

Developing a Digital Module Integrating Solution-Focused Brief Counseling to Enhance the Self-Esteem of Cyberbullying Victims

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Abstract

Students who cyberbullying victimization often face challenges such as low self-esteem, sadness, anger, anxiety disorders, loneliness, social difficulties, and withdrawal from social interactions. This is primarily due to the continuous negative messages and treatment received from others, which can make them feel worthless. Consequently, affected students may lose motivation to attend school and see a decline in their academic performance. This study aims to assess the self-esteem levels of cyberbullying victims and develop a digital module using the SFBC method to enhance their self-esteem. The module is intended for use by guidance counselors and teachers and was developed through a 4-D model approach. The study involved 35 vocational school students who had experienced cyberbullying, and the research included a needs analysis phase. The digital module was evaluated by three experts to assess its content and appearance and by three guidance counselors to evaluate its usability. Data analysis included descriptive statistical analysis and non-parametric analysis. Results indicate that cyberbullying victims generally have very low self-esteem. The digital module, employing the SFBC approach, was found to be highly feasible, with practicality test results falling within the "very good" category. It was concluded that the module is well-suited for use by guidance counselors and teachers, which could significantly assist them in supporting cyberbullying victims. This research underscores the importance of the digital module in aiding guidance counselors and teachers in providing effective support to cyberbullying victims.

Keywords: Digital Module, SFBC, Self Esteem, Cyberbullying

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Introduction

The adolescent period represents a transitional developmental phase between childhood and adulthood, spanning approximately from 10 to 13 years to around 18 to 22 years (Santrock, 2012). Early adolescence typically occurs during middle or high school, marked by significant pubertal changes (Albanjari, 2018; Bulu et al., 2019; Santrock, 2012). The formation of identity emerges as a

central concern during adolescence, influenced by various external factors such as peer relationships, social media, and the internet (Bulu et al., 2019).

The advancement of information technology has made adolescents inseparable from the internet. Adolescents now possess personal gadgets that facilitate connections with the outside world (Hidayat et al., 2021; Montanesa & Karneli, 2021; Munawar & Zuhri, 2018). However, unhealthy gadget use can impact adolescent socialization and communication behaviors negatively. Unsupervised social communication can lead to various deviations, with cyberbullying being a notable example (Bussu et al., 2023; Rifauddin, 2016; Sari et al., 2020).

Frequently, issues faced by students/adolescents originate from the online world (Ifdil & Ardi, 2013). Previous research indicates that adolescence is the peak period of involvement in cyberbullying (Kowalski & Giumetti, 2017; Slonje et al., 2013). Cyberbullying can have severe consequences on its victims, ranging from mental distress to suicide. Mental damage due to cyberbullying can result in low self-esteem (Haura & Ardi, 2020). Previous research reveals that cyberbullying victims have significantly lower self-esteem compared to those not involved in cyberbullying. Studies on self-esteem in cyberbullying victims indicate that 18% of boys and almost 1 in 4 girls report at least one cyberbullying incident, with 42.9% experiencing low self-esteem (Cenat et al., 2014).

Research on middle school students shows that cyberbullying victims with low self-esteem experience high levels of depression, avoidance of peers, and social withdrawal (Indah et al., 2021). Cyberbullying victims often exhibit behaviors such as avoiding class gatherings, distancing themselves from classmates, and displaying significant lack of confidence (Ho et al., 2022; Indah et al., 2021). Oppression can lead to severe mental health consequences and long-term negative impacts (Karneli et al., 2023). Studies on self-esteem in cyberbullying victims indicate that students experiencing cyberbullying, either as victims or perpetrators, have significantly lower self-esteem than those with little or no cyberbullying experience (Alsawalqa, 2021; Pascual-Sanchez et al., 2021).

The results of various studies suggest that cyberbullying can significantly impact victims, leading to low self-esteem. This is due to the continuous reception of negative messages and treatment, making the victims feel worthless. Such experiences have a substantial impact on their confidence and self-esteem (Dyta & Hariyono, 2019; Mutma, 2019). High self-esteem contributes to increased confidence, enabling cyberbullying victims to engage positively in their surroundings (Aspriyani, 2020; Prawesti & Dewi, 2016; Utami et al., 2019). According to an interview with a guidance counselor at one of the state vocational high schools in Padang City, students who fall victim to cyberbullying feel ashamed to attend school due to inappropriate photos spread by their ex-partners to new students. Additionally, group counseling services face limitations due to time constraints on guidance counseling teachers, and there is a lack of relevant modules for counseling services.

