevention	36, 37, 38, 39, 40	5

The lattice of student knowledge and attitude questionnaire instruments was developed and modified based on research conducted by Ningsih (2017) Information about students' anti-bullying knowledge is obtained from a knowledge questionnaire grid consisting of five indicators: understanding of bullying, types of bullying, the impact of bullying, factors causing bullying, and bullying prevention.

Table. 4 Questionnaire Grid of Student Attitudes Towards Bullying Behavior

Variabel	Indicators	Question number	Total
Attitudes towards Bullying Behavior	Verbal	1, 2, 3, 4, 5	5
	Physical	6, 7, 8, 9, 10, 11, 12	7
	Social	13, 14	2
	Electronic	15, 16, 17, 18	4
	Emotional	19, 20, 21	3
	Relationship	22, 23, 24, 25, 26	5

Meanwhile, the measure of students' anti-bullying attitudes obtained from a questionnaire grid of student attitudes was obtained from a questionnaire grid of student attitudes towards bullying consisting of six indicators: oral, physical, social, electronic, emotional, and relationship.

Data analysis

In analyzing the data, researchers will process the data using comments, suggestions, and input from experts and teacher responses, which will be used as a reference in improving the e-book. The researcher will analyze and explain the results of the questionnaire scores from the validation of media experts, material experts, and teacher responses, as well as the results of student knowledge and attitude questionnaires using the following percentage formula

$$Persentase\ (\%) = \frac{jumlah\ skor\ yang\ diperoleh}{jumlah\ skor\ maksimum} \times 100$$

The percentage results will be explained descriptively, accompanied by percentage results, which will be interpreted into several categories later. The assessment of validity tests by media and material experts, as well as teacher responses, were obtained from filling out questionnaires with a score range of 1 (Very Less), 2 (Less), 3 (Enough), 4 (Good), and 5 (Very Good). The number of scores will be searched for percentage and interpreted into several categories (0% - 20%) very less, (21% - 40%) less, (41% - 60%) moderate, (61% - 80%) feasible, (81% - 100%) very feasible.

Measuring students' knowledge of bullying behaviour was done using 40 statements in a questionnaire using the Guttman scale, namely, if the correct answer is worth 1 if the answer is wrong, and if it is not known it is worth 0. Then, the number of scores will be presented and interpreted into categories (75% - 100%) very good, (50% - 74%) good, (25% - 49%) sufficient, (0% - 24%) less. To measure students' attitudes towards bullying behaviour, a questionnaire consisting of 26 questions was used, using the Likert scale: strongly agree (5), agree (4), disagree less (3), disagree (2), and strongly disagree (1). Then, the scores were summed and interpreted as precentages: (0% - 50%) negative value and (51% -100%) positive value.

RESULTS AND DISCUSSION

Analysis activities are the initial implementation stage to find out the situation and school environment to get some needs and conclusions related to basic problems related to bullying so that what media or products can be found that are appropriate and can be developed by researchers according to the needs and environment of the school.

The analysis was conducted through observations carried out in conjunction with the Kampus Mengajar program, which lasted for 4 months, starting from February 2023 to May 2023. At that vulnerable time, SDN Bekasi Jaya IV had not found any visible cases. However, mocking each other in the name of parents, telling friends by force, slandering and ostracizing, and even intimidating friends still often occurs in the school environment. The result of an interview with a PAI teacher at SDN Bekasi Jaya IV, supported this statement. He said that there had never been a case of bullying, but the behaviour of students that still frequently occurred was that students often mocked their friends with their parents' names, made rude words when they felt offended, insulted friends, and liked to intimidate one of their friends not to accompany or not play with them. The prevention carried out by PAI teacher is only limited to reprimanding or advising on the spot. She also said that sometimes, in between PAI lessons, she showed cartoon animation videos from YouTube related to commendable morals. He also added that he had never found an e-book containing information about bullying. The

school's prevention of bullying cases is also limited to socialization and seminars. Observations at SDN Bekasi Jaya IV also found that the school needed a proper library and the number of books required to be increased. Based on the results of the analysis. SDN Bekasi Jaya IV needs a new media that contains information about bullying to help PAI teachers grow students' knowledge and attitudes. The media is in the form of digital book media, such as E-Book Stop Bullying. Researchers have become Stop Bullying E-Book as a research object that aims as an effort of PAI teachers to foster knowledge and anti-bullying attitudes in students.

