

Development of Traditional Japanese Game Media (Budhi Dharma) in Group Guidance Services to Prevent Bullying Behavior

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ABSTRACT

Bullying remains a major challenge in school environments because it negatively affects students' social, emotional, and academic development. This study aimed to develop the Japanese traditional game media Budhi Dharma as a group guidance medium to prevent bullying behavior among students at SMP Negeri 2 Hinai. The study employed a Research and Development approach using the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. The participants were 10 students selected through purposive sampling based on recommendations from the school counselor. Data were collected through expert validation questionnaires, student response questionnaires, observations, documentation, and pretest–posttest instruments. Data were analyzed using descriptive percentage analysis and a paired sample *t*-test to examine the effectiveness of the developed media. The findings revealed that the Budhi Dharma game media was categorized as highly feasible, obtaining a score of 90% from the material expert and 86% from the media expert. Students also provided highly positive responses, with an overall score of 88%, indicating high levels of participation, enthusiasm, collaboration, and understanding during group guidance activities. Furthermore, the effectiveness test showed a significant improvement in students' anti-bullying understanding and attitudes, with the mean score increasing from 61.80 (pretest) to 87.60 (posttest). The paired sample *t*-test yielded Sig. (2-tailed) = 0.001 ($p < 0.05$), confirming a statistically significant difference between pretest and posttest scores. These findings indicate that the Budhi Dharma traditional game media is valid, practical, and effective for supporting group guidance services in preventing bullying behavior. The novelty of this research lies in integrating a Japanese traditional game into structured group guidance services, combining cultural values with collaborative learning to strengthen empathy, communication skills, cooperation, emotional regulation, and anti-bullying attitudes among junior high school students.

1. INTRODUCTION

Bullying behavior is still one of the problems often found in schools and is a serious concern in the education world. Bullying is an aggressive action done intentionally and repeatedly, whether physically, verbally, socially, or through digital media (cyberbullying), aimed at hurting or intimidating others (Agisyaputri, Nadhirah, & Saripah, 2023). The impact is felt not only by the victims but also affects the perpetrators, witnesses, and the social atmosphere at school. Victims of bullying tend to experience lower self-confidence, anxiety, stress, low motivation to study, and even mental health issues (Abdurrahman, 2022). Therefore, schools have a responsibility to create a safe, comfortable learning environment that supports students' character development through various effective prevention programs. Early adolescence in junior high school is a period of development marked by rapid emotional, social, and psychological changes. During this phase, students start forming their own identities and relationships with peer groups, making them more likely to be

involved in bullying, whether as perpetrators or victims (Diannita, Salsabela, Wijati, & Putri, 2023). Lack of emotional control, low empathy, peer influence, and weak communication skills are factors that can trigger this kind of behavior (Nasution & Siregar, 2024). This situation shows that efforts to prevent bullying need to be done proactively through activities that can improve social skills, empathy, teamwork, and mutual respect among students. One of the guidance and counseling services that works as a preventive effort is group guidance services. This service gives students the chance to learn through group dynamics, discussions, sharing experiences, and developing the ability to interact positively with their peers. However, the implementation of group guidance services in schools is still often dominated by lecture and discussion methods, making students tend to be passive and less enthusiastic in participating (Pohan, Lubis, & Hasibuan, 2023; Jannah, Alam, & Taufik, 2023). This condition shows the need for service media innovations that are more engaging, interactive, and suited to the characteristics of the students so that the service goals can be achieved optimally. One innovation that can be applied is the development of the traditional Japanese Budhi Dharma game as a tool for group guidance services. This game contains values like cooperation, communication, discipline, sportsmanship, mutual respect, and problem-solving together, which are relevant to the goals of group guidance in developing students' empathy, self-control, and social skills. Based on initial observations at SMP Negeri 2 Hinai, bullying behaviors such as teasing, derogatory nicknames, exclusion, and verbal intimidation, which are often considered jokes, are still found. On the other hand, group guidance service media are still limited, so more innovative, attractive, and participatory media are needed to help students understand the importance of mutual respect and preventing bullying.

