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Research Article

Needs Analysis for an Anti-Bullying E-Module Based on Social-Emotional Learning for Bullying Prevention at SDN 003 Salutambun

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Abstract

This study aims to analyze the need for developing an anti-bullying e-module based on Social-Emotional Learning (SEL) as a tool for bullying prevention at SDN 003 Salutambun. The study employs a mixed-methods approach with a convergent parallel design. The participants included three homeroom teachers (from grades I, II, and III) and 44 students from these respective classes. Data were collected through semi-structured interviews, a bullying behavior questionnaire, a needs analysis questionnaire regarding educational media, and a literature review. The data were analyzed using both qualitative and quantitative descriptive methods, which were then integrated during the interpretation phase. The findings indicate that bullying manifesting in physical, verbal, and social forms persists, with prevalence rates of 57.7% in grade I, 60.8% in grade II, and 74.6% in grade III. The needs analysis further reveals that teachers require a systematic, practical, and user-friendly resource, preferably in a digital format, supported by adequate school facilities. The novelty of this research lies in the design of an e-module that integrates five core SEL competencies, tailored to the needs of the teachers (the primary users) and the characteristics of elementary school students. These findings serve as the foundation for planning the development of an e-module to support bullying prevention efforts.

Keywords: *anti-bullying e-module, Social-Emotional Learning, bullying prevention, needs analysis, elementary school.*

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INTRODUCTION

Bullying remains a significant issue that requires attention within primary school educational settings. Various studies have examined the phenomenon of bullying and strategies for its prevention, utilizing approaches such as social-emotional learning (SEL) and the development of digital media. However, there is still a need for anti-bullying resources that specifically integrate the five core SEL competencies into e-modules designed with the needs of primary school classroom teachers (who act as facilitators) in mind. This gap highlights the necessity for tools that not only provide an understanding of the forms and impacts of bullying but also foster the development of students' social-emotional skills through structured activities tailored to their specific developmental stages.

Bullying is aggressive behavior carried out intentionally and repeatedly against an individual in a weaker position, involving either physical or social harm. This behavior can manifest in physical, verbal, or social forms such as hitting, mocking, threatening, ostracizing, or damaging another person's belongings (Fakhriza et al., 2026). Conceptually, bullying is characterized by an intent to cause harm, the repetition of negative behavior, and an abuse of power by an individual or a group (Aryani & Sinring, 2020). The impact of such behavior extends beyond physical injury; victims may experience fear, low self-esteem, anxiety, a loss of self-confidence, difficulties in social interaction, and a decline in learning motivation. Research on elementary school students indicates that bullying can disrupt a child's psychological, social, emotional, and academic development (Arinata et al., 2024). Furthermore, Harmiasih et al. (2023) explain that bullying can trigger feelings of anger, sadness, disappointment, and low self-worth, as well as a tendency to withdraw from social environments.

A similar issue was identified at SDN 003 Salutambun. Based on an interview with a homeroom teacher on January 7, 2026, bullying occurs in physical, verbal, and social forms. Reported behaviors include teasing, hiding peers' belongings, pushing, hitting, and ostracizing specific students. These incidents reportedly happen almost daily, particularly among students in grades I, II, and III. Notable behaviors include pushing or hitting peers during play, laughing at peers who fall or cry, excluding others from play, intimidating peers verbally, and disrupting others while the teacher is explaining a lesson. These findings indicate that bullying prevention must be implemented systematically and deliberately, tailored to the developmental characteristics of elementary school students.

One relevant approach is Social-Emotional Learning (SEL). CASEL identifies five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These five competencies are directly linked to a student's ability to recognize emotions, regulate behavior, understand the feelings of others, build positive relationships, and make safe, responsible decisions (CASEL, 2026). Strengthening these competencies is pertinent to bullying prevention, as low empathy, limited emotional regulation, and weak social skills can increase the risk of students engaging in aggressive behavior (Nurlia & Suardiman, 2020; Trigueros et al., 2020). Other research also indicates that SEL-based programs can enhance social-emotional competence, improve the classroom climate, and contribute to a reduction in bullying, provided they are implemented in a comprehensive and sustained manner (Li & Hesketh, 2026).

In the implementation of anti-bullying initiatives at SDN 003 Salutambun, the availability of supporting resources is a critical requirement. As the school lacks a dedicated guidance and counseling teacher, homeroom teachers take on the role of facilitating prevention activities.

Consequently, there is a need for resources that are systematic, practical, user-friendly, and well-suited to the characteristics of primary school students. Such resources are intended to assist homeroom teachers in carrying out anti-bullying efforts through structured materials and activities, while accounting for both the primary users the homeroom teachers and the beneficiaries—the primary school students.

Research on bullying prevention via digital media has been conducted using various approaches. Herwan et al. (2025) developed an anti-bullying e-module based on Social-Emotional Learning (SEL) for the high school level. Ibrahim et al. (2025) created an e-module for violence prevention in primary schools, while Mulyani et al. (2024) examined the integration of SEL into a curriculum rooted in local wisdom to prevent bullying among primary school students. Nevertheless, these studies have different development focuses and do not specifically address the need for an anti-bullying e-module that integrates the five SEL competencies while being designed with the specific requirements of homeroom teachers who act as facilitators in the primary school setting in mind.

