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Needs Analysis of Branching E-Comics for Bullying Prevention Among Students at MAS PP Yasrib Lapajung

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Abstract: *Bullying in Islamic boarding schools occurs across verbal, physical, and relational forms, while preventive counseling services remain constrained by limited class hours and curative caseloads. This study examined factual counseling conditions, student psychological needs, bullying tendencies, and digital device readiness to inform the design of interactive branching e-comics at MAS PP Yasrib Lapajung Soppeng. Using a descriptive mixed-method preliminary design, qualitative data came from unstructured interviews with the counselor on October 3 and October 10, 2026, and survey data from 16 students (15 target plus 1 supplementary respondent) across three bullying instruments, analyzed thematically and descriptively. Interviews identified seven issues: curative dominance without class hours, lacking group guidance and preventive media, gendered bullying patterns, academic and transfer risks, low literacy with passive bystander silence, unimplemented guidance lesson plans, and preference for visual-interactive media. Surveys showed strong demand for safe counseling access (80.0%) and verbal bullying exposure (75.0%), moderate bystander hesitation and reporting stigma, 81.2% device access via labs or home and Android memory readiness, and 62.5% preference for web-linked e-comics, supporting lightweight browser-accessible branching e-comics for counseling.*

Keywords: *branching e-comic; bullying prevention; guidance and counseling; Islamic boarding school; needs analysis*

Abstrak: *Perundungan di sekolah berasrama Islam terjadi dalam bentuk verbal, fisik, dan relasional, sementara layanan konseling preventif masih terbatas oleh jam kelas yang sedikit dan beban kasus kuratif. Penelitian ini mengkaji kondisi faktual konseling, kebutuhan psikologis siswa, kecenderungan perundungan, serta kesiapan perangkat digital untuk mengarahkan perancangan komik elektronik bercabang yang interaktif di MAS PP Yasrib Lapajung Soppeng. Dengan menggunakan desain pendahuluan metode campuran deskriptif, data kualitatif diperoleh melalui wawancara tidak terstruktur dengan guru konseling pada 3 Oktober dan 10 Oktober 2026, serta data survei dari 16 siswa (15 responden sasaran ditambah 1 responden tambahan) melalui tiga instrumen perundungan, yang dianalisis secara tematik dan deskriptif. Wawancara mengidentifikasi tujuh masalah: dominasi layanan kuratif tanpa jam kelas, kurangnya bimbingan kelompok dan media preventif, pola perundungan berdasarkan gender, risiko akademik dan pindah sekolah, literasi yang rendah disertai sikap diam pasif saksi, rencana pelaksanaan layanan bimbingan yang belum dijalankan, serta preferensi terhadap media visual-interaktif. Survei menunjukkan tingginya kebutuhan akan akses konseling yang aman (80,0%) dan paparan perundungan verbal (75,0%), keraguan menjadi saksi dan stigma pelaporan pada tingkat sedang, 81,2% akses perangkat melalui laboratorium atau rumah serta kesiapan memori Android, dan 62,5% preferensi terhadap komik elektronik berbasis tautan web, yang mendukung pengembangan komik elektronik bercabang yang ringan dan dapat diakses melalui peramban untuk layanan konseling.*

Kata kunci: *analisis kebutuhan; bimbingan dan konseling; e-komik bercabang; pencegahan perundungan; pesantren*

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Introduction

School bullying remains a pervasive psychosocial issue that undermines students' emotional safety, academic performance, and interpersonal well-being. In residential educational environments such as Islamic boarding schools (pesantren), peer interactions occur continuously across madrasah classrooms and dormitory living quarters, creating complex peer hierarchies between senior and junior students (Olweus, 2013; Coloroso, 2008). According to Coloroso (2008), bullying constitutes a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further

aggression, and create terror through an imbalance of power. Rather than being confined to overt physical aggression, bullying encompasses verbal, physical, and relational dimensions sustained by a social triad consisting of the bully, the bullied, and the not-so-innocent bystander.

Recent empirical studies in Indonesian secondary schools and madrasahs indicate that verbal mockery, seniority-based coercion, unauthorized taking of personal belongings, and social exclusion are frequently blurred with everyday peer banter or dormitory traditions (Fitriani et al., 2023; Hidayat & Rahmawati, 2024; Pratama & Wulandari, 2024). When adolescents lack conceptual literacy to distinguish benign joking from harmful bullying, victims experience heightened anxiety, academic decline, and even school transfer or dropout risks. Moreover, victims and witnesses in closed boarding communities frequently hesitate to report incidents to school counselors due to fear of retaliation, loss of social standing, and peer stigma (Coloroso, 2008; Thornberg et al., 2018; Salmivalli, 2010), leaving bystanders trapped in passive silence rather than constructive intervention.