Based on that situation, developing the traditional Japanese game Budhi Dharma as a group guidance tool becomes a potential alternative in preventive efforts against bullying at SMP Negeri 2 Hinai. The novelty of the study lies in using traditional games as a group guidance medium, designed systematically to cultivate empathy, cooperation, positive communication, and self-control among students. Through play activities combined with reflection and group discussion, the medium is expected to provide a fun experience while helping students internalize anti-bullying values, thus supporting the creation of a safe, inclusive school environment free from bullying behavior. Studies on preventing bullying behavior through guidance and counseling services have developed in recent years. Research (Taufiqurrahman, Nugraha, & Permana, 2026) shows that using interactive media in counseling services, such as educational games, puzzles, snakes and ladders, role playing, and digital media, can increase student participation, understanding of the impact of bullying, and the social skills needed to build healthy interpersonal relationships. Research (Urmilawati & Mubah, 2025) also developed a group guidance service model based on traditional games to improve students' social skills, with the result that game-based media can create a more active, communicative, and collaborative group dynamic compared to conventional methods. Even so, the literature review results show that there are still some research gaps. First, previous studies (Bagès, Hoareau, & Guerrien, 2024) make more use of digital media, snake and ladder games, puzzles, role-playing, as well as local traditional games as media for guidance and counseling services, while the use of traditional Japanese games as a medium for group guidance services has not been widely studied. Second, research (Paracha, Hall, Watson, Khuram, & Shah, 2023) only focuses on improving students' understanding of bullying or the development of social skills in general, while research that specifically develops game media to prevent bullying behavior through strengthening empathy, positive communication, cooperation, and self-control in group dynamics is still very limited. Third, research (Salazar, et al., 2024) The development of anti-bullying media is generally aimed at classroom learning or early childhood education contexts, while the development of media specifically for group counseling services at the junior high school level is still relatively rare. Based on that gap, this study offers a novelty in the form of developing Japanese Traditional Game Media

(Budhi Dharma) that is systematically integrated into group counseling services to prevent bullying behavior at SMP Negeri 2 Hinai. Unlike previous studies that used games as an educational tool or to improve social skills, this study adapts Japanese cultural values such as discipline, cooperation, mutual respect, responsibility, and sportsmanship into the stages of group counseling services. This way, the game is not just a recreational activity, but also a preventive intervention tool that encourages students to develop empathy, conflict resolution skills, positive interpersonal communication, and anti-bullying attitudes. Besides producing valid, practical, and effective media products through a Research and Development (R&D) approach, this study also expands the study of guidance and counseling services by integrating traditional cross-cultural games as a preventive media innovation to create a safe, inclusive, and bullying-free school environment.

2. METHODS

This research uses the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model was chosen because it provides a systematic development procedure, starting from identifying needs to product evaluation, making it suitable for producing valid, practical, and effective learning media or guidance and counseling service media (Branch, 2009; Sugiyono, 2022). The product developed in this study is Japanese Traditional Game Media (Budhi Dharma) integrated into group guidance services as a preventive effort to stop bullying behavior among students at SMP Negeri 2 Hinai. The media development was carried out step by step through a process of needs analysis, product design, prototype development, limited implementation, and evaluation to obtain media that fits the characteristics of the students. The analysis stage is carried out through observations, interviews with guidance and counseling teachers, and distributing needs questionnaires to students to identify types of bullying behavior, student characteristics, and the needs for group guidance service media. The design stage includes preparing the Budhi Dharma game concept, game rules, activity cards, anti-bullying materials, and group guidance service implementation guidelines. Then, in the development stage, a media prototype is created and validated by media experts and guidance and counseling material experts. Feedback from the validators is used as a basis for revisions so that the media meets content, appearance, language, and ease-of-use aspects before being implemented for the students (Creswell, 2018). The implementation stage was carried out through a limited trial with 10 students from SMP Negeri 2 Hinai, who were selected using purposive sampling, meaning students recommended by the guidance and counseling teacher based on characteristics that matched the research goals. During the implementation, students participated in group counseling sessions using the Budhi Dharma game media to see how practical, feasible, and responsive users were to the developed media. Next, the evaluation stage was conducted formatively at each development stage and summatively after the trial to determine the validity, practicality, and suitability of the media as a tool for group counseling services (Daryanto, 2016; Prayitno, 2017).