Given this gap, this study aims to analyze the requirements for developing an anti-bullying e-module based on Social-Emotional Learning (SEL) at SDN 003 Salutambun. The needs analysis involves identifying the prevalence of bullying behaviors among students, the requirements of homeroom teachers regarding prevention resources, and the availability of infrastructure to support their use. The findings of this study are expected to serve as a foundation for designing an e-module that incorporates the five SEL competencies into anti-bullying materials and activities, tailored to the characteristics of primary school students and the needs of homeroom teachers in their capacity as facilitators.

RESEARCH METHOD

This study employs a mixed-methods approach using a convergent parallel design. This design integrates quantitative and qualitative data to achieve a more comprehensive understanding of the research problem. In a convergent design, quantitative and qualitative data are collected in relatively parallel phases and analyzed separately, before the findings from both are brought together during the interpretation stage (Hmoud et al., 2025).

Mixed methods research does not merely place quantitative and qualitative data side by side; rather, it emphasizes the process of integration to achieve a more comprehensive understanding of the phenomenon under study. Zhou et al. (2024) explain that integration in mixed methods research can occur at several stages of the research process, including design, data collection, data mixing, analysis, and interpretation. In this type of research, quantitative and qualitative results are analyzed according to the specific characteristics of each dataset, and are subsequently compared and linked during the interpretation phase.

Data collection in this study employed instruments tailored to both quantitative and qualitative approaches. The qualitative instrument consisted of a semi-structured interview guide administered to three homeroom teachers (for grades I, II, and III). The interviews aimed to gather in-depth information regarding the nature and frequency of bullying behaviors, the well-being of the students, existing prevention efforts, challenges encountered in implementing such services, and the need for supporting resources for bullying prevention. The interview guide served as a framework to ensure that data collection remained focused on the research problems and product development requirements, while also allowing informants to provide additional, relevant information.

The quantitative instruments comprised two types of questionnaires. First, a questionnaire on bullying behavior was administered to 44 students across grades I, II, and III. This questionnaire contained 12 statements based on indicators of physical, verbal, and social bullying. It was used to assess the tendencies toward bullying behavior among students based on their responses. Second, a needs-analysis questionnaire regarding media resources was administered to the three homeroom teachers. This questionnaire utilized a five-point rating scale

to identify the need for bullying prevention services, the requirements for developing an e-module based on Social-Emotional Learning (SEL), the preferred format and components for such media, and the availability of facilities to support its implementation.

In addition to these instruments, this study incorporated a literature review as a source of supplementary information. The literature review provided a conceptual foundation concerning bullying behavior, social-emotional competencies, and the use of e-modules in primary education. Thus, each instrument served a distinct function, aligned with the specific type of data required for the study.

Table 1. Characteristics of Research Respondents

Number	Respondent Group	Class	Total (n)	Percentage
1	Students	I	13	29,55 %
2	Students	II	10	22,73 %
3	Students	III	21	47,72 %
	Total number of students		**44**	**100 %**
4	Homeroom teacher	I	1	-
5	Homeroom teacher	II	1	-
6	Homeroom teacher	III	1	-
	Total number of homeroom teachers		**3**	**-**

As shown in Table 1, the research respondents consist of 44 students and three homeroom teachers. The students comprise 13 individuals (29.55%) from Grade I, 10 (22.73%) from Grade II, and 21 (47.72%) from Grade III. A total sampling technique (saturated sampling) was employed, meaning the entire population was included in the study. This approach was chosen because the number of students across the three grades is relatively limited, allowing for the inclusion of all students to gain a comprehensive overview of trends in physical, verbal, and social bullying behaviors. In addition to the students, the study involved three homeroom teachers as informants to gather insights into the state of bullying, existing prevention efforts, and the requirements for developing an anti-bullying e-module based on Social-Emotional Learning (SEL).

Data validity in this study was ensured through source triangulation and technique triangulation. Source triangulation involved comparing information obtained from the three homeroom teachers serving as informants with data from bullying behavior questionnaires administered to students in Grades I, II, and III, as well as media-needs questionnaires completed by the homeroom teachers. Technique triangulation involved comparing information gathered through semi-structured interviews, questionnaires, and a review of relevant documents or literature. Interview results provided an overview of the bullying situation and the need for preventive services, while the questionnaire data offered quantitative information regarding students' bullying behavior tendencies and their requirements for media resources. All this information was subsequently compared and integrated during the interpretation phase to develop a more comprehensive understanding of the requirements for the e-module.

The quantitative and qualitative data obtained are integrated during the interpretation phase. Interview results are used to clarify findings from the questionnaires, while quantitative data strengthen the understanding of the requirements and characteristics of the media. Integrating these two types of data facilitates a more comprehensive understanding within mixed-methods research (Zhou et al., 2024; Soicher et al., 2024). Bazeley (2024) also identifies integration as a crucial element that distinguishes mixed-methods research from the separate application of quantitative and qualitative methods.