Therefore, psychological support is crucial for cyberbullying victims to help them cope with the negative impacts of online crimes. Various forms of psychological support for cyberbullying victims include social support, acceptance, appreciation, mentoring, education, and counseling (Bussu et al., 2023; Fitriana, 2023; Kee et al., 2024). This situation necessitates educators' efforts to address issues related to low self-esteem in cyberbullying victims, especially students in schools. Guidance and counseling services play a vital role in personal development and self-esteem improvement for students (Kusumawardana & Rosita, 2021; Pamungkas et al., 2017). Guidance counselors, acting as counselors in schools, have an obligation to assist students in handling various issues, including self-esteem (Bussu et al., 2023; Fitriana, 2023; Kee et al., 2024; Rhepon et al., 2016). The involvement of guidance counselors or counselors is necessary to guide, mentor, and accompany students in facing school-related problems (Karneli, 2018).

Considering these challenges, one solution to improve the self-esteem of cyberbullying victims is to develop a module using a digital solution-focused brief counseling approach. Digital modules are engaging as they not only present images but also include audio and video elements relevant to the designed material (Dinatha & Kua, 2019; Rogojati & Nugraha, 2021; Sutama et al., 2021). Digital modules are easily accessible through smartphones or computers, facilitating learning anytime,

anywhere (Bakri et al., 2016; Irwandani et al., 2017; Rahmawati et al., 2017; Winatha et al., 2018). The purpose of digital modules is to streamline learning, and their systematic presentation in electronic formats enriches the counselor's interaction with learning, enhancing knowledge. One digital module that can be used to boost the self-esteem of cyberbullying victims is a digital module employing the solution-focused brief counseling (SFBC) approach.

The solution-focused brief counseling approach has proven effective in addressing individuals' problems (Mousavi et al., 2021; Yandri et al., 2023). This counseling approach holds the belief that individuals possess inherent resilience and can leverage it for positive change (Chen et al., 2023; Tate, 2022). SFBC allows individuals to identify and explore their strengths, enhancing the client's expectations, especially when feeling hopeless. SFBC helps clients recognize their strengths and potentials to exhibit desired behaviors in alignment with their goals. Specific techniques like the miracle question, scaling question, and exceptions contribute to bringing about solutions for the client (Mousavi et al., 2021; Taathadi, 2014; Yandri et al., 2023). SFBC effectively assists clients or adolescents in cultivating their self-esteem, enabling them to navigate life phases more effectively. The advantages of using SFBC lie in its solution-focused nature, effective application, flexibility, and practicality in using intervention techniques (Cahyaningrum & Wahyuni, 2023; Chen et al., 2023; Tate, 2022). Solution-focused brief counseling (SFBC) is effective in providing assistance in family, couple, individual, and adolescent settings with various life issues (Sugiana, 2019).

Previous research also asserts that digital modules ease students' access to information (Nafi'ah et al., 2019; Setiyani et al., 2020). E-modules are reported to facilitate learning for students as they can be accessed anywhere, anytime (Dewi et al., 2019, 2022; Marwanti et al., 2022). An analysis of conversations revealed that the speech of individuals with low self-esteem transformed into high self-esteem after counseling intervention using the SFBC approach (Taathadi, 2014). Other findings also showed that group counseling services using solution-focused brief counseling at Pasir Penyu State Junior High School increased self-esteem (Wardhani et al., 2022). In conclusion, a digital module employing the solution-focused brief counseling approach can be used to enhance the self-esteem of cyberbullying victims.



Based on a literature review across various databases such as Google Scholar, Scopus, and others, it is apparent that there is a limited focus on digital modules employing the solution-focused brief counseling approach to enhance the self-esteem of cyberbullying victims (Ishak et al., 2020) (Masrukoyah, 2018). The advantage of the digital module to be developed is its ability to assist counselors and guidance counseling teachers in improving the self-esteem of cyberbullying victims by presenting materials that can be used to address the client's issues. The digital module's content encompasses substance on enhancing the self-esteem of cyberbullying victims using the solution-focused brief counseling approach, presented systematically in a communicative language for counselors and guidance counseling teachers to comprehend. Thus, the aim of this research is to develop a digital module using the solution-focused brief counseling approach to enhance the self-esteem of cyberbullying victims.

