

## Literature Review: Implementation of Digital Comics-Assisted Peace Guidance to Prevent Bullying in High School Students

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**Abstract.** *This study aims to examine the implementation of digital comic-assisted peace guidance in preventing bullying among high school students. The method used is a literature study with a qualitative approach. Data was collected through a review of scientific articles and books from 2014 to 2025 relevant to the keywords peace, comics, violence, and bullying. The results of the study show that peace guidance with a group guidance model using discussion strategies, role play, and visual media such as film and photography are effective in shaping students' peaceful mindset. Digital comics that contain peace values based on local culture, religion, and inspirational figures, both fiction and non-fiction, have proven to be able to be an educational medium that strengthens students' understanding of the importance of peace and reduces the tendency to violent behavior. This study recommends the use of digital comics as an innovative medium in guidance and counseling services in schools to create a safe and bullying-free learning environment.*

**Keywords:** *guidance and counseling peace, bullying, comic digital.*

**Abstrak.** Penelitian ini bertujuan untuk mengkaji implementasi bimbingan perdamaian berbantuan komik digital dalam mencegah perundungan di kalangan siswa SMA. Metode yang digunakan adalah kajian literatur dengan pendekatan kualitatif. Data dikumpulkan melalui tinjauan artikel ilmiah dan buku dari tahun 2014 hingga 2025 yang relevan dengan kata kunci perdamaian, komik, kekerasan, dan perundungan. Hasil penelitian menunjukkan bahwa bimbingan perdamaian dengan model bimbingan kelompok menggunakan strategi diskusi, bermain peran, dan media visual seperti film dan fotografi efektif dalam membentuk pola pikir damai siswa. Komik digital yang mengandung nilai-nilai perdamaian berdasarkan budaya lokal, agama, dan tokoh inspiratif, baik fiksi maupun nonfiksi, terbukti mampu menjadi media edukasi yang memperkuat pemahaman siswa tentang pentingnya perdamaian dan mengurangi kecenderungan perilaku kekerasan. Penelitian ini merekomendasikan penggunaan komik digital sebagai media inovatif dalam layanan bimbingan dan konseling di sekolah untuk menciptakan lingkungan belajar yang aman dan bebas perundungan.

**Kata kunci:** *bimbingan dan konseling perdamaian, komik digital, bullying*

## A. INTRODUCTION

Peace counseling guidance is a service in guidance and counseling that contains the main ideas of peace education initiated by Galtung. Peace education encourages a safe, comfortable, and prosperous world of education for all parties involved in education. The welfare in question is the peace created in the peaceful climate of the school. Teachers and counselors must have the attributes of peace and be agents of peace in order to create safe, conducive, and peaceful conditions in the learning and teaching process. When students feel safe and comfortable in a good learning atmosphere, their developmental tasks will be fulfilled so that students become independent and responsible for themselves.

Forms of violence that occur in the world of education include physical violence, verbal violence, psychological violence, bullying, intolerance, sexual violence, and aggressiveness. The safe and comfortable school environment will fade if aggressive or violent behavior in the world of education does not have alternative solutions that can prevent aggressiveness. Data on the 2024 Indonesian Education Report shows the results on the school security climate in the good category, for public elementary schools, public junior high schools, and public high schools (Badan Standar Kurikulum dan Asesmen Pendidikan, 2024). In fact, behind the positive general data, bullying cases still often occur and often go unnoticed. Therefore, efforts to prevent and handle bullying remain urgent to ensure a truly safe and comfortable learning environment for all students.

Various data show that violence against adolescents is still very high, especially against women. Based on data from the Ministry of Women's Empowerment and Child Protection (KPPPA), 1 in 17 boys and 1 in 11 girls have experienced sexual violence. Perpetrators of peer sexual violence (47%–73%) (Gultom, 2024). Other data from the Ministry of Women's Empowerment and Child Protection report supports

this finding, recording 1,155 cases of violence in schools in 2022, increasing to 1,788 in 2023, and reaching 1,135 in 2024 (Safitri & Wijayanti, 2024). The number of violent incidents in 2023 was 51,106 incidents of persecution and 16,441 incidents of demolition (Direktorat Statistik Ketahanan Sosial, 2024). Given the high rate of violence, guidance and counseling need to provide preventive solutions, and Peace Counseling Guidance is one of the services that can be used to prevent bullying in adolescents. These violence figures show the need for actions and services to be able to prevent acts of violence, including bullying, that occur in adolescents, especially in the school environment. Peace counseling guidance is one of the services that can be used in preventing bullying in adolescents. Peace guidance is an alternative counseling solution to help students instill a peace mindset that can make adolescents rethink committing violence (Nurani et al., 2020).

