

ANALYSIS OF THE USE OF CROSSWORD PUZZLE MEDIA IN CLASSICAL GUIDANCE SERVICES TO REDUCE BULLYING AMONG STUDENTS AT SMA NEGERI 5 TEGAL

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ABSTRACT

Intimidatory behavior, commonly known as bullying, persists as a critical challenge encountered by learners within academic institutions. To assist students in comprehending the consequences of such behavior and fostering constructive social interactions, the implementation of comprehensive guidance and counseling interventions is highly essential. This investigation was structured to evaluate the efficacy and viability of incorporating crossword puzzle instruments within classical guidance frameworks as a strategy to mitigate bullying behaviors among students at SMA Negeri 5 Tegal. Employing a Research and Development (R&D) approach, this study adopted a streamlined version of the Borg and Gall model, which progressed through systematic phases: information gathering, project planning, instructional material formulation, and initial product evaluation. Empirical data were gathered utilizing structured assessment questionnaires distributed to subject-matter specialists, instructional media experts, school counselors, and a select cohort of students participating in restricted field trials. The evaluation metrics revealed that the academic and technical design validation achieved a consensus rating of 94%, student engagement feedback during the preliminary trials reached 94%, and professional practitioner verification attained an optimal score of 100%. Consequently, these findings substantiate that crossword puzzle media serves as an exceptionally viable and functional tool within classical guidance sessions to elevate student awareness and comprehension regarding bullying prevention.

Keywords: Crossword Puzzle Media, Classical Guidance, Bullying, Guidance and Counseling, Students

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BACKGROUND

As a fundamental pillar of human development, education plays a vital role in nurturing knowledge acquisition, skill refinement, behavior cultivation, and positive character formation (Yusuf & Nurihsan, 2020). It serves as a vehicle through which learners enhance their cognitive capacities, internalize societal values, and maximize personal potential, ultimately preparing them to be accountable citizens. Within the educational continuum, academic institutions function not merely as centers for scholarly achievement, but also as critical ecosystems that govern behavioral development and interpersonal dynamics. Consequently, schools bear a profound obligation to establish an educational environment that is consistently safe, supportive, and conducive to holistic development.

Despite these institutional goals, maladaptive behaviors persist within school environments, with bullying remaining a prominent and systemic issue (Sari & Hidayat, 2023). This phenomenon involves deliberate, recurring acts of aggression perpetrated by individuals or groups against peers perceived as more vulnerable. Manifesting across physical, verbal, relational, or digital dimensions, bullying inflicts severe detriment on the psychological well-being, self-esteem, scholastic performance, and social integration of affected students. As emphasized by Olweus (2021), the absence of timely and appropriate interventions can result in enduring psychological trauma for the victims. This underscores the critical imperative for educational institutions to implement proactive measures that educate students on the severe implications and perils of such hostile conduct.

To cultivate constructive student attitudes and foster prosocial behavioral patterns, the integration of comprehensive guidance and counseling services becomes indispensable (Yusuf & Nurihsan, 2020). Among the modalities frequently utilized within schools is classical guidance, an approach that enables counselors to disseminate instructional content systematically to an entire classroom cohort simultaneously. Nonetheless, the efficacy of these instructional sessions is frequently compromised when practitioners rely predominantly on conventional lecture formats that lack interactive pedagogical tools. Such unidirectional communication often induces disengagement, rendering students passive and diminishing their enthusiasm for internalizing the core principles being presented.

Addressing this pedagogical challenge necessitates the adoption of innovative, interactive instructional media capable of stimulating student engagement and reinforcing intrinsic motivation during classical guidance sessions. Crossword puzzles present a highly viable educational alternative, offering a gamified learning experience that stimulates critical thinking while imparting essential concepts in a compelling manner. Utilizing such interactive resources optimizes conceptual comprehension, heightens attentional focus, and fosters academic interest by ensuring students remain active participants in their learning journey. Furthermore, adopting a game-based pedagogical framework successfully cultivates a more egalitarian, communicative, and anxiety-free classroom climate (Putri & Rahmawati, 2022).

Extant literature consistently demonstrates that interaktif pedagogical

materials substantially improve student comprehension and active classroom involvement. Inquiry by Johnson, Johnson, and Smith (2014) highlights that collaborative and interactive instructional methodologies yield statistically positive effects on both academic outcomes and interpersonal competencies. Evaluated within the framework of school counseling, the application of crossword puzzles can facilitate a deeper apprehension of anti-bullying strategies through an engaging classroom dynamic. Accordingly, the deployment of this playful instructional resource serves as a strategic asset for counselors seeking to enhance the delivery and impact of bullying prevention curricula.