Method

Design

This study adopts a research and development (R&D) approach, utilizing the 4-D model (define, design, development, and disseminate) as proposed by Wirayasa et al. (2021).

Participants

The research involves 35 students who are victims of cyberbullying for the needs assessment phase. The research subjects include three content experts in module development with a background in counseling and psychotherapy (holding a doctorate), and three experts in the visual aspects of digital modules with a master's background in graphic design. The product trial involves three guidance counseling teachers and counselors. Informed consent was obtained from participants, who willingly agreed to participate in the study.

Procedures

In the define phase, the administration of a self-esteem inventory, validated and reliable, adapted from Marjohan's questionnaire, aims to describe the self-esteem condition of cyberbullying victims



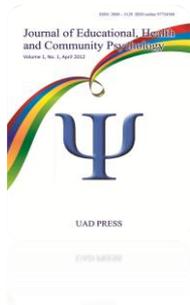
and identify indicators for the digital module using the Solution Focused Brief Counseling (SFBC) approach. In the design phase, the development of the digital module's content design is carried out, employing the SFBC approach to enhance the self-esteem of cyberbullying victims. The development phase involves creating the digital module, applying the SFBC approach to improve the self-esteem of cyberbullying victims, and validating the research product. In the disseminate phase, the validated module is tested in a limited manner with guidance counseling teachers or counselors in schools to assess its usability.

Measurement

The data collection methods include observation, interviews, and questionnaires. The instrument used in this study is a questionnaire, employing Guttman's scale to analyze the self-esteem condition of cyberbullying victims (validated and reliable, adopted from Marjohan's questionnaire) cronbach alpha score 0.81 and Likert scales for assessing the feasibility and usability of the module. The questionnaire grids are presented in [Tables 1](#) and [2](#).

Table 1
Grid of Expert Assessment on Material/Content of Digital Module

No	Assessment Indicator	Number of Statements
1	Content Dimension	2
2	Format and Systematics Dimension	4
3	Media/Application Dimension	5
4	Language Usage Dimension	4
	Total	15



Tabel 2
Grid of Expert Assessment on the Appearance of Digital Module

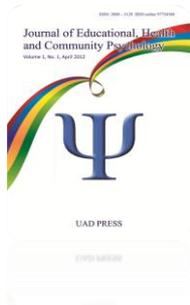
No	Assessment Indicator	Number of Statements
1	Cover design	4
2	Font type and size in the material	3
3	Colors used in the material	3
4	Space or empty space in the material	5
5	Quality of the digital module	3
Total		18

Data Analysis

The techniques employed for data analysis encompass descriptive analysis and non-parametric analysis. Descriptive analysis is utilized to delineate the self-esteem condition of cyberbullying victims in schools based on the outcomes of the self-esteem instrument. Subsequently, it is employed to depict the distribution characteristics of scores for each respondent during the validation of the content and appearance of the digital module by experts, as well as the usability test conducted with guidance and counseling teachers and counselors. Non-parametric analysis is utilized to further understand the assessment outcomes related to the developed research product. Statistical tests are conducted to ascertain the consistency or significance of assessments both among the experts concerning the suitability of the digital module and among the guidance counselors and teachers regarding the usability of the implemented digital module. Non-parametric statistical analysis employing the Kendall's Concordance Coefficient (W) test is conducted with the assistance of SPSS Version 24.

Result

This research aims to analyze the self-esteem condition of cyberbullying victims and develop a digital module using a Solution-Focused Brief Counseling (SFBC) approach to enhance the self-esteem of cyberbullying victims, employing the 4-D model. Firstly, defining and conducting a needs assessment to describe the self-esteem conditions of cyberbullying victims and to identify indicators



that will be included in the digital module with the SFBC approach. This module is intended to be a valuable resource for guidance and counseling teachers/counselors to improve the self-esteem of cyberbullying victims.

