

Validity of the Peer Tutor Guide: Innovation Service Guidance Counseling Based on 4D Model in Bullying Prevention

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Article History:

Submission

Accepted

Published

Sep 3rd, 2025

Sep 11th, 2025

Okt 20th, 2025

Abstract. *This study developed and validated a peer-tutoring service guide to prevent bullying in elementary schools. Peer tutoring was chosen because classmates strongly shape attitudes and behavior. Using the 4D model (Define, Design, Develop, Disseminate), the study engaged five experts in guidance and education and three elementary teachers. The guide was produced through needs analysis and design workshops, then evaluated by experts. Content validity was excellent, with a Content Validity Index (CVI) of 1, indicating strong appropriateness for school use. A pilot with 30 students showed a significant decline in bullying, based on pre-test and post-test comparisons. These results suggest the guide effectively supports teachers and students in preventing and addressing bullying. The study recommends broader implementation across schools, accompanied by training and ongoing evaluation, to strengthen prevention efforts and foster safe, inclusive school climates. Collaboration with parents and the wider community is essential to sustain and amplify impact over time.*

Keywords: *Validity of the Peer Tutors Guide, Guidance and counselling, 4D Models, Bullying Prevention*

A. INTRODUCTION

Basic education plays a crucial role in children's development, providing not only academic knowledge but also social and moral values that shape their future character (Hadiana et al., 2024; Judijanto et al., 2024; Trilisiana et al., 2023). At this stage, students begin forming peer connections, collaborating, and developing essential social skills (Cohen et al., 1986; Williams, 1989; Lynch & Simpson, 2010; Martine L. Broekhuizen, Irina L. Mokrova, Margaret R. Burchinal, Patricia T. Garrett-Peters, 2016). However, ideal learning environments are often disrupted by bullying, which includes physical, verbal,

or social aggression, negatively affecting victims and the overall school climate (Pebriana & Supriyadi, 2024). The long-term impact of bullying can extend beyond trauma, harming social relationships and disrupting learning.

Bullying is defined as repeated aggressive behavior intended to harm others through physical, verbal, or social means (Al Ali et al., 2025; Armitage, 2021; Pebriana & Supriyadi, 2024). It is not limited to certain schools but is widespread in educational settings (Afriza, 2022; de Wet, 2020). Contrary to the view that bullying is normal social behavior, it can cause significant psychological effects, such as depression, anxiety, and, in extreme cases, suicidal tendencies (Henderson et al., 2025; Özcan et al., 2024; Patel et al., 2025). May also experience negative consequences, including future violent behavior and difficulties in forming healthy relationships (Putri, 2022; Putri et al., 2021). Despite its severity, bullying is often underestimated by parents and teachers, with mocking behavior considered normal, potentially worsening students' mental health (Al Ali et al., 2025; Dhamayanti, 2021; Shaw et al., 2019)

Many bullying incidents go unreported because victims feel afraid or embarrassed (Brendgen & Poulin, 2018). Victims and bystanders may experience decreased academic performance, mental health problems, and strained parental relationships (Özcan et al., 2024; Al Ali et al., 2025). Bullying victimization can also trigger misbehavior and substance abuse among children and adolescents (Earnshaw et al., 2017; Eastman et al., 2018; Evans et al., 2018) Bullying stems from power imbalances and can involve verbal, physical, and social harassment, including mob violence (Asjad Maylafaenza et al., 2024; Derma Putri, 2022; Dhamayanti, 2021; Putri et al., 2024). Victims often feel depressed and powerless to report, allowing bullying to persist (Ibrahim et al., 2024; Sharif-Nia et al., 2023; Zahrani, 2024).

Addressing bullying requires systematic, multi-party interventions. Guidance and counseling (BK) plays a critical role, helping victims cope and fostering empathy to

prevent bullying (Nelissa et al., 2020; Astiti, 2019; Berg et al., 2017; Capuzzi & Stauffer, 2016; Hidayah, 2015). Peer tutoring, led by trained students under counselor supervision, is an effective strategy. Peer tutors detect bullying early, provide emotional support, and help both victims and potential perpetrators (Atika et al., 2016; Setiawan et al., 2020; Suranata & Konseling, 2013). This approach encourages mutual support, creates safer school environments, and strengthens social skills, empathy, and problem-solving abilities among students (Parhehean Munthe & Pradiastuti Naibaho, 2019; Rahayu & Fatmawati, 2020).