Peace counseling guidance has two meanings, the first is the meaning of peace guidance, which is how a counselor provides services to develop peace thoughts and actions to students (Fauziah et al., 2022). Peace guidance services have preventive measures, before bullying occurs, peace guidance services are needed. The meaning of peace counseling is help for a person to erode problems that occur and foster intrapersonal and interpersonal calmness (Ningtias & Saputra, 2023). In this case, peace counseling has an attempt to provide curative action. Counseling services with a peace education approach by creating a positive service process, the absence of racism, social inequality, social conflict and full of equality. This research focuses on peace guidance that has preventive properties. Guidance is provided to train students to think peacefully when faced with situations that have the potential to lead to violent attitudes (Rahmawati et al., 2024). The role of counselors in peace guidance services is indispensable for the success of student attitude change. Preventive efforts in the form of reducing the risk of deviant behavior (Setyaningrum et al., 2025). Peace guidance

can be collaborated with the help of learning media, one of which is digital comics. Digital comics can be used by BK teachers in schools (Kurniawan et al., 2022). The process of knowledge transfer that occurs in digital comics has a process from the experience of students who do not know about forms of violence, how to prevent bullying, and actions that need to be taken when bullying occurs can be read through digital comics.

Efforts to prevent bullying that occur in students through basic services contained in classical guidance, group guidance with the help of service media. One of the alternative media that can be used effectively in this service is digital comics (Kurniawan et al., 2022). The process of guidance services using digital comics can use peace guidance strategies including Visualization, Role-playing, Use of film and photographs, Telling stories, and individual reflection (W. N. E. S. Saputra et al., 2019). The digital comics used can adapt fictional and non-fiction characters who have peace values. Comics with the teachings of values such as K.H. Ahmad Dahlan can be inserted because they have peace values, including the achievement of the goal of living a free and responsible life, humility, seeking truth, tolerance, and willingness to sacrifice (Mentari & Saputra, 2022). Comics with fictional characters with the values of Hindu teachings, Tri Hita Karana in practice, practicing harmony with God, fellow humans, and nature to achieve prosperity (Utami et al., 2021). Comics that contain Islamic principles include the value of honesty, the value of goodness, the value of truth, the value of social ethics, the value of happiness, the value of humility, the value of equality, the value of human freedom, and the value of Rahmatan Lil 'Alamin in the figure of Ustadz Abdul Somad (Ayulanda et al., 2024). A willingness to sacrifice, be confident and want true peace for the common good is also possessed in fictional characters in comics such as Uchiha Itachi (Shabrina et al., 2020).

There have been many studies that show that digital comics are suitable for use in BK services, can prevent bullying, intolerance, radicalism, sexual harassment and foster interest in learning and learning outcomes (Fitri & Tirtayani, 2023; Kurniawan et al., 2022; Mahmud et al., 2023; Narestuti et al., 2021; Pranowo et al., 2014; Pristiani & Lestari, 2019b, 2019a; Putri et al., 2024; Sekarjene & Setyasto, 2023; Sepiani et al., 2023; Simbolon et al., 2024; Ulfa et al., 2024). This study will examine and explain the potential of peace counseling guidance assisted by digital comics in depth so as to obtain the most suitable form of peace counseling service strategy to be applied using the help of digital comics. The right form of digital comics is used to carry out peace guidance services. Digital comics that have the peace values of fictional or non-fictional characters. There is no shortage of counselor components that must be possessed before they can conduct peace guidance. This is necessary so that before the counselor conducts peace guidance, the counselor must have peaceful qualities. Characteristics include: counselors must have a peaceful mind, a peaceful attitude, consistent peaceful behavior throughout their life span, empathy and tolerance (Saputra et al., 2024). The limitations of the research are only using literature studies, not to empirical proof. Comics made by the values of peace must be designed by an expert or researcher who understands the substance of peace education. Therefore, this literature study aims to examine the implementation of Peace Guidance assisted by Digital Comics in order to formulate the most appropriate and effective service strategies for the prevention of bullying among high school students. The data used were secondary data that were analyzed using the keywords peace, comics, violence, and bullying.