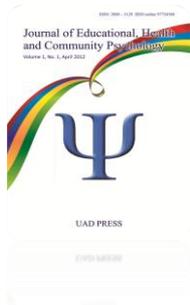
Based on the collected field data, empirical evidence reveals that (63%) of respondents (22 out of 35 respondents) who are students and victims of cyberbullying have extremely low self-esteem. The data also indicates that (34%) of respondents (12 out of 35 respondents) experience a condition of low self-esteem, with only (3%) of respondents having a moderate level of self-esteem. This suggests that the majority of students who are victims of cyberbullying face significant challenges with very low self-esteem.

The design of module content is based on the findings of the needs assessment, and the recapitulation of these instruments serves as input for designing the module content. Initial data for the selection of content in the digital module is presented in [Table 3](#).

Table 3
Initial Data for Digital Module Topic Selection

No	Question Items	Mean
1	Do you spend most of your leisure time alone?	0,34
2	Are you as intelligent as most other people?	0,31
3	Do you easily feel sad?	0,14
4	Is it difficult for you to express your views or feelings?	0,14
5	Do you often feel ashamed of yourself?	0,17
6	Do you frequently feel restless without knowing the reasons?	0,11

The outcomes of the need assessment, as summarized, were discussed with expert lecturers. Based on the analysis and input provided by these experts, the materials to be incorporated into the digital module, utilizing the Solution Focused Brief Counseling (SFBC) approach to enhance the self-esteem of cyberbullying victims, were identified. These materials include addressing communication



difficulties, building self-confidence, time management, overcoming feelings of insecurity, understanding one's emotions, managing anxiety, and coping mechanisms.

In the design phase, drawing from the insights presented in the define stage, a draft of the digital module was formulated with the Solution Focused Brief Counseling approach to improve the self-esteem of cyberbullying victims. This involved creating the initial design and cover for the digital module. The development of the draft module took place through discussions with the supervising lecturer, who provided recommendations for module topics. This stage also involved multiple revisions to generate a draft module and materials that could be further developed. The proposed sub-topics include the following: Chapter 1: background, module objectives, target audience, module usage procedures, and success indicators. Chapter 2: introduction to the Solution Focused Brief Counseling approach, definition, and aspects of self-esteem, and materials to enhance self-esteem. Chapter 3: conclusion, reference list, figure reference list. Appendix: service implementation plan. Following the completion of the initial product design, the next step is to select an application or website for creating the digital module.

Thirdly, in the development phase, two types of activities are carried out: research product development and product revision. Expert validation serves to validate the content and appearance of the digital module with the SFBC approach to enhance the self-esteem of cyberbullying victims. During this phase, research instruments are developed to collect data, consisting of expert validation of the digital module's content and appearance and usability testing for guidance and counseling teachers. The development results are presented in [Figure 1](#), and the feasibility test results of the digital module regarding content are presented in [Table 5](#).



Figure 1. Result of Digital Module Development with SFBC Approach

Table 4
 Digital Module Test Results to Material Experts

No	Aspect	Expert score			Σ Expert score	Σ Ideal score	%	Result
		A	B	C				
1	Content Dimension (2)	8	9	9	26	30	86	Very good
2	Format and Systematics Dimension (4)	17	20	17	54	60	90	Very good
3	Media/Application Dimension (5)	16	17	23	56	75	74,6	Good
4	Language Usage Dimension (4)	16	20	17	53	60	88,3	Very good
All Total		57	66	66	189	225	84	Very good

Based on Table 4, it is evident that the overall evaluation of experts regarding the content of the digital module falls within the category of Very Suitable (VS), with a percentage of 84%. This implies that the experts provided a positive assessment of the designed module. Subsequently, to ascertain the evaluation results concerning the developed research product, a statistical test was conducted

to determine if there was concordance in the assessments among the validators regarding the content of the digital module. The analysis employed by the researcher was the Kendall's Concordance Coefficient Test (W), utilizing SPSS version 24. The obtained Asym.Sig value was 0.008, indicating that the probability is below 0.05. Therefore, it can be interpreted that there is concordance in the assessments of the three experts regarding the research product. Furthermore, the experts also validated the digital module to assess its appropriateness concerning the presentation, as presented in [Table 6](#).