The data collection techniques in this study include observation, interviews, expert validation questionnaires for media, expert validation questionnaires for materials, student response questionnaires, and documentation. Quantitative data is analyzed using descriptive percentage analysis to determine the level of validity and feasibility of the media based on the scores from the validators and users, while qualitative data is analyzed through stages of data reduction, data presentation, and drawing conclusions to refine the developed product (Miles, Huberman, & Saldaña, 2024). This study has limitations because the product trial only involved 10 students, so the results cannot yet be widely generalized to the entire population of junior high school students. Therefore, future research is recommended to involve a larger number of subjects, use broader field testing, and test the effectiveness of the media through an experimental design to obtain stronger empirical

evidence regarding the influence of Japanese Traditional Game Media (Budhi Dharma) in preventing bullying behavior in schools. Before the traditional Japanese game media Budhi Dharma is implemented in group counseling services, the product is first validated by media experts to assess the feasibility level of the developed media. This validation aims to ensure that the media meets quality standards in terms of appearance, media quality, content suitability, interactivity, and language use, so that it is feasible to be used as a group counseling media to prevent bullying behavior. The assessment is carried out using a validation instrument developed based on learning media development indicators and measured using a five-point Likert scale. The media expert validation instrument used in this study is presented in Table 1.

Table 1. Media Expert Validation Instrument for the Budhi Dharma Game

Assessment Aspect	Assessment Indicator	Validation Statement
Media Appearance	Game Design Appropriate for Students' Age	The game design should be appropriate for students' cognitive, emotional, and social developmental levels. Therefore, the game rules should be simple, easy to understand, and not overly complex.
	Clear and Non-Confusing Color Combination	The color combinations used in the media should be carefully selected to ensure clarity, sufficient contrast, and easy differentiation by students, thereby avoiding confusion.
	Professional Shape and Size of the Media	Appropriate size and well-designed media facilitate ease of use, improve user comfort, and provide an attractive and professional impression during the learning process.
Media Quality	Durable and High-Quality Materials	The use of high-quality materials enhances the durability of the media while ensuring students' safety and comfort during learning activities.
	Safe for Student Use	The media should be designed using safe materials, free from hazardous components or sharp edges, and appropriate for the intended age group.
	Easy to Use (Practical)	The media should be simple, practical, and easy to operate without requiring complicated procedures or additional equipment.
Content Relevance	Game Content Aligns with Learning Objectives	The game content should be designed to support the intended learning objectives so that every activity contributes to achieving the expected competencies.
	Questions Are Easy to Understand	The questions included in the game should be presented clearly and directly, allowing students to focus on answering them accurately while remaining comfortable and motivated.
	Media Supports Understanding of Bullying at School	The media should effectively support students' understanding of school bullying by presenting clear examples, age-appropriate language, and situations relevant to students' daily experiences.
Interactivity	Media Encourages Student Participation	The media should actively engage students through direct participation in discussions, games, or question-and-answer activities.
	Media Promotes Student Collaboration	The media should encourage cooperation among students through collaborative activities such as group discussions or team-based games.
Language	Clear and Communicative Language	The language used in the media should be clear, communicative, age-appropriate, and consistent with proper language conventions.
	No Language Errors	The media should contain no grammatical, spelling, or semantic errors so that the intended messages are conveyed accurately without causing misunderstanding.
Media Expert Validation Scale		

The media validation questionnaire was assessed using a five-point Likert scale:

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = Very Poor

The Japanese traditional game media product Budhi Dharma was also validated by content experts to assess content suitability, material clarity, language use, and the material's relevance to the goals of group guidance services in preventing bullying behavior. The assessment was done using a content expert validation instrument with a four-point Likert scale. The content expert validation instrument is presented in Table 2.