Despite the urgent need for systematic prevention, guidance and counseling services in many madrasahs remain heavily skewed toward curative individual counseling due to the absence of dedicated classroom guidance hours and limited instructional media. Prior literature highlights that conventional one-way lectures and static printed materials rarely sustain adolescent engagement or cultivate ethical decision-making skills under peer pressure (Nugroho & Astuti, 2023; Menesini & Salmivalli, 2017). Interactive digital storytelling particularly branching e-comics (e-komik bercabang) that embed consequential choice nodes, character perspective-taking, and immediate feedback loops offers a promising pedagogical medium to foster empathy, clarify behavioral boundaries, and rehearse safe help-seeking without exposing students to real-world social risk (Mayer, 2021; Sari et al., 2024; Hamari et al., 2016).

However, designing preventive digital media for pesantren students requires empirical alignment between counselor observations, students' psychosocial needs, and institutional device policies. Existing needs-analysis studies seldom triangulate school counselor interviews with student survey data framed around Coloroso's bullying dimensions while accounting for actual hardware and connectivity constraints in boarding settings. Unlike prior studies that examine bullying prevalence or digital comics in isolation, this preliminary study integrates counselor interviews, Coloroso-based student needs and behavioral indicators, and boarding-school device/connectivity constraints to establish concrete pedagogical and technical design specifications for a lightweight, web-accessible branching e-comic in a pesantren counseling context. Specifically, by linking narrative choice architecture and reflective prompts to counselor workflows and device realities such as browser compatibility, storage limits, and dormitory/classroom access this study bridges preliminary needs assessment and media engineering.

Therefore, this preliminary study addresses the overarching question of how factual BK service conditions, student bullying dynamics, and digital readiness at MAS PP Yasrib Lapajung Soppeng inform the design specifications of an interactive branching e-comic for preventive anti-bullying guidance. Specifically, the study aims to: (1) examine the factual condition of BK services and bullying dynamics through in-depth interviews with the school counselor at MAS PP Yasrib Lapajung Soppeng; (2) quantify students' psychological needs and bullying situations across verbal, physical, relational, and bystander dimensions; (3) map students' self-reported bullying behavioral tendencies; and (4) identify students' digital device readiness and delivery preferences to establish design specifications for an interactive branching e-comic. Practically, these findings provide a replicable blueprint for developing lightweight, culturally grounded preventive media in BK services and strengthening proactive anti-bullying efforts in Islamic boarding schools.

Method

This study used a descriptive mixed-method preliminary research design combining qualitative inquiry and quantitative survey measurement to generate empirical foundations for designing an interactive branching e-comic for preventive guidance and counseling (Bimbingan dan Konseling/BK). Rather than testing causal hypotheses across a broad population, the design prioritized contextual depth and baseline empirical alignment to translate service realities, student psychosocial needs, and hardware constraints into concrete pedagogical and technical design specifications.

The research was conducted at MAS PP Yasrib Lapajung Soppeng, an Islamic boarding school (pesantren)-affiliated secondary madrasah where students interact across academic classroom hours, guidance services, and boarding/out-of-class routines. Data collection occurred in October 2026, with unstructured counselor interviews held on October 3, 2026, and October 10, 2026, alongside preliminary student survey administration during the same period.

Research Design and Setting

Qualitative data were obtained from the school BK teacher at MAS PP Yasrib Lapajung, who directly oversees student counseling services and dormitory-school behavioral referrals. Quantitative data were collected directly from students at MAS PP Yasrib

Lapajung (initial target sample of 16 students, with 16 complete respondent records [N = 16] tabulated in the final dataset) selected via purposive sampling to represent target users of preventive BK services. All tabulated participants provided complete responses across all instruments.

Participants, Sample, or Data Sources

Qualitative data were obtained from the school BK teacher at MAS PP Yasrib Lapajung, who directly oversees student counseling services and dormitory-school behavioral referrals. Quantitative data were collected directly from students at MAS PP Yasrib Lapajung (initial target sample of 15 students, with 16 complete respondent records [N = 16] tabulated in the final dataset) selected via purposive sampling to represent target users of preventive BK services. All tabulated participants provided complete responses across all instruments.