Table 5
Digital Module test Results to Display Experts

No	Aspect	Expert score			Σ	Σ	%	Result
		A	B	C	Expert score	Ideal score		
1	Cover Design (4)	15	20	18	53	60	88,3	Very good
2	Digital Module Content Design (6)	23	30	27	80	90	88,8	Very good
3	Space or Blank Space (5)	20	25	23	68	75	90.6	Very good
4	Module Quality (3)	12	12	15	39	45	86,6	Very good
Overall Total		70	87	83	240	270	88,8	Very good

Based on [Table 5](#), it can be observed that the overall evaluation by experts regarding the display of the digital module falls within the "Very Suitable" (VS) category, with a percentage of 88.8%. This implies that the experts assessed that all graphical aspects included in the digital module can capture the users' interest and provide information in line with the content. To further assess the consensus among the experts, statistical testing was conducted. The analysis utilized in this study is the Kendall's Concordance Coefficient (W) test. Based on the calculations, the obtained Asym.Sig value is 0.000, indicating that the probability is below 0.05. Therefore, it can be interpreted that there is a consensus in the evaluation of the product's presentation among the three experts.

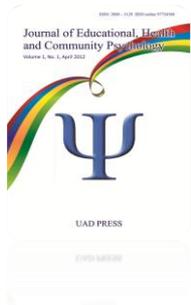
Additionally, the researcher considered various suggestions provided by the experts as a reference for revising the evaluated digital module, making it suitable for use by guidance and counseling teachers/counselors in schools.

Fourth, in the dissemination phase, the validated module was subsequently pilot-tested in a limited manner with guidance and counseling teachers or counselors in schools. The objective of this phase is to determine the level of usability of the developed module. The usability testing phase involved users of the product, namely guidance and counseling teachers/counselors. In this study, three guidance and counseling teachers/counselors were involved. The criteria for expert judgment on product usability were guidance and counseling teachers at the research site, possessing a minimum academic qualification of a Bachelor's degree in Education (S-I) with a specialization in Guidance and Counseling. The results of the practicality test by guidance and counseling teachers in the school are presented in [Table 6](#).

Tabel 6
Practicality Test Results Data by Guidance Counselling Teacher at School

No	Aspect	Expert score			Expert score	Ideal Score	%	Result
		A	B	C				
1	Perencanaan (3)	15	15	14	44	45	97	Very good
2	Pelaksanaan (10)	46	42	50	138	150	92	Very good
3	Evaluasi (4)	19	17	17	53	60	88	Very good
	Total Keseluruhan	80	74	81	235	255	92	Very good

Based on [Table 6](#), it is evident that the assessment of guidance counselors towards the appropriateness of the module falls within the category of Very Good (VG), with a percentage of (92%). These findings indicate that guidance counselors view the digital module positively as a useful tool for providing counseling services in schools. Furthermore, the evaluation results from guidance



counselors pertain to the usability testing of the module. The data were analyzed using Kendall's concordance coefficient (W) with the utilization of SPSS version 24. Based on the calculations, an Asym. Sig value of 0.037 was obtained, which is smaller than the predetermined significance level of 0.05. Thus, it can be interpreted that there is concordance in the assessment among guidance counselors regarding the evaluated product. In conclusion, the digital module utilizing the solution-focused brief counseling approach to enhance the self-esteem of cyberbullying victims is deemed suitable for use by guidance counselors in schools.

Discussion

The data analysis results indicate that the developed digital module using the Solution Focused Brief Counseling (SFBC) approach is suitable for use. Firstly, the module is deemed appropriate as it has the potential to enhance self-esteem. Students who are victims of cyberbullying often exhibit low self-esteem, feelings of sadness, anger, anxiety disorders, loneliness, difficulty trusting others, health issues, social maladjustment, and withdrawal from social interactions (Bussu et al., 2023; Sari et al., 2020). Consequently, affected students may become reluctant to attend school, leading to a decline in academic performance (Cénat et al., 2014; Handayani, 2020). Cyberbullying victims tend to have low self-esteem, perceiving themselves as incapable and worthless (Alsawalqa, 2021; Rohmah, 2014). The module is designed with varied colors to engage readers visually and stimulate interest in exploring its content. This design intends to equip guidance and counseling teachers/counselors with insights for implementing counseling using the SFBC approach to boost the self-esteem of cyberbullying victims. The underlying assumption of the SFBC approach is that individuals possess robust resilience, which can be harnessed to facilitate positive changes (Cahyaningrum & Wahyuni, 2023; Chen et al., 2023; Tate, 2022). SFBC allows individuals to identify and explore their strengths, thereby enhancing the expectations of clients who may feel uncertain about their future. Competencies such as goal-focused questions, exception questions, and scaling questions are crucial for group leaders in exploring and creating solutions to issues within the group (Netrawati et al., 2024; Yandri et al., 2023).