## B. METHODS

Research to be conducted to provide a comprehensive overview of the implementation of digital comic-assisted peace guidance to prevent bullying in high

school students. The approach used is qualitative research with the metode Systematic Literature Review (SLR) The description of the literature review on the implementation of digital comic-assisted peace guidance to prevent bullying is sourced from up-to-date scientific journals, books, and research articles using the keywords peace, comics, violence, and bullying. The literature source used to reveal the literature review is the search result of research conducted between 2014-2025. Fifty-one literature sources were found, which will be presented in Table 1.

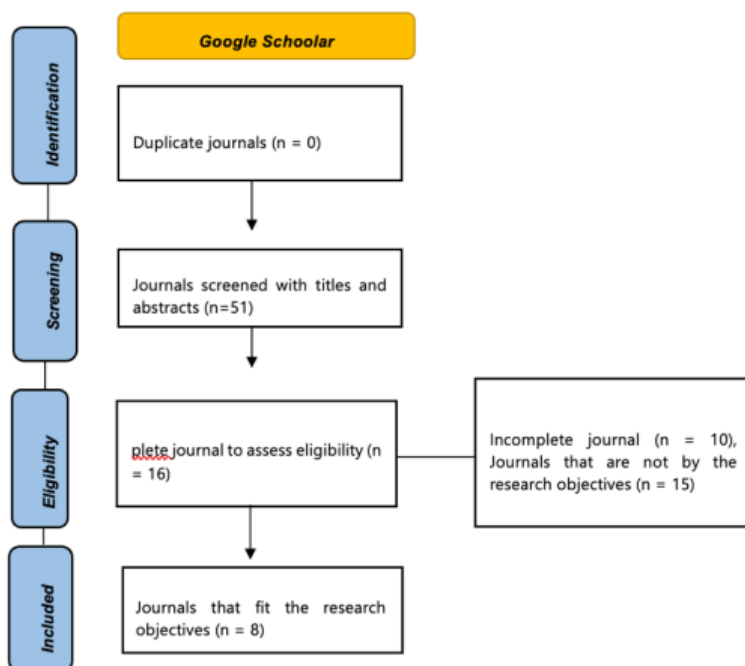
**Table 1**

No.	Search Engine	Type	N
1	Google Scholar (GS)	Research Articles	46
		E-Book	5
<b>TOTAL</b>			<b>51</b>

Based on the results of 51 studies, researchers ranked based on keywords that used peace, comics, violence, and bullying. Then the researcher selected and identified articles from a total of 51 articles that could answer the formulation of the research problem. After studying and identifying, sorting out the results and discussions in the article, the researcher found 51 articles that were by the formulation of the problem. The identification was carried out using Prisma Flow, which identifies journals that have duplicate titles, abstracts, or research results. Then screen the title and abstract of the article that is in accordance with the research question, then determine a feasible and complete article that can answer the research question, and then get an article that is in accordance with the research purpose.

**Figure 1**

Prisma Flow



The data was collected using Google Scholar from various literature in the form of research articles and e-books. Research articles are selected and selected based on the formulation of problems that can answer research questions, including: (i) What kind of peace guidance models can be used in peace guidance services, (ii) digital comic models on how to prevent bullying, (iii) Peace guidance strategies using digital comics. Articles that do not meet the criteria will be eliminated so that only articles that have comprehensive answers will be collected.

The collection of information in this study is carried out through several steps, namely in the first stage, determining the research topic, the second, looking for keywords and article search engines, the third research objectives, and the fourth, answering research questions. From all stages of data collection, answers can be generated to describe the implementation of digital comic-assisted peace guidance to prevent bullying.

### C. RESULTS

The results of this study found 8 scientific articles that could answer the purpose of the research, which described the implementation of digital comic-assisted peace guidance to prevent bullying in high school students. A summary of the presentation of the characteristics of the article, the design of the research, the instruments used, the subjects involved, the results of the research, and the implications of the research is presented in Table 2.