Instruments and Measures

Four data collection instruments were employed: (1) an unstructured in-depth interview guide exploring BK service delivery structure, time allocation, bullying patterns across gender and school-dormitory settings, psychological/academic impacts on victims, student bullying literacy, implementation of Guidance Lesson Plans (Rencana Pelaksanaan Layanan/RPL), and preferred instructional media; (2) the Student Psychological and Bullying Situation Needs Questionnaire (7 items) structured on a 5-point Likert scale ranging from 1 (Sangat Tidak Sesuai/Setuju [STS]) to 5 (Sangat Sesuai/Setuju [SS]), mapped to Barbara Coloroso's (2008) bullying dimensions (verbal bullying, physical coercion/abuse of power, physical appropriation of belongings, reporting stigma, relational/bystander passivity) and BK media needs; (3) the Bullying Behavioral Tendency Scale (16 items) assessing behavioral frequency on a 4-point scale (TP = Never [1], KD = Sometimes [2], SR = Often [3], SL = Always [4]); and (4) the Digital Device and Media Preference Questionnaire (5 items) measuring smartphone access policies, device operating systems, RAM/storage capacity, internet connectivity, and preferred branching e-comic delivery formats.

Procedure and Research Ethics

The study proceeded in two sequential phases. First, the researchers conducted face-to-face unstructured interviews with the BK teacher on October 3 and October 10, 2026, to map institutional challenges and preventive service gaps. Second, to confirm and triangulate the qualitative findings, students completed the printed questionnaires directly under researcher supervision. Institutional approval was secured from madrasah authorities, and all participants were informed of the study's scientific purpose, voluntary participation, and strict confidentiality using anonymized initials.

Data Analysis

Qualitative interview transcripts were analyzed thematically through data reduction, categorization into core problem domains, and narrative synthesis, drawing on thematic analysis and data condensation principles (Braun & Clarke, 2006; Miles et al., 2014). Quantitative survey responses were analyzed using descriptive statistics—including frequencies, percentages, total scores, means, and standard deviations—to summarize item distributions and trends (Creswell & Creswell, 2018; Sugiyono, 2019). For the 5-point Likert scale, item mean scores were interpreted across five equal intervals (width = 0.80, derived from the scale range divided by five categories): 1.00–1.80 (Very Low / Sangat Rendah), 1.81–2.60 (Low / Rendah), 2.61–3.40 (Moderate / Sedang), 3.41–4.20 (High / Tinggi), and 4.21–5.00 (Very High / Sangat Tinggi), with percentage scores calculated against the maximum item score of 80 (16 × 5) (Sudjana, 2005; Arikunto, 2013).

Results and Discussion

Results

Qualitative Findings from School Counselor Interviews

Based on the in-depth interviews conducted with the BK teacher at MAS PP Yasrib Lapajung on October 3 and October 10, 2026, seven factual themes emerged regarding counseling service conditions and student bullying dynamics:

1. ***Dominance of Curative Services and Limited Time Allocation:*** *Guidance services at MAS PP Yasrib Lapajung have relied primarily on individual curative counseling because there is no dedicated classroom schedule for classical BK lessons. Consequently, preventive anti-bullying efforts remain severely constrained as the counselor prioritizes resolving acute reported cases amid limited resources.*
2. ***Suboptimal Preventive Services and Absence of Specialized BK Media:*** *Group guidance services have never been formally implemented, and no dedicated counseling media currently exist to prevent bullying behaviors proactively.*
3. ***Rising Bullying Incidents and Gender-Differentiated Patterns:*** *Bullying incidents have tended to increase over time across both the madrasah and dormitory environments. Behavioral patterns vary by gender: physical bullying occurs more frequently among male students, whereas verbal bullying predominates among female students.*

4. ***Psychological, Academic, and School Transfer Impacts:*** *Victimized students frequently experience heightened anxiety and fear of attending school due to dread of repeated victimization. These psychological pressures contribute to declining academic performance and have even prompted several students to transfer to other schools.*
5. ***Low Bullying Literacy and Passive Bystander Attitudes:*** *Students' conceptual understanding of bullying remains low, with many unable to distinguish benign peer joking from harmful bullying. Moreover, the majority of students adopt a passive bystander stance when witnessing bullying out of fear of becoming the next target.*
6. ***Unimplemented Guidance Lesson Plans (RPL):*** *Existing Guidance Lesson Plans (Rencana Pelaksanaan Layanan/RPL) have not been optimally delivered to students due to time constraints and heavy curative caseloads.*
7. ***Preference for Visual-Interactive Media and Cross-Setting Accessibility:*** *Students exhibit substantially higher interest in audio-visual and digital media such as LCD-projected materials and interactive videos than conventional printed textbooks. Simultaneously, students require practical, portable media that remain accessible when they return home.*