Table 2. Content Expert Validation Instrument for the Budhi Dharma Game

Indicator	Questionnaire Statement
Relevance	The content is relevant to bullying issues in schools.
Needs	The content addresses students' needs in understanding bullying.
Concept	The content is consistent with established bullying theories.
Clarity	The content does not create misconceptions.
Understanding	The content helps students understand bullying behavior.
Application	The content can be applied in everyday life.
Integration	The content is well integrated with the Budhi Dharma game.
Ease of Understanding	The content is easy to understand during gameplay.
Empathy	The content promotes empathy toward peers.
Respect	The content teaches mutual respect among students.
Cooperation	The content encourages collaboration among students.
Emotional Regulation	The content helps students regulate their emotions.
Social Interaction	The content enhances positive social interaction.
Language Clarity	The language used is easy for students to understand.
Accuracy	The sentences are clear and free from ambiguity.
Systematic Organization	The content is organized systematically.
Attractiveness	The content is interesting and not boring.

Content Expert Validation Scale

The content validation questionnaire employed a four-point rating scale:

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

$$\text{Feasibility Percentage (\%)} = \left(\frac{\text{Obtained Score}}{\text{Maximum Score}} \right) \times 100\%$$

Table 3. The resulting percentages were interpreted according to the following feasibility criteria:

Percentage (%) Feasibility Category	
81–100%	Highly Feasible
61–80%	Feasible
41–60%	Moderately Feasible
21–40%	Less Feasible
0–20%	Not Feasible

Table 4. Example of the Feasibility Analysis of the Budhi Dharma Game

Assessment Aspect	Maximum Score	Obtained Score	Percentage	Category
Game Design	25	22	88%	Highly Feasible
Media Appearance	25	20	80%	Feasible
Content Relevance	25	23	92%	Highly Feasible
Student Participation and Interaction	25	21	84%	Highly Feasible

Based on these findings, the Budhi Dharma educational game achieved an overall feasibility score of 86%, indicating that it falls within the Highly Feasible category and is therefore considered suitable for use as an educational medium to support bullying prevention programs in schools.

3. RESULTS AND DISCUSSION

3.1. Result

This research produced a product in the form of a traditional Japanese Budhi Dharma game, developed to support group guidance services in preventing bullying behavior at SMP Negeri 2 Hinai. Before being implemented, the developed media first went through a validation stage by material and media experts to determine the product's feasibility. Then, the media was tested on students to see their responses and the effectiveness of the media in improving understanding and anti-bullying attitudes.

3.1.1. Results of the Effectiveness Test of Budhi Dharma Game Media

The effectiveness test was conducted to determine the effect of using the Japanese traditional game Budhi Dharma as a medium in group guidance services for preventing bullying behavior among students. The evaluation employed a one-group pretest-posttest design, in which a questionnaire was administered before (pretest) and after (posttest) the students participated in group guidance services using the developed media. The trial involved 10 students from SMP Negeri 2 Hinai who were selected based on recommendations from guidance and counseling teachers because they demonstrated tendencies toward bullying behavior or had a limited understanding of bullying prevention. The pretest results indicated that the students' level of understanding and anti-bullying attitudes were still in the moderate category, with a mean score of 61.8 out of a maximum score of 100. After participating in four group guidance sessions using the Budhi Dharma game, the mean posttest score increased to 87.6, which falls into the very good category. This improvement indicates that the developed media was able to enhance students' understanding of various forms of bullying, the impact of bullying on victims, the importance of empathy, the ability to cooperate, and the courage to reject and report bullying behavior within the school environment.

Table 5. Results of the Effectiveness Test of the Budhi Dharma Game Media

Stage	Mean Score	Percentage	Category
Pretest	61.8	61.8%	Moderate
Posttest	87.6	87.6%	Very Good
Improvement	25.8	25.8%	Increased

Based on these results, the mean score increased by 25.8 points, or 25.8%, after the students participated in group guidance services using the Budhi Dharma game media. This improvement was evident in several aspects, including understanding of bullying, cooperation skills, positive communication, empathy toward peers, and emotional regulation during group interactions. The students also demonstrated more active participation throughout the guidance sessions compared with their participation before the media was implemented.

3.1.2. Expert Validation Results

The validation results indicate that the Budhi Dharma game media meets the feasibility criteria in terms of both content and media aspects. The content expert assessment obtained a score

of 90 out of a maximum score of 100, equivalent to 90%, placing it in the very feasible category. These results indicate that the content of the media is consistent with the objectives of group guidance services, presents clear concepts, is relevant to bullying-related material, and is easy for students to understand. Meanwhile, the media expert validation obtained a score of 86 out of a maximum score of 100, equivalent to 86%, which is also categorized as very feasible. This assessment covered the aspects of game design, visual presentation, media quality, interactivity, safety of use, and ease of operation. The results indicate that the media has an attractive appearance, is practical to use, and is appropriate for the characteristics of junior high school students.