Author Name	Article Type	Research Design	Instruments	N	Results	Implication
Ayulanda <i>et al.</i> (2024)	NES	QL	N/A	27	Values in religious teachings that can be used in the development of digital comics	The advantages of digital comics by utilizing values
Rahmawati <i>et al.</i> (2024)	ES	QN	Q	8	Peace group guidance motivates and develops a peaceful mindset using discussion, film and photographs strategies	Peace group guidance strategies to prevent violence
Kusumawati <i>et al.</i> (2024)	ES	QN	Q and O	25 6	Digital comics play an important role in reducing bullying behavior and increasing awareness of students' character values	The advantages of digital comics by utilizing values
Sekarjene & Setyasto (2023)	ES	MM	O, I and Q	28	Digital Comics are effective in reducing character-based bullying	The advantages of digital comics by utilizing values

Mentari & Saputra (2022)	NES	QL	N/A	1	A comic with elements of peace values in the character of K.H Ahmad Dahlan provides information about the culture of peace	The advantages of digital comics by utilizing values
Kurniawan <i>et al.</i> (2022)	NES	MM	I and Q	3	Digital comics can be used properly, there is a transfer of knowledge that makes digital comics can prevent bullying	Peace group guidance strategies to prevent violence
Utami <i>et al.</i> (2021)	NES	QL	N/A	4	Local wisdom comics on Balinese fictional characters contain values of harmony and prosperity	The advantages of digital comics by utilizing values
Nurani <i>et al.</i> (2020)	NES	QL	N/A	1	Peace guidance by developing a peace component in the counselor and also developing a peaceful counselor mindset	Peace group guidance strategies to prevent violence

Article Type: Type of research: empirical study (ES), non-empirical study (NES)

Research Design: qualitative method (QL), quantitative method (QT), and mixed method (MM)

Instrument: Instrument of research: questionnaire (Q), interview (I), test score (T), categorization (C), observation (O), survey (S), and not available (NA)

Specifically, in this study, three articles were found on the strategies for peace guidance that can prevent violence, and five articles that discuss the advantages of digital comics by utilizing cultural values and characters. The entire article serves as a basis for describing peace guidance with the help of digital comics that can prevent violence. The comic that was initiated is a digital comic that has been designed with the values and components of peace. Based on the synthesis of eight articles, there is a consensus that digital comics are most effectively implemented through a group mentoring model (Kurniawan et al., 2022; Rahmawati et al., 2024). The most commonly used strategies involve discussion, role-playing, and visualization (Nurani et al., 2020).

#### D. DISCUSSION

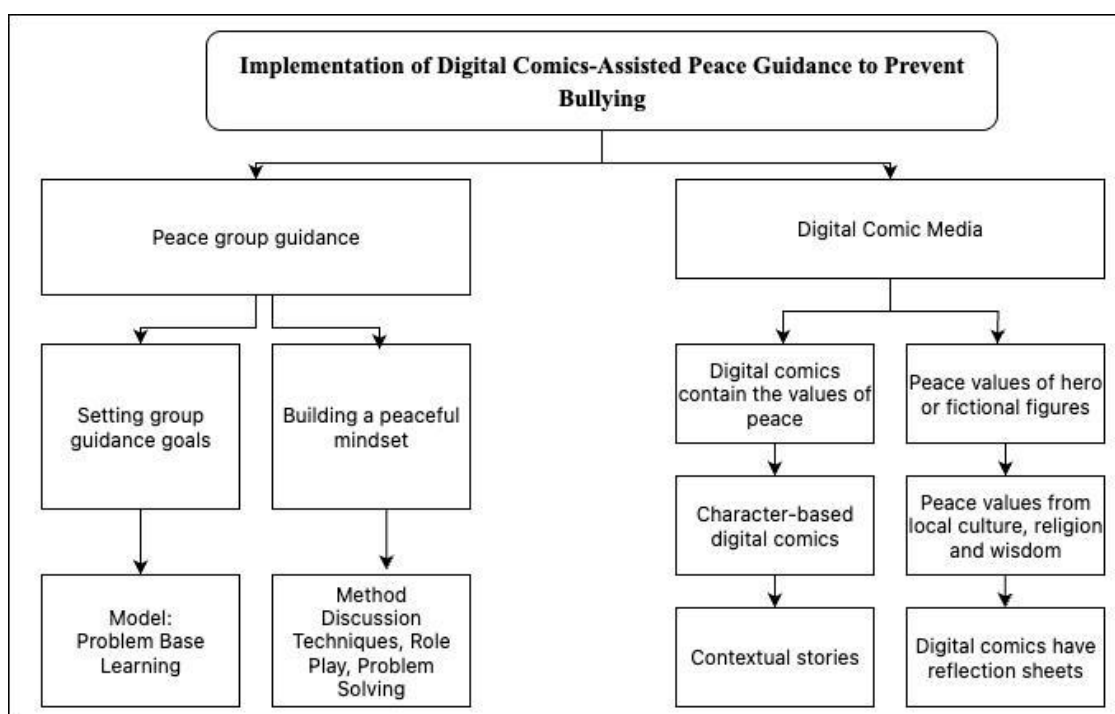
Digital comics used in values-based guidance and counseling activities, consisting of values in religious teachings, character values, peace values of characters, and local cultural values (Ayulanda et al., 2024; Kusumawati et al., 2024; Utami et al., 2021). This value-based digital comic has a great influence in preventing violence, spreading a culture of peace, portraying harmony, and improving the reader's personal character (Sekarjene & Setyasto, 2023). The digital comic does not have to be a fictional character. Non-fiction characters such as national heroes, religious figures, and educational figures can also be included in digital comics on the condition that these characters possess or carry peace values (Mentari & Saputra, 2022).