Synthesizing these interview findings reveals that bullying at MAS PP Yasrib Lapajung stems not only from peer and dormitory social dynamics, but also from structural constraints in preventive BK scheduling and students' limited literacy regarding the boundary between joking and bullying. These conditions necessitate an interactive, visually engaging medium that bridges limited face-to-face classroom hours, empowers ethical bystander intervention, and remains accessible both at the madrasah and at home.

Results: Quantitative Student Needs, Behavioral Tendencies, and Device Readiness

To confirm and triangulate the counselor's qualitative insights, quantitative survey data were analyzed across the seven Likert-scale indicators mapped to Barbara Coloroso's bullying aspects (Table 1). Two indicators reached the High category, while five fell within the Moderate category.

Table 1. Descriptive Results of Student Needs and Bullying Situation Analysis Based on Coloroso's Aspects (N = 16)

No.	Indicator	Result / Evidence
1	**Sample / data source**	N = 16 students at MAS Pondok Pesantren Yasrib Lapajung Soppeng (100% response rate across all 7 Likert items)
2	**Instrument / measure**	Student Psychological and Bullying Situation Needs Questionnaire (7 items, 5-point Likert scale: 1 = STS to 5 = SS; max item score = 80), mapped to Barbara Coloroso's bullying dimensions (verbal, physical/abuse of power, relational/bystander) and BK service media needs.
3	**Main finding (Overall Pattern)**	Two indicators reached the High category (3.41–4.20) and five fell within the Moderate category (2.61–3.40). At the respondent level, 4 students scored Very High (M = 4.29), 4 High (M = 3.43–4.14), 3 Moderate (M = 2.71–3.29), and 5 Low (M = 2.14–2.57).
4	**Main finding (High-Priority Indicators)**	• Need for safe BK guidance system (Item 7 – Media Need): M = 4.00 (SD = 1.21; Total = 64/80; 80.0%; High; SS = 8, S = 3, R = 2, TS = 3, STS = 0). • Mocking physical traits, parents' names, or hometowns (Item 1 – Verbal Bullying): M = 3.75 (SD = 1.57; Total = 60/80; 75.0%; High; SS = 8, S = 2, R = 3, TS = 0, STS = 3).
5	**Main finding (Moderate-Level Indicators)**	• One-way BK classical lectures feel boring (Item 6 – Instructional Need): M = 3.25 (SD = 1.44; 65.0%; Moderate; SS = 5, S = 2, R = 2, TS = 6, STS = 1). • Reluctance to report due to 'snitch' stigma (Item 4 – Reporting Barrier): M = 3.06 (SD = 1.24; 61.3%; Moderate; SS = 2, S = 4, R = 5, TS = 3, STS = 2). • Remaining silent when peers are cornered (Item 5 – Relational / Bystander): M = 3.06 (SD = 0.93; 61.3%; Moderate; SS = 1, S = 3, R = 9, TS = 2, STS = 1). • Forcing junior students into dormitory chores (Item 2 – Physical / Abuse of Power): M = 2.94 (SD = 1.18; 58.8%; Moderate; SS = 1, S = 5, R = 4, TS = 4, STS = 2). • Taking/borrowing peers' belongings without permission (Item 3 – Physical Bullying): M = 2.75 (SD = 1.48; 55.0%; Moderate; SS = 2, S = 4, R = 3, TS = 2, STS = 5).

Note. SS = Strongly Agree (5); S = Agree (4); R = Neutral/Undecided (3); TS = Disagree (2); STS = Strongly Disagree (1); M = Mean; SD = Standard Deviation.

As summarized in Table 1, Item 7 recorded the highest score (M = 4.00, SD = 1.21, 80.0%, High), with 68.8% of respondents (11 of 16) agreeing or strongly agreeing that they need a safe BK guidance and information

system to navigate bullying situations. Item 1 ranked second (M = 3.75, SD = 1.57, 75.0%, High), with 62.5% (10 of 16) frequently witnessing or hearing verbal mockery involving physical appearance, parents' names, or hometowns. Moderate scores were recorded for dissatisfaction with one-way BK lectures (Item 6, M = 3.25), fear of reporting stigma as a 'snitch' (Item 4, M = 3.06), passive bystander silence (Item 5, M = 3.06), seniority-based chore coercion (Item 2, M = 2.94), and unauthorized taking of peers' belongings (Item 3, M = 2.75).