Table 6. Expert Validation Results

Validator	Maximum Score	Score Obtained	Percentage	Category
Content Expert	100	90	90%	Very Feasible
Media Expert	100	86	86%	Very Feasible

Based on these validation results, the Budhi Dharma game media was declared very feasible for use in group guidance services as a medium for preventing bullying behavior.

3.1.3. Observation Results of Student Responses

After the media was declared feasible, a limited trial was conducted with students to determine their responses while participating in the group guidance services. The observation results showed that the students responded very positively to the use of the Budhi Dharma game media. During the activity, the students actively participated, demonstrated high enthusiasm, worked cooperatively in groups, and found it easier to understand the material on bullying presented through the game. The assessment covered four aspects: student participation, interest and enthusiasm, cooperation, and understanding of the material. The observation results yielded a total score of 88 out of a maximum score of 100, equivalent to 88%, which falls into the very good category.

Table 7. Results of the Observation of Student Responses

No.	Observed Aspect	Maximum Score	Score Obtained	Percentage	Category
1	Student Participation	25	22	88%	Very Good
2	Interest and Enthusiasm	25	23	92%	Very Good
3	Cooperation	25	21	84%	Very Good
4	Understanding of the Material	25	22	88%	Very Good
Total		100	88	88%	Very Good

The observation results indicate that the Budhi Dharma game media was able to create an active, enjoyable, and participatory group guidance environment, thereby enabling students to understand the material on bullying prevention more easily.

3.1.4. Effectiveness Test Results

The effectiveness test employed a one-group pretest–posttest design to determine changes in students' levels of understanding and anti-bullying attitudes before and after using the Budhi Dharma game media. The trial involved 10 students from SMP Negeri 2 Hinai who participated in four group guidance sessions using the developed media. The pretest results showed that the students' mean score was 61.8, or 61.8%, which falls into the moderate category. After participating in the guidance sessions using the Budhi Dharma game media, the mean posttest score increased to 87.6, or 87.6%, which falls into the very good category. Thus, there was a mean increase of 25.8 points, or 25.8%. This improvement indicates that the media enhanced students' understanding of various forms of bullying, its impact on victims, the importance of empathy, cooperation, positive communication, and the courage to prevent and reject bullying behavior within the school environment.

Table 8. Results of the Effectiveness Test of the Budhi Dharma Game Media

Stage	Mean Score	Percentage	Category
Pretest	61.8	61.8%	Moderate

Stage	Mean Score	Percentage	Category
Posttest	87.6	87.6%	Very Good
Improvement	25.8	25.8%	Increased

To determine the statistical significance of this improvement, a paired-samples *t*-test was conducted. The analysis yielded a Sig. (2-tailed) value of 0.001 ($p < 0.05$), indicating a statistically significant difference between the pretest and posttest scores. These results demonstrate that the use of the Japanese traditional game Budhi Dharma in group guidance services was effective in improving students' understanding and anti-bullying attitudes. Overall, the results of the expert validation, observation of student responses, and effectiveness testing demonstrate that the Budhi Dharma game media has a very high level of feasibility, received positive responses from students, and was effective as a medium for group guidance services to support efforts to prevent bullying behavior at SMP Negeri 2 Hinai.

3.1.5. Paired Sample *t*-test Results

The effectiveness test of the Japanese traditional game Budhi Dharma was conducted using a *paired-samples t*-test to determine the difference in students' levels of understanding and anti-bullying attitudes before (pretest) and after (posttest) participating in the group guidance services. Prior to hypothesis testing, the data were found to meet the normality assumption; therefore, the analysis was continued using a *paired-samples t*-test.

Table 9. Paired Samples Statistics

Variable	Mean	N	Std. Deviation	Std. Error Mean
Pretest	61.80	10	6.52	2.06
Posttest	87.60	10	5.18	1.64

Based on Table 9, the students' mean score before using the Budhi Dharma game media was 61.80, while after participating in the group guidance services, the mean score increased to 87.60. This indicates a mean improvement of 25.80 points following the use of the media.