After conducting the analysis, the next stage is design. Design is carried out to answer the problems that have been analyzed (Zaini & Nugraha, 2021) . Starting from determining the title of the e-book, determining the material or subject matter to be discussed in the E-Book, the application that will be used to create an e-book, and looking for many reliable material references that will later be contained in the e-book. Stop Bullying E-Book material is also related to basic competencies in PAI subjects. Therefore, the mapping of basic competencies of PAI subjects related to bullying has also been carried out, and basic competencies that are continuous with bullying material are found in class IV Semester 1 Lesson 3 Aku Anak Sholeh, which is mapped in the following table:

Table 5. Basic Competencies of PAI Class IV Subjects Semester 1 Lesson 3

1.6 Believing that politeness and respect for friends are a reflection of faith	2.6 Show courtesy and respect for friends
3.6 Understand politeness and respect for friends, both at home, school, and in the surrounding community	4.6 Exemplify politeness and respect for friends, both at home, school, and in the surrounding community.

After mapping basic competencies, the next step is to look for some material references related to information about bullying, which will later be published in the Stop Bullying E-Book. References are obtained through trusted websites, articles, and journals, and they will later be summarized and repackaged with grammar that is easy for students to understand.

The next step is to carry out the core stage after looking for several material references, namely, making media. The Stop Bullying E-Book media was created with the Canva application. The Canva application is a unique platform with various of features (Maharani & Reflesia, 2023). Canva is an online design application that provides a variety of complete templates ranging from pamphlets, graphics, posters, etc. (Irsan et al., 2021). Therefore, Canva is very feasible for learning (Wulansari et al., 2023). It because has many advantages as an educational graphic design tool (Basri et al., 2023). After determining the theme and material in the e-book, the selection of colours, images, animations, characters, icons, and symbols must also be adjusted to the development and character of elementary school students. Not only that, the use of font type and size also needs to be considered. Fonts that are attractive in shape but still read clearly by students greatly affect how much interest and enthusiasm students have to learn and understand the material. The selection of these points aims to attract students' attention and increase student motivation in learning topics around anti-bullying so that later, the purpose of this study will be achieved, which is to foster anti-bullying knowledge and attitudes in students. Here are some snapshots of the completed Stop Bullying E-Book:

After analyzing and making a design, the next stage is to develop e-book media using the Canva application based on product design that has been done at the design stage. Products or media that have been made will then be reviewed and validated by supervisors, media experts, and material experts before being tested on students as said by (Hadi & Agustina, 2016). After being reviewed by supervisors, media experts and material experts, several points need to be revised from the Stop Bullying E-Book, including the use of unclear fonts that need to be replaced, irregular page numbers, and a bibliography needs to be improved. The process aims to improve the feasibility and quality of the product before it is tested on students.

Table 6. Material Validity Test Assessment Results

Indicators	Number of values	Max. Value	(%)	(%) Average	Category
Material Suitability	16	20	80		
Accuracy of the Material	37	40	92.50		
Material Updates	14	15	93.33	85.97	Very Valid
Encourage Curiosity	8	10	80		
Serving Technique	8	10	80		
Presentation Support	27	30	90		

The table 6 shows the results of the validity test assessment conducted by material experts. The material test assessment was obtained from one of the PAI teachers at SDN Bekasi Jaya IV on December 20, 2023. Based on all aspects and indicators, an overall percentage of (85.97%) was obtained, which was included in the category of very valid, so it was suitable for use and testing.

Table 7. Media Validity Test Assessment Results

Indicators	Number of values	Max. Value	(%)	(%) Average	Category
Size	9	10	90		
Cover Design	20	20	100		
Content Design	38	40	95		
Communicative	10	10	100		
Dialogical and Interactive	8	10	80	93.12	Very Valid
According to Student Development	8	10	80		
According to Language Rules	15	15	100		
Use of Terms, Symbols, or Icons	10	10	100		

The table 7 shows the results of the validity test assessment conducted by media experts obtained on December 15, 2023. From all aspects and indicators, a percentage of 93.12% was obtained, which was included in the category of very valid so it was suitable for use and testing. He also suggested for improvements to the bibliography in the Stop Bullying E-Book.