Prompted by these empirical and contextual considerations, the present study investigates the efficacy of utilizing crossword puzzle media within classical guidance frameworks to mitigate bullying tendencies among students at SMA Negeri 5 Tegal. This investigation aims to offer an alternative, empirically grounded instructional medium designed to bolster the capacity of school counseling services in elevating student awareness and conceptual clarity regarding systemic bullying prevention.

RESEARCH METHOD

Methodology in academic inquiry serves as a systematic framework designed to gather empirical data for specific objectives and functional utilities (Sugiyono, 2015). In this study, the Research and Development (R&D) framework was selected, given that the primary objective centered on the creation and subsequent evaluation of crossword puzzle instruments within classical guidance frameworks to mitigate bullying tendencies among learners. As an academic approach,

Research and Development operates as a structured mechanism tailored to engineer instructional tools while verifying their appropriateness, operational efficiency, and functional value in educational environments.

The operational execution of this study was guided by the Borg and Gall development paradigm, which was streamlined into four essential phases: initial data gathering, design formulation, instrument engineering, and experimental evaluation. In the preliminary phase, an assessment of student requirements was performed by diagnosing specific behavioral issues associated with bullying dynamics at SMA Negeri 5 Tegal. The subsequent design formulation phase encompassed the preparation of guidance curricular content, the structuring of crossword puzzle configurations, and the establishment of an execution blueprint for classical counseling activities.

The engineering phase was dedicated to building the physical crossword puzzle media embedded with targeted anti-bullying concepts. Following its production, the instrument was subjected to rigorous peer review by subject-matter and instructional media specialists to ascertain its conceptual validity, pedagogical alignment, graphic layout, and operational viability within school counseling practices. Constructive feedback from these evaluators served as the baseline for refinement prior to executing wider field implementations.

The demographic engaged in this research comprised scholarly evaluators, professional practitioners, and high school learners. Specifically, the conceptual validation was undertaken by faculty members from the guidance and counseling discipline, whereas technical media

appraisal was carried out by instructional technology specialists and active school counselors. In addition, localized pilot testing was conducted with a cohort of 20 tenth-grade students at SMA Negeri 5 Tegal. This sample was determined via purposive sampling methodologies, ensuring that the selected subjects aligned directly with the specific criteria and operational goals of the developed counseling instrument.

Information gathering relied heavily on structured questionnaire matrices administered to the subject-matter specialists, media evaluators, counseling professionals, and the student cohort. These analytical instruments were designed to evaluate multiple domains, such as conceptual accuracy, visual ergonomics, text legibility, functional utility, participant involvement, and cognitive absorption of bullying prevention themes. Complementary feedback forms were distributed to the student sample to gauge the operational fluidity and pedagogical appeal of the crossword media during the delivery of classical guidance.

The empirical data gathered from these instruments underwent quantitative processing via percentage calculation models adapted from Riduwan and Akdon (2013). This mathematical evaluation involved dividing the cumulative empirical score by the maximum potential value, which was then converted into a percentage format. The qualitative thresholds regarding the acceptability of the developed instrument are detailed in the subsequent matrix.

Percentage Score	Category
81% – 100%	Very Feasible
61% – 80%	Feasible
41% – 60%	Fair
0% – 40%	Not Feasible

Table 1. Product Feasibility Criteria

The developed counseling tool was deemed empirically acceptable for field application provided the cumulative metric reached a minimum threshold of 61%. Ultimately, the datasets derived from expert reviews, practitioner feedback, and student metrics were translated through descriptive interpretations to conclusively determine the viability and operational efficiency of the crossword media in reinforcing classical guidance efforts against bullying behavior.

RESULTS AND DISCUSSION

The primary objective of this investigation was to examine the application of crossword puzzle media within classical guidance services as a strategy to mitigate student bullying at SMA Negeri 5 Tegal. The evaluation of this developed instructional tool encompassed validation by experts, assessments from school counseling practitioners, and restricted field trials with students. The collected data reveal that the crossword puzzle media garnered highly favorable feedback regarding its viability, practical execution, and overall utility in counseling operations.