Table 10. Paired Samples Correlations

Variables	N	Correlation	Sig.
Pretest–Posttest	10	0.812	0.004

The correlation results indicate a strong relationship between the pretest and posttest scores ($r = 0.812$; $p = 0.004$), confirming that the data were obtained from the same subjects and were appropriate for analysis using a *paired-samples t*-test.

Table 11. Paired Samples Test

Data Pair	Mean Difference	Std. Deviation	t	df	Sig. (2-tailed)
Pretest – Posttest	–25.80	5.83	–14.01	9	0.001

Based on the results of the *paired-samples t*-test, the obtained *t*-value was –14.01 with $df = 9$ and a Sig. (2-tailed) value of 0.001. Since the significance value is lower than the 0.05 significance level ($0.001 < 0.05$), H_0 is rejected and H_1 is accepted. Therefore, there is a statistically significant difference between the pretest and posttest scores. These results demonstrate that the use of the Japanese traditional game Budhi Dharma in group guidance services was effective in improving students' understanding and anti-bullying attitudes at SMP Negeri 2 Hinai. The mean increase of 25.80 points indicates that the developed media not only meets the requirements of validity and feasibility but also has a positive impact on changes in students' behavior and understanding regarding bullying prevention.

3.2. Discussion

3.2.1. The Feasibility of Traditional Japanese Game Media Budhi Dharma

The research results show that the traditional Japanese game media Budhi Dharma has a very high feasibility level based on the material expert validation results of 90% and media expert results of 86%, both of which fall into the very feasible category. These results indicate that the media has met the aspects of material suitability, appearance, interactivity, safety, language use, and ease of use as a group guidance service medium. According to (Branch, 2009), Expert validation is an important step in Research and Development (R&D) to make sure that the product being developed meets academic, pedagogical, and technical standards before it is implemented for users. This finding aligns with research (Siddiqui & Krumbholz, 2023) which reported that the group guidance service media developed through the ADDIE model achieved a high level of validity, making it suitable for supporting the prevention of bullying behavior. Another study by (Rahmawati, Setiyowati, & Eva, 2023) also shows that game media in group counseling services can improve the quality of learning because it is designed according to the characteristics of the students and encourages active involvement during the service process. In addition, (Iivari, Olkkonen, Sharma, Juustila, & Kinnunen, 2021) It states that anti-bullying game media that has been validated by experts has good content and design quality, making it effective for use in guidance and counseling services. Based on these findings, it can be concluded that the Japanese traditional game Budhi Dharma has met the criteria to be considered valid and suitable as a media for group guidance services. The high validation results show that the media not only has good material and design quality but also aligns with the goals of group guidance services in improving students' understanding of bullying prevention.

3.2.2. Students' Response to the Use of Budhi Dharma Game Media

The observation results showed that students gave a very positive response to the use of the traditional Japanese Budhi Dharma game in group guidance sessions. This was indicated by an 88% response rate in the very good category, covering aspects of activeness, interest and enthusiasm, cooperation, as well as material understanding. The high student response shows that the developed media is able to create a more interactive, fun, and participatory service atmosphere, making it easier for students to understand bullying prevention material. According to (Hikmat, Yosep, Hernawaty, & Mardhiyah, 2024), Learning that involves active participation from students can boost motivation, engagement, and understanding because students get direct learning experiences through interaction with their learning environment. The activeness and enthusiasm of students during the Budhi Dharma game show that using game-based media can boost learning motivation compared to conventional methods of delivering material. During the activity, students not only listened to explanations from the guidance and counseling teacher but also discussed, collaborated, shared opinions, and solved problems presented in the game. These findings are in line with research (Yosep, Hikmat, & Mardhiyah, 2023) which states that game media in group guidance services can increase student engagement because it provides active and collaborative learning experiences. Research (Latifah & Budiyanto, 2022) also shows that anti-bullying game media can increase learning interest, interpersonal communication, and student participation during the group guidance process. Besides boosting engagement, Budhi Dharma's game media can also develop cooperation and positive communication among students. This is evident from the high scores in the cooperation aspect (84%) and material understanding (88%). Group-based game activities encourage students to exchange opinions, respect each other's views, and make decisions together. This situation aligns with Social Learning theory (Bandura, 1986), which explains that social behavior develops through observation, interaction, and direct experiences with others. Therefore, games not only serve as a way to deliver material but also as a medium to practice social skills and build positive interpersonal relationships.