Results from the 16-item Bullying Behavioral Tendency Scale indicated that bullying behaviors clustered in specific interpersonal items rather than occurring uniformly. Out of 256 total item responses (16 items × 16 respondents), 'Never' (TP) accounted for 173 responses (67.6%), 'Sometimes' (KD) for 44 (17.2%), 'Always' (SL) for 27 (10.5%), 'Often' (SR) for 11 (4.3%), and one response coded 'S' (0.4%). Endorsements were concentrated in Items 1–8—led by Item 3 (M = 3.12; 7 'Always', 2 'Often') and Item 1 (M = 2.38; 5 'Always', 1 'Often')—whereas Items 9, 14, and 15 showed 100% 'Never' (TP) responses. Individual respondent means ranged from 1.19 (MF, SF, AA, UF) to 2.19 (UHF, AMFM, M, MO, MR).

Table 2 summarizes students' digital device access policies, operating systems, hardware capacities, connectivity, and preferred branching e-comic delivery formats.

Table 2. Distribution of Students' Digital Device Readiness and Media Delivery Preferences (N = 16)

No.	Indicator	Result / Evidence
1	**Smartphone access policy in pesantren**	81.2% (n = 13) restricted at boarding school (accessed only at home or madrasah computer lab); 18.8% (n = 3) permitted at designated times
2	**Primary operating system / device**	81.2% (n = 13) Android smartphone; 18.8% (n = 3) iOS / iPhone or Windows laboratory computer
3	**Device storage & RAM capacity**	81.2% (n = 13) adequate capacity (≥4 GB RAM / sufficient free storage); 18.8% (n = 3) limited capacity (<3 GB RAM / storage frequently full)
4	**Primary internet connectivity**	62.5% (n = 10) smooth and stable (school/dormitory Wi-Fi); 37.5% (n = 6) moderately smooth (personal mobile data at specific spots)
5	**Preferred branching e-comic format**	62.5% (n = 10) web link (online browser access without app installation); 37.5% (n = 6) standalone application (APK / offline file download)

Note. Option C choices (severe signal loss or Interactive PDF format) were selected by 0% of respondents (n = 0).

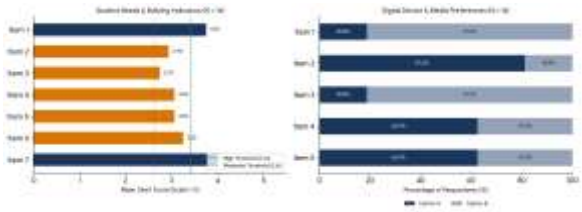


Figure 1. Item Mean Scores of Student Needs (Left) and Percentage Distribution of Digital Device Readiness (Right) at MAS PP Yasrib Lapajung (N = 16).

Discussion

Triangulating the qualitative interviews with the BK teacher and the quantitative student survey provides a coherent, empirically grounded rationale for developing a branching e-comic at MAS PP Yasrib Lapajung. Unlike prior studies that examine bullying prevalence or digital comics in isolation, this preliminary study integrates counselor interviews, Coloroso-based student needs and behavioral indicators, and boarding-school device/connectivity constraints to establish concrete pedagogical and technical design specifications for a lightweight, web-accessible branching e-comic in a pesantren counseling context. First, both data sources converge on the salience of verbal bullying and low conceptual literacy regarding bullying boundaries. While the BK teacher highlighted rising bullying across school and dormitory settings characterized by physical aggression among male students, verbal aggression among female students, and confusion between joking and bullying the student survey confirmed high prevalence of verbal mockery targeting physical traits, parents' names, or hometowns (M = 3.75; 75.0%). Consistent with Coloroso's (2008, 2015) framework, verbal bullying frequently operates under the guise of humor, as Coloroso (2008) emphasizes that bullying is "a conscious, willful, and deliberate hostile activity intended to harm" marked by an imbalance of power rather than harmless banter, and warns practitioners not to "minimize, rationalize, or explain away the bully's behavior" (Coloroso, 2015). Similarly, Thornberg (2015) notes that derogatory labeling and peer stigma undermine victims' social standing and identity, while recent pesantren studies and Hidayat and Rahmawati (2024) observe that verbal teasing—such as calling parents' names or physical traits—and dormitory peer norms often obscure harmful intent,

eroding victims' psychological safety, academic engagement, and school retention unless students are explicitly trained to recognize harmful intent and power imbalances (Fitriani et al., 2023; Olweus, 2013).