Successful peer tutoring programs require clear guidelines, including tutor selection, training, and context-sensitive techniques adapted to school culture and student characteristics (Kurnia, 2021; Murniasih, 2021; Suranata, 2013; Atika et al., 2016; Purwaningrum, 2018; Ayub et al., 2022). The 4D development model (Define, Design, Develop, Disseminate) by Thiagarajan (1974) is suitable for developing peer tutoring guides. The Define stage identifies bullying problems and service needs. Design develops practical guides for teachers and students. Develop evaluates and trials the guides. Disseminate distributes the guides to schools for effective implementation (Arvianto et al., 2023).

In conclusion, bullying in schools is a pervasive problem affecting students' academic, social, and psychological well-being. Peer tutoring, supported by guidance and counseling programs and structured through systematic models like 4D, offers a practical, student-centered approach to prevent and manage bullying while promoting empathy, social skills, and a positive school culture.

B. METHOD STUDY

This study used a Research and Development (R&D) approach with the 4D development model (Define, Design, Develop, Disseminate) by Thiagarajan (1974), chosen for its systematic guidance in developing practical products (Maydiantoro, 2021;

Waruwu, 2024). The study aimed to develop a peer tutoring guide to address bullying in elementary schools.

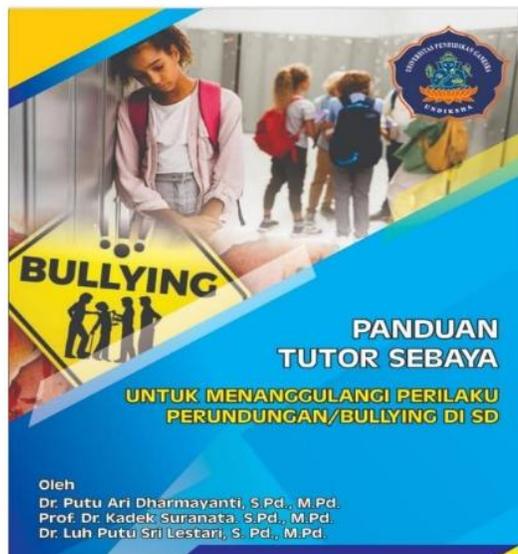
1. Definition Problem (Define)

Researchers conducted interviews and observations to analyze bullying behavior in schools. Interviews involved guidance counselors, teachers, principals, and students to understand the phenomenon, current handling, and students' perspectives. Observations examined student interactions to identify physical, verbal, or psychological bullying. Analysis revealed high levels of bullying, students' limited understanding, and the absence of systematic prevention programs, forming the basis for guide development.

2. Design Product (Design)

The peer tutoring guidebook was designed to be accessible and practical for teachers and students. It consists of: (1) Introduction, explaining the purpose and importance of peer tutoring, types of bullying, and impacts; (2) Guide for Teachers and Counselors, detailing selection and training of peer tutors and mentoring steps; (3) Guide for Peer Tutors, providing listening techniques, supporting victims, recognizing bullying, and handling it positively; (4) Bullying Prevention Techniques, covering communication, empathy, and mutual respect. Evaluation tools, including questionnaires and observations, were included to assess effectiveness. Experts reviewed the content to ensure feasibility and quality.

Figure 1 Guidebook Cover Design



3. Development Product (Develop)

The guide was validated by five experts (three lecturers and two teachers) using a Content Validity Ratio (CVR), assessing usability, feasibility, and accuracy.

4. Dissemination Product (Disseminate)

After refinement, the guide was disseminated through training and workshops for teachers and counselors. Wider distribution through publication is suggested to increase educator awareness of peer tutoring as an effective approach in tackling school bullying.

C. RESEARCH RESULT

This study aimed to develop a peer tutoring guide to prevent bullying in elementary schools and to test its validity and effectiveness. The results are presented in two parts: guide validation and trial implementation.

1. Validity of the Peer Tutoring Service Guide

The guide was evaluated using the Content Validity Index (CVI) by five experts. All items were rated as highly relevant for implementation in elementary schools, with an overall CVI of 1. Experts confirmed that the guide met criteria for usability, feasibility, and accuracy.