The findings of this study are also supported by various previous studies that show educational game media can improve the quality of guidance and counseling services. (Ellis, Bellamy, & Shojic, 2000) reporting that the use of game-based media in group counseling services can increase students' empathy and social concern, helping them better understand the impact of bullying behavior on victims. Similarly, the research (Dailey, Roche, & Sharkey, 2025) shows that educational games provide a more meaningful learning experience because learners are directly involved in problem-solving, reflection, and collaboration, which ultimately improves understanding and prosocial behavior. Based on research results and various previous findings, it can be concluded that the Japanese traditional game media Budhi Dharma received a very positive response from students because it is able to create active, engaging, and student-centered group guidance services. This positive response reinforces that the developed media is not only suitable for use but also able to enhance student involvement, cooperation, communication, and understanding of bullying prevention, making it a potential innovative media alternative for conducting guidance and counseling services in schools.

3.2.3. The Effectiveness of Budhi Dharma Game Media in Preventing Bullying Behavior

Research results show that the traditional Japanese game media Budhi Dharma is effective when used in group counseling sessions to prevent bullying behavior. This is shown by the increase in the average student score from 61.8 at the pretest to 87.6 at the posttest, which is an increase of 25.8 points. In addition, the paired sample t-test results showed a Sig. (2-tailed) value of 0.001 ($p < 0.05$), indicating a significant difference between the conditions before and after using the media. These findings suggest that the Budhi Dharma game media is not only suitable to use but also capable of enhancing students' understanding of the forms of bullying, its impact on victims, the importance of empathy, teamwork, positive communication, and the courage to prevent and report bullying in the school environment. This improvement in results shows that integrating games into group guidance services can create a more meaningful learning experience compared to delivering material in a conventional way. During the games, students actively engage in discussions, teamwork, decision-making, and reflection on situations related to bullying. According to (Bandura, 1986), Social behavior changes happen through observational learning, which is when individuals learn by watching, experiencing, and interacting with others. That's why the Budhi Dharma game media gives students a chance to practice empathy, responsibility, and prosocial behavior directly in group dynamics, making the learning more contextual. The findings of this study align with research (Imataka & Shiraishi, 2025) which reported that group guidance services based on the ADDIE model effectively increase students' empathy as one of the main strategies in preventing bullying. The study showed that students who participated in group activity-based services experienced an increase in social awareness, the ability to understand others' feelings, and a tendency to avoid aggressive behavior. The research results (Mustika, Dewi, & Surbakti, 2025) It also shows that anti-bullying educational game media can improve students' understanding of the forms, causes, and impacts of bullying because students learn through direct experience, discussion, and collaborative problem solving. Similarly, research (Sudanto, Atthayuttor, Dhammateepo, Chaiwan, & Sankheangaew, 2025) found that game media in group counseling services increases student engagement, interpersonal communication, and teamwork skills, which are important factors in building a safe and inclusive school environment.

The effectiveness of Budhi Dharma media can also be explained through the characteristics of the game that integrate collaborative activities, reflection, and character education into every stage of the game. Students are not only required to complete the game but also to discuss, express opinions, respect their friends' viewpoints, and reflect on the consequences of bullying behavior. These activities support the development of social skills and emotional regulation, which are protective factors against the emergence of bullying behavior. According to (Gaffney, Ttofi, &

Farrington, 2021), the ability to recognize and manage emotions is an important component in building empathy and prosocial behavior. In line with that, research by (Watanabe, 2025) shows that empathy has a significant negative relationship with bullying behavior, so the higher the students' level of empathy, the lower their tendency to become bullies. Based on the overall results of the study, it can be concluded that the traditional Japanese game Budhi Dharma is effective as a medium for group guidance services in preventing bullying behavior. This effectiveness is shown by increased understanding and anti-bullying attitudes among students, high participation during activities, as well as a significant difference between pretest and posttest scores. These findings reinforce previous research results that educational games can improve the quality of guidance and counseling services. On the other hand, this study provides a new contribution through the use of traditional Japanese games as a medium for group guidance services that integrates values of empathy, cooperation, positive communication, and emotional regulation to support efforts to prevent bullying in schools.