Second, the triangulation illuminates the social mechanisms perpetuating bullying in boarding school life. The counselor noted that witnesses commonly remain passive bystanders out of fear of becoming the next target, which aligns directly with students' moderate-to-high survey scores on passive bystander silence (M = 3.06, with 56.3% selecting 'Undecided') and reluctance to report due to fear of being stigmatized as a 'snitch' (mu'nis) (M = 3.06). As Strindberg, Horton, and Thornberg (2020) demonstrate, students often refrain from intervening or reporting bullying due to fear of retaliation, social stigmatization, or being labeled a snitch. As Coloroso (2008, 2015) and Thornberg et al. (2018) emphasize, breaking the bullying cycle requires transforming passive onlookers into active, ethical defenders—because "kids need not be bystanders" and can become active witnesses standing up safely for peers (Coloroso, 2015)—by simulating safe intervention strategies and confidential help-seeking pathways (Salmivalli, 2010).

Third, structural constraints in BK service delivery—specifically the absence of dedicated classroom hours, unimplemented Guidance Lesson Plans (RPL), and dominance of curative individual counseling make self-paced interactive media essential. Students expressed strong demand for a safe BK information and guidance system (M = 4.00; 80.0%) and confirmed the counselor's observation that visual-interactive digital media are far more engaging than monotonous one-way lectures (M = 3.25). Grounded in Mayer's (2021) multimedia learning principles and findings by Nugroho and Astuti (2023), combining visual and narrative elements with learner interactivity enhances comprehension and engagement beyond passive one-way instruction. Furthermore, Sari, Wibowo, and Mulawarman (2024) show that branching digital comics allow learners to test choices and observe consequences safely, fostering empathy and anti-bullying attitudes. Crucially, the technical survey (Table 2) reconciles the counselor's call for a portable resource accessible both at school and at home with pesantren device policies: because 81.2% of students access digital devices through the madrasah computer lab or during home visits, and 62.5% prefer browser-based web links over downloadable APK files, deploying the branching e-comic via a lightweight web link ensures seamless cross-platform access on both laboratory computers and personal Android smartphones (81.2%) without storage barriers.

Two limitations warrant consideration. First, the quantitative sample size (N = 16) was modest and drawn from a single boarding school, limiting broad statistical generalization; in line with preliminary mixed-method needs-assessment methodology, these findings provide rich contextual triangulation rather than population-wide statistical inference. Second, cyberbullying Coloroso's (2008) fourth bullying dimension alongside verbal, physical, and relational forms was not directly measured in the student survey due to dormitory smartphone restrictions, even though students access devices at home and in computer labs. Subsequent research and development (R&D) stages following Mayer (2021) and Sari et al. (2024) should validate the web-based branching e-comic prototype with counseling and media experts and test its efficacy in improving students' bullying literacy and bystander self-efficacy.

Conclusion

This preliminary needs analysis reveals that bullying prevention at MAS PP Yasrib Lapajung Soppeng is impeded by structural counseling constraints including the absence of dedicated classroom BK hours, unimplemented RPL, and curative caseload dominance—alongside low student literacy regarding bullying boundaries, high exposure to verbal bullying (M = 3.75; 75.0%), clustered self-reported bullying tendencies across specific peer interactions, and passive bystander hesitation reinforced by reporting stigma (M = 3.06). Concurrently, students demonstrate a strong need for a safe, structured BK guidance system (M = 4.00; 80.0%) and greater engagement with visual-interactive digital formats over one-way lectures.

Technical readiness findings further establish that 81.2% of students access digital devices via madrasah computer laboratories or at home, 81.2% use Android devices with adequate memory capacity, 62.5% report smooth connectivity, and 62.5% prefer browser-based web links over standalone applications. Guidance and counseling practitioners should therefore design and deploy a lightweight, web-hosted branching e-comic that helps clarify bullying boundaries, guides ethical bystander decisions, and provides safe help-seeking pathways both at the madrasah and at home.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions

Conceptualization, methodology, investigation, data collection, formal analysis, writing original draft preparation, and writing review and editing were carried out by the authors. All authors have read and approved the final manuscript.

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The authors acknowledge the use of generative AI-assisted tools for statistical tabulation verification and academic language editing during manuscript preparation. The authors reviewed, verified, and take full responsibility for the accuracy, originality, and integrity of all content.

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