Table 8. Results of Teacher Response Assessment

Indicators	Number of Assessments		Max. Value	(%)		(%) Average	(%) Total Average	Category
	Teacher 1	Teacher 2		Teacher 1	Teacher 2			
Graphic Eligibility	30	27	35	85.71	77.14	81.43		
Language Eligibility	20	18	20	100	90	95	87.86	Very Good
Content Eligibility	25	20	25	100	80	90		
Presentation Eligibility	9	8	10	90	80	85		

According to the table 8 above, the teacher's response also showed a very good category based on the assessment of several aspects and indicators, which resulted in a percentage of 87.86%.

Three stages, starting from analysis, design, and development, have been passed, and then an e-book product entitled Stop Bullying was produced. The Stop Bullying E-Book contains 41 pages, including a 21 cm x 29.7 cm cover. There are eight core materials discussed in the Stop Bullying E-Book, namely, understanding bullying, types of bullying, the impact of

bullying, factors that cause bullying, bullying prevention, tips to prevent and stop bullying, understanding politeness and respect for friends, and examples of politeness and respect for friends. There are several supporting points for the presentation of the core material, namely exemplifying the polite attitude of the Prophet Muhammad SAW, picture stories, digital comics, let's Play the Game, a word dictionary, and a bibliography.

Krisdian & Subekti (2021) conducted research that was quite similar to current researchers, namely on the objects or products they made, namely that they both used e-book products to prevent bullying. However, the difference between this research and current research is the research subject and religious focus. This research used subjects of 5 children aged 9-11 years and focused on Christianity and the Bible. The material and content of the e-book need to be completed and contain illustrated stories.

The product trial was conducted on December 18 – December 20, 2023, at SD Negeri Bekasi Jaya IV with 21 class 4B students. It was carried out at their respective homes by sending a Google Drive link Stop Bullying E-Book, to the homeroom teacher of class 4B and later she who will convey it back through the WhatsApp Group of parents and for the work on knowledge and attitudes questionnaires were carried out through the Google Form link.
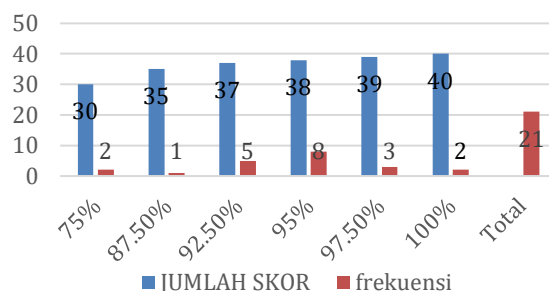

Figure 1. Results of Student Knowledge of Bullying Behaviour

Figure 1 shows the questionnaire results on student knowledge of bullying behaviour, which is assessed based on several indicators, namely the understanding of bullying, types of bullying, the impact of bullying, factors causing bullying, and bullying prevention. 2 students got a total score of 30 with a percentage of 75%, 1 student got a score of 35 with a percentage of 87.50%, 5 students got a score of 37 with a percentage of 92.50%, as many as 8 students got a score of 38 with a percentage of 95%, and as many as 2 students got a perfect score of 40 with a percentage of 100%. It will get a total average percentage of 94.93% and fall into the very good category.
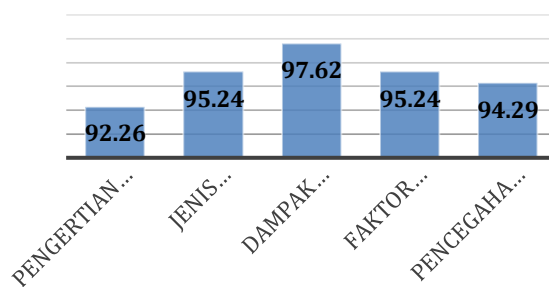