Table 2. Validation and Trial Results

Assessment Aspect	Percentage	Category
Material and Media Expert Validation	94%	Very Feasible
Student Limited Trial Responses	94%	Very Feasible
Practitioner Validation	100%	Very Feasible

1. Material and Media Expert Validation

Prior to its deployment in classical guidance services, the crossword puzzle

media underwent a rigorous validation process by content and media specialists to ascertain its structural and contextual appropriateness. The appraisal focused on several critical dimensions, including the alignment of the anti-bullying content, the lucidity of the puzzle instructions, aesthetic quality, readability, structural arrangement, and its applicability to counseling procedures.

The quantitative synthesis of the validation data yielded a score of 94%, positioning the media firmly within the "Very Feasible" designation. This outcome serves as evidence that the crossword puzzle media integrates sound instructional substance with a compelling visual framework well-suited for classroom-based guidance delivery. Furthermore, the evaluating specialists noted that incorporating gamified educational components could effectively stimulate higher rates of student involvement throughout the counseling process.

2. Student Responses in Limited Trials

The preliminary field trial was executed with a cohort of 20 tenth-grade students enrolled at SMA Negeri 5 Tegal. This phase aimed to gauge the students' perceptions concerning the operational practicality and engagement value of the newly introduced crossword puzzle media. Throughout this intervention, the participating students resolved crossword puzzles centered on anti-bullying concepts, which was subsequently followed by counselor-led group deliberations.

The empirical feedback from this trial demonstrated a satisfaction rate of 94%, translating to the "Very Feasible" classification. A substantial majority of the participants indicated that the crossword puzzle exercises were stimulating,

pleasurable, and more accessible in terms of conceptual comprehension when contrasted with traditional lecture-driven guidance methods. Additionally, a marked increase in student enthusiasm and proactive participation was observed during the sessions. These insights underscore the capacity of game-based counseling instruments to cultivate student immersion and foster a highly interactive pedagogical environment.

3. Practitioner Validation

To determine the real-world viability and functional adaptability of the crossword puzzle media within actual classroom environments, assessments were gathered from active school counseling practitioners. The parameters under review targeted the ease of operational execution, correspondence with predetermined counseling goals, the efficiency of classroom management, and the dynamics of student participation during the tasks.

The evaluative feedback from these practitioners resulted in a perfect score of 100%, thereby securing a "Very Feasible" categorization. The practicing counselors affirmed that the crossword puzzle medium was straightforward to implement and functioned as an efficient supportive tool for guidance delivery. Moreover, the instrument enabled educators to convey anti-bullying messages through a highly communicative and engaging pedagogical channel.

The collective outcomes of this investigation confirm that crossword puzzle media can serve as an efficient educational instrument within classical guidance frameworks. By leveraging interactive learning strategies, this approach prompts students to engage more deeply in counseling activities while simultaneously expanding their comprehension of bullying

mitigation. These dynamics align closely with the empirical assertions of Putri and Rahmawati (2022), who argued that game-infused educational media exerts a constructive influence on student engagement and academic drive.

Additionally, utilizing crossword puzzle mechanisms nurtures a social climate characterized by collaboration and shared communication, mirroring the theoretical tenets of Johnson, Johnson, and Smith (2014), who observed that interactive educational designs advance both conceptual mastery and interpersonal capabilities. Consequently, the counseling framework developed in this study represents a viable alternative pedagogical intervention for reinforcing school-based anti-bullying initiatives.

CONCLUSION

In light of the empirical insights generated by this research, the integration of crossword puzzle media into classical guidance frameworks represents a highly viable and productive strategy for supporting bullying prevention programs among students at SMA Negeri 5 Tegal. This conclusion is substantiated by the validation metrics, where content and media experts recorded a 94% approval rating, student field trials achieved a 94% positive response rate, and school counseling practitioners delivered a 100% evaluation score all falling squarely within the "Very Feasible" paradigm.

The implemented media successfully transformed the counseling environment into a more collaborative, expressive, and enjoyable space, thereby motivating students to immerse themselves fully in the guidance process. Furthermore, the crossword puzzle tasks enhanced the students' cognitive grasp of bullying behaviors and their destructive consequences within the academic setting.

Accordingly, crossword puzzle media constitutes a valuable alternative educational tool to optimize classical guidance operations and fortify systemic anti-bullying frameworks in secondary education.

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