Secondly, the digital module using the SFBC approach is considered practical. The module, developed and presented in digital form, leverages technology (Albana & Sujarwo, 2021; Dewi et al., 2019). The use of technology in counseling has rapidly grown (Ardi et al., 2013), with Society 5.0 emphasizing the crucial role of information technology and artificial intelligence in various aspects of human life (Sriyanti et al., 2021; Triwahyuningtyas et al., 2020; Yandri et al., 2023). Information technology is a vital factor in the counseling process, encouraging guidance and counseling teachers/counselors to be more creative, innovative, and diverse in seeking the latest information for service delivery (Triyono & Febriani, 2018). Systematic counseling aligned with theory requires a module, and a digital module is an engaging medium designed not only for images but also for audio and video content relevant to the material (Dinatha & Kua, 2019; Rogojati & Nugraha, 2021; Saraswati et al., 2019; Sutama et al., 2021). The digital module using the SFBC approach achieves an adequate level of usability, with guidance counselors or counselors functioning as facilitators in its implementation.

Thirdly, the digital module using the SFBC approach is considered attractive. The validity of this digital module, both in content and appearance, is attributed to its design aligning with the material and language easily understood by guidance and counseling teachers. Previous research findings suggest that content alignment facilitates reader comprehension of information presented in digital modules (Maison et al., 2020; Rahayu & Sukardi, 2021; Sunismi & Fathani, 2016). Other studies also indicate that a well-designed digital module enhances reading motivation (Albana & Sujarwo, 2021; Rosmawanti et al., 2020). The resulting product will be presented as a digital module utilizing technology and internet access, published on the Heyzine Flip Book Maker website. This digital module aims to ease access for counselors and guidance and counseling teachers, featuring images, flowing water sounds, and bird chirping to enhance its attractiveness. Previous findings suggest that the Heyzine-developed digital module is easy to understand and appealing to teachers (Pratiwi et al., 2023). Other studies indicate that E-modules facilitate learning and enhance understanding (Andani, 2020; Simamora et al., 2019; Sunismi & Fathani, 2016). Research also shows that solution-focused brief counseling can improve self-esteem (Baratian et al., 2016). In conclusion, the digital module using the SFBC approach is considered suitable for enhancing self-esteem. The digital

module's advantages include the ability to present material using learning media anywhere and anytime without consuming additional time. Additionally, digital modules are practical to carry, durable, and immune to the effects of time, offering bundled presentation with audio and video. The user-friendly design of the SFBC-based digital module for enhancing the self-esteem of cyberbullying victims makes it suitable for guidance and counseling teachers and counselors. The limitation of this research lies in the SFBC-based digital module presenting only a few sub-topics for improving self-esteem. The implication of this research is that the developed digital module assists counselors and guidance and counseling teachers in providing services to students who are victims of cyberbullying. The developed product in this study can be utilized in the implementation of guidance and counseling services as an effort to enhance the self-esteem of cyberbullying victims using the SFBC approach.

Conclusion

The validation test results of the digital module using the Solution Focused Brief Counseling (SFBC) approach to enhance the self-esteem of cyberbullying victims, as seen in the content and presentation of the developed module, fall into the highly suitable category. The practicality test results of the digital module using the SFBC approach for improving the self-esteem of cyberbullying victims are rated as excellent. In conclusion, the digital module prepared is highly suitable for implementation or use by guidance and counseling teachers and counselors. The digital module using the SFBC approach to enhance the self-esteem of cyberbullying victims can be used and proves beneficial for guidance and counseling teachers and counselors in helping improve the self-esteem of cyberbullying victims.

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