Peace guidance used in the implementation of digital comic-assisted peace guidance to prevent violence can use the group guidance model with a photographic strategy (Rahmawati et al., 2024). The use of group guidance is based on a preventive service function, namely, preventing an act of violence from occurring. Digital comic media can be a means of transferring knowledge based on the information contained

in the content of comics, so that readers gain knowledge and then practice this knowledge in their daily lives (Kurniawan et al., 2022).

**Figure 2.**

Construction Digital comic assisted peace guidance



The group guidance service model strategy that can be used to prevent bullying is group guidance with discussion, film, and photographs strategies, namely assisted by images, discussions, feedback and evaluations during four group guidance sessions (Rahmawati et al., 2024). Peace group guidance, which is a preventive measure with the help of digital comics, can transfer the knowledge contained in digital comics so that students who read in group guidance sessions get information to be able to avoid bullying (Kurniawan et al., 2022).

Techniques that can be used in peace group guidance include role play, discussion, and problem solving. In the early stages of implementing this service, BK

teachers need to set clear goals, which are to help students to recognize and develop a peaceful mindset, introduce peace values, and get used to thinking and acting peacefully in daily life (Nurani et al., 2020). In this case, digital comics can act as an effective discussion trigger, as they present conflicts, characters, and storylines that can be studied together. Through the stories conveyed in the comics, students can be invited to discuss reflectively, assess the actions of the characters, and identify the values of peace that emerge. Role play techniques can be used to reconstruct scenes in comics, so that students can experience firsthand how to deal with conflicts peacefully. Meanwhile, problem solving techniques allow students to think critically about the problems faced by the characters, and find solutions that are in harmony with the principles of peace. With this approach, the development of a peace mindset becomes more concrete, contextual, and easy for students to understand.

A peaceful mindset must be obtained by students when they first conduct peace guidance because information about peace values will provide students with understanding of whether they want to commit bullying actions. Personal factors that affect cyberbullying perpetrators, such as motivation, personality, values, and perceptions (Muarifah et al., 2020). Students are given development on how to build a peaceful mindset so as not to feel excessive anxiety, which can increase the student's level of aggressiveness. On the other hand, the lower the anxiety felt by the student, the lower the level of aggressiveness shown.

Overall, digital comics are an ideal medium because they combine visual appeal (Kurniawan et al., 2022) and the flexibility of content using fictional non-fiction characters. These qualities allow for the implementation of effective preventive group mentorship, where knowledge transfer of peace values can occur optimally and encourage behavior change. Characters featured in comics can be fictional or non-fictional characters, such as K.H. Ahmad Dahlan, Ki Hadjar Dewantara, Mahatma

Gandhi, or fictional characters who become legends or local wisdom (W. N. E. Saputra et al., 2024; Utami et al., 2021). The values of religious teachings can also be used as a storyline that contains the value of peace (Ayulanda et al., 2024). Digital comics that contain images, characters, and storylines that are in accordance with the theme of bullying will make readers interested, so that information about bullying will be well received (Kurniawan et al., 2022; Sekarjene & Setyasto, 2023).

## E. CONCLUSION

Peace guidance assisted by digital comics has proven to be a potential preventive strategy to prevent bullying among high school students. A literature review shows that group guidance with a discussion approach, role play, and the use of images or photography that contain peace values are effective in forming a peaceful mindset in students. Digital comics designed by incorporating cultural values, religious values, and inspirational figures, both fiction and non-fiction, can be a fun and meaningful educational medium. Comics not only convey information, but also internalize messages of peace to their readers. Therefore, guidance and counseling services that combine peace values with digital comic media are innovative options that are very relevant and worthy of being implemented by school counselors. This strategy is not only able to attract students, but also becomes a contextual, adaptive, and effective approach in creating a safe, comfortable, and violence-free school atmosphere.

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