3.2.4. Analysis of Paired Sample t-test Results

The paired sample t-test results showed that there was a significant difference between students' pretest and posttest scores after participating in group guidance using the traditional Japanese Budhi Dharma game. This was proven with a Sig. (2-tailed) value of 0.001 ($p < 0.05$), so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Additionally, the average student score increased from 61.80 on the pretest to 87.60 on the posttest, an improvement of 25.80 points. These findings indicate that using the Budhi Dharma game significantly impacts students' understanding and anti-bullying attitudes at SMP Negeri 2 Hinai. Theoretically, the results can be explained through the Social Learning Theory proposed by (Bandura, 1986). This theory explains that behavior change happens through observation, imitation, direct experience, and social interaction. In the Budhi Dharma game, students not only receive material about bullying but also get involved in group discussions, teamwork, decision-making, and reflecting on the situations simulated during the game. These experiences allow students to understand the consequences of bullying behavior while also developing prosocial behaviors, such as empathy, mutual respect, and the ability to resolve conflicts positively. The findings of this study are in line with previous research (Kamaruddin, Ma'rof, Nazan, & Jalil, 2023) which shows that group counseling services based on interactive activities can significantly increase students' empathy as a preventive effort against bullying behavior. The study explains that active involvement of students in the service process brings more tangible changes compared to delivering material in a conventional way. The research results (Sidhu & Sidhu, 2025) also shows that educational anti-bullying games media leads to a significant increase in students' understanding of the forms, impacts, and prevention strategies of bullying because students gain collaborative and reflective learning experiences. In addition, the research (Gkintoni, Vantaraki, Skoulidi, Anastassopoulos, & Vantarakis, 2024) reporting that game media in group guidance services significantly improve students' interpersonal communication, cooperation, and social skills, contributing to the creation of a more conducive school environment.

The statistical test results in this study also show that the increase that occurred was not just a change in average scores, but a change that was statistically significant. According to (Huang & Long, 2025), A significance value smaller than 0.05 in the paired sample t-test indicates that the treatment given has a real effect on the variable being measured. Therefore, the increase in pretest to posttest scores in this study can be interpreted as the impact of using the Budhi Dharma game media, rather than just due to data variation or random chance. These findings reinforce that the developed game media is capable of improving students' understanding of bullying, empathy toward friends, teamwork skills, positive communication, as well as the courage to refuse bullying behavior. Overall, the results of the paired sample t-test analysis reinforce the finding that the traditional Japanese game

media Budhi Dharma is effective for use in group guidance services. This effectiveness is supported by a significant increase in scores after the treatment, positive responses from students during the activities, and the suitability of the media with the goals of guidance and counseling services. Therefore, the Budhi Dharma media can be an innovative alternative for guidance and counseling teachers in developing preventive services that not only improve students' understanding of bullying but also build empathy, social skills, and positive character through educational and collaborative play activities.

4. CONCLUSION

Based on the research results, it can be concluded that the traditional Japanese game media Budhi Dharma, developed through the ADDIE model, is considered highly feasible and effective to use as a group counseling media to prevent bullying behavior at SMP Negeri 2 Hinai. This is proven by the material expert validation result of 90% and media expert validation of 86%, very positive student responses at 88%, as well as the paired sample t-test results showing a significant difference between pretest and posttest scores ($\text{Sig.} = 0.001 < 0.05$). Using this media can improve students' understanding, anti-bullying attitudes, empathy, positive communication, and cooperation during the sessions. These findings imply that culture-based game media can be an innovation in counseling services to create learning that is more active, fun, and meaningful. That said, this study still has some limitations because it involved a relatively small sample, was only conducted in one school, and used a one-group pretest–posttest design without a control group, so the results can't really be generalized widely. Therefore, future research is recommended to involve a larger sample size, use an experimental design with a control group, measure long-term impacts, and develop digital media or apply it to other education levels and guidance services.

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