Table 1: Assessment Results Validity of Peer Tutoring Service Guide by Experts

Criteria	Assessor 1	Assessor 2	Assessor 3	Assessor 4	Assessor 5	Average
Utility	Relevant	Relevant	Relevant	Relevant	Relevant	1
Eligibility	Relevant	Relevant	Relevant	Relevant	Relevant	1
Accuracy	Relevant	Relevant	Relevant	Relevant	Relevant	1
CVR	1	1	1	1	1	1

2. Trial Implementation of Guidelines in Elementary Schools

The guide was tested in three schools with 30 students: 15 as peer tutors and 15 as recipients. Pre- and post-tests showed significant reductions in bullying behavior:

Table 2: Changes Bullying Behavior Before and After Implementation of the Guide (Pre-test vs. Post-test)

Types of Bullying	Pre-test (Average)	Post-test (Average)	P-value
Verbal Bullying	3.2	1.5	0.001
Physical Bullying	2.5	1.2	0.002
Social Bullying	3.1	1.7	0.003

3. Evaluation Success of the Peer Tutoring Program

Interviews with teachers and counselors revealed that the program reduced their burden in handling social issues and improved students' empathy and social interactions. Victims reported increased self-confidence and comfort in interacting with peers. These

findings align with previous research emphasizing the role of counselors and peer tutors in bullying prevention (Boulton et al., 2017; Cross et al., 2021; Shaw et al., 2019; Yandri, 2023).

Overall, the peer tutoring guide demonstrated high validity and effectiveness in reducing bullying, fostering positive social connections, and promoting a safe, supportive school environment. This study highlights the value of students as agents of change in bullying prevention through structured peer tutoring programs.

D. DISCUSSION

This study aimed to develop and test a peer tutoring guide to prevent bullying in elementary schools. Results from validation and field trials show that the guide has high potential to reduce bullying. A key finding is the role of peer tutors as emotional supporters and agents of change, influencing peers' attitudes and behavior (Anjani & Safitri, 2023; Dharmayanti et al., 2023). Previous studies also show that peer-based approaches effectively enhance students' awareness, empathy, and communication skills in handling social problems (Garner and Boulton, 2016).

Peer tutors received training in communication, empathy, and supporting victims, allowing them to actively contribute to a safe school environment. The guide provides structured instructions for selecting and training peer tutors, monitoring program effectiveness, and teaching students to understand and recognize bullying. Experts rated the guide highly, with a CVI score of 1, confirming its feasibility, usefulness, and accuracy.

Field trials in three schools demonstrated significant reductions in bullying behavior, particularly verbal and social bullying such as insults, gossip, and ostracism. Peer tutors showed improved empathy, responsibility, and communication, while victims reported greater self-confidence and support. These results align with previous

studies showing that peer tutoring promotes empathy, trust, social support, and early detection of bullying (Hikmat et al., 2024; Jordan, 2022a, 2022b; Oral et al., 2023).

Beyond reducing bullying, the program fosters positive attitudes and healthy peer relationships. Its effectiveness, however, depends on a supportive school culture, collaboration among teachers, counselors, students, and parents, and sustainable implementation with regular evaluation (Agustyaningrum et al., 2022; Anjani & Safitri, 2023; Jacob et al., 2024; Judijanto et al., 2024; Kemendikbud, 2016; Murniyetti et al., 2016; Pebriana & Supriyadi, 2024). Schools must establish clear policies for preventing and addressing bullying, providing students with opportunities to express concerns.

The peer tutoring program based on the developed guide is effective in reducing bullying, improving social skills, and fostering empathy. By involving students as agents of change, schools can establish a safe, inclusive, and supportive environment, promoting positive social interactions and mutual respect among peers. This study emphasizes the value of structured peer involvement as an innovative and practical approach to bullying prevention in elementary schools.

E. CONCLUSION

The peer tutoring service guide developed in this study has proven effective in reducing bullying behavior in elementary schools. Expert validation showed a Content Validity Index (CVI) of 1, indicating that the guide is highly relevant and feasible for implementation. Field trials with 30 students demonstrated a significant decline in verbal and social bullying, as shown by pre-test and post-test results analyzed using the t-test, confirming that peer tutoring services contribute to a healthy and safe school environment. By involving students as agents of change, the program strengthens social connections, empathy, and communication skills among students, fostering a more positive school climate. These findings highlight that student participation in addressing bullying not only reduces negative behaviors but also supports social development.

Therefore, it is recommended that the peer tutoring guide be implemented more widely across schools to enhance bullying prevention and promote a supportive, inclusive environment for all students.

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