Figure 2. (%) Average Student Knowledge of Bullying Behavior

In the 2nd figure, results are obtained from students' answers to each indicator of knowledge assessed. The lowest percentage, 92.26%, is shown in the indicator of understanding bullying, and 95.24% of students can also know the type of bullying. The largest percentage is shown as many as 97.62%, where many students have been able to answer statements related to the impact of bullying. As many as 95.24% of students have also been able to answer statements about the factors causing bullying, and 94.29% of students can answer several statements about preventing bullying correctly.
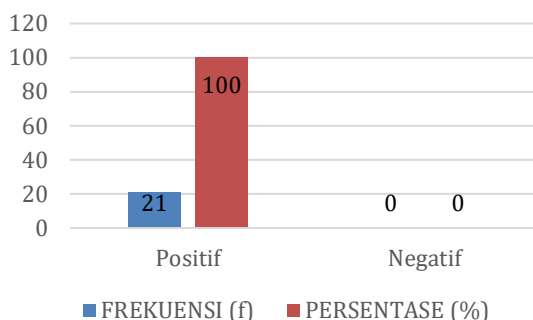

Figure 3. Results of Student Attitude Questionnaire Towards Bullying Behaviour

Figure 3 shows the results of a student questionnaire on bullying behaviour, with 21 students (100%) getting scores with positive interpretations.
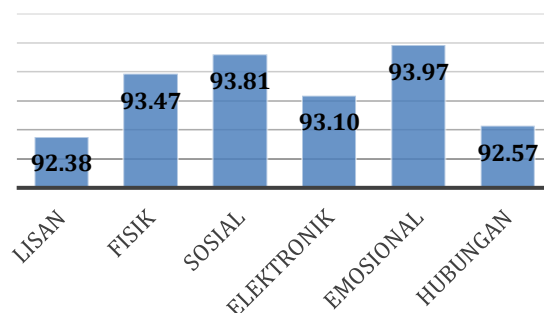

Figure 4. Average Percentage of Student Attitudes Toward Bullying

This is further explained in Figure 4, which shows the percentage of students answering statements related to several indicators of bullying attitudes, namely verbal, physical, social, electronic, emotional, and relationship. The lowest rate is shown in the oral indicator of 92.38%; as many as 93.47% of students are also able to respond to physical bullying. The social indicator also showed a high percentage of 93.81%. As many as 93.81% of students have also been able to answer statements about how to respond to electronic bullying or cyberbullying. In comparison 93.97% of students have been able to answer statements related to emotional bullying attitudes. The largest percentage was shown to be as many as 93.97% of students who could answer some statements related to how to respond to bullying emotionally well.

The evaluation stage is carried out after the e-book trial stage for students. The evaluation is also carried out based on the assessment and input of media and material expert validators, as well as the assessment of teacher responses (Abdulatif & Arifin, 2023). The evaluation is important role in developing e-book products to be even better. The evaluation

and development of the e-book were revised and adjusted again to the needs of grade IV students of SDN Bekasi Jaya IV. Based on the evaluation carried out, several improvements were made, such as improving grammar and sentences that were quite difficult for students to understand, adding difficult words to the word dictionary that students may not understand and then directly integrating the word with a KBBI or web link that shows what the meaning of the word. Additionally, revisions to the bibliography use the appropriate formatting.

CONCLUSION

Based on the results of the discussion, the problems that occurred, and the research that has been carried out, it can be concluded that this research aims to develop a product in the form of an electronic book or e-book entitled Stop Bullying as an effort to help PAI teachers in developing anti-bullying knowledge and attitudes in student. The level of validity of the material and media obtained a percentage that fell into the very feasible category. The Stop Bullying e-book also received a teacher response rating, which was very good category. After the trial, students took a test in the form of a questionnaire on anti-bullying knowledge and attitudes, which fell into the category of very good and positive representation. Based on these results, the Stop Bullying e-book product can be very feasible and help PAI teachers cultivate anti-bullying knowledge and attitudes in students. The presence of the Stop Bullying e-book is benefecial for teachers and schools as one of the prevention and treatment efforts to reduce bullying, which still often occurs in schools. The Stop Bullying e-book contains exciting and innovative presentations about bullying, which attracts more students' interest in learning and encourages anti-bullying knowledge and attitudes to grow in students. Researchers hope this e-book media can be used as a routine program for teachers and schools to prevent bullying. It is also expected, new products will emerge in further research and be developed as better, more interactive, and educational bullying prevention efforts.

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