The research findings are subsequently used to determine the requirements that serve as the basis for planning an anti-bullying e-module rooted in Social-Emotional Learning (SEL). This planning process encompasses defining objectives, identifying target users, selecting content, determining media components, and designing activities tailored to the characteristics of elementary school students and the specific school environment. The content of the e-module is structured around the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The results of this needs analysis provide the foundation for establishing the media's characteristics, ensuring that the designed e-module remains relevant to the needs of homeroom teachers and the circumstances of the students at SDN 003 Salutambun.

RESULTS AND DISCUSSION

The qualitative analysis results were obtained through semi-structured interviews with three homeroom teachers for grades I, II, and III at SDN 003 Salutambun. The interviews were conducted to gain insight into the state of bullying at the school, the specific forms of bullying observed, existing prevention efforts, challenges in implementing such interventions, and the need for supporting resources for bullying prevention.

Based on interviews conducted on January 7, 2026, it was found that bullying persists in the daily interactions of students, manifesting in physical, verbal, and social forms. Observed behaviors include mocking peers, hiding others' belongings, pushing, hitting, excluding peers from play, and using language intended to instill fear. These behaviors reportedly occur almost daily, particularly among students in grades I, II, and III. These findings indicate that the issue of bullying is not limited to physical aggression but also encompasses patterns of communication and social relationships among students.

Regarding prevention, the interviews revealed that current efforts require more systematic guidance. Due to a shortage of educators with specialized expertise in guidance and counseling, homeroom teachers play a crucial role in facilitating prevention initiatives. Consequently, there is a need for resources such as educational materials or tools to assist homeroom teachers in delivering content, guiding student activities, and implementing structured bullying prevention programs. Such resources should address the specific challenges present at the school and incorporate social-emotional skills as a foundation for fostering positive behavior.

Quantitative Analysis Results

The quantitative analysis results were obtained through two instruments: a questionnaire on bullying behavior administered to students in grades I, II, and III, and a media needs analysis questionnaire provided to the three homeroom teachers. The bullying behavior questionnaire was used to describe the students' tendencies toward bullying, while the needs analysis questionnaire was used to identify the teachers' requirements regarding educational media, the desired characteristics of an e-module, and the availability of facilities to support its use.

Processing the data from the bullying behavior questionnaire which involved 44 students revealed percentages of 57.7% for grade I, 60.8% for grade II, and 74.6% for grade III. Based on the categories applied in this study, all three grade levels exhibit tendencies toward bullying behavior that warrant attention. The highest percentage was observed in grade III, highlighting a specific need for anti-bullying prevention efforts at that level. These findings indicate that bullying issues are present across all grade levels included in the study, albeit at varying percentages.

The media needs analysis questionnaire was administered to the homeroom teachers of grades I, II, and III to assess the requirements for developing an anti-bullying e-module based on Social-Emotional Learning (SEL), the preferred format and components for such media, and the availability of relevant subjects or data sources. The analysis of the teachers' responses yielded the following data.

Table 2 Analysis of Media Needs for Homeroom Teachers

Statement	1	2	3	4	5
Needs Analysis for the Development of an Anti-Bullying E-Module Based on Social-Emotional Learning (SEL) for Bullying Prevention at SDN 003 Salutambun					
Students require services for the prevention of bullying behavior	0%	0%	0%	0%	100%
Requires a service implementation guide for the prevention of student bullying behavior	0%	0%	0%	0%	100%
Requires an anti-bullying guidance module	0%	0%	0%	67%	33%
Requires a module based on social-emotional learning	0%	0%	0%	100%	0%
Requires a module that can be put into practice for elementary school children	0%	0%	0%	0%	100%
Analysis of Requirements for the Form and Components of Media					
Module in the form of printed material	0%	0%	67%	33%	0%
Module in the form of digital media	0%	0%	0%	33%	67%
Use bright and attractive colors	0%	0%	0%	67%	33%
Using relevant images or illustrations	0%	0%	0%	0%	100%
Based on social-emotional learning	0%	0%	0%	33%	67%
Relevant to the anti-bullying theme	0%	0%	0%	0%	100%
A neat and easy-to-understand layout	0%	0%	0%	0%	100%
Use fonts that are easy to read	0%	0%	0%	0%	100%
There is an instrument for observing bullying behavior.	0%	0%	0%	33%	67%
There are worksheets/quizzes for students	0%	0%	0%	33%	67%
Active and collaborative learning methods	0%	0%	0%	100%	0%
Creative and enjoyable learning methods	0%	0%	0%	0%	100%
Total (Average value)	0%	0%	6%	22%	72%

Based on the needs analysis for an anti-bullying e-module grounded in Social-Emotional Learning (SEL), it is evident that homeroom teachers have a strong need for the development of such a resource. This need is primarily reflected in the requirement for tools and guidance to support the prevention of bullying, as well as the availability of a module that integrates social and emotional learning. Teachers also expect a module tailored to the characteristics of elementary school students, ensuring that the content and activities are appropriate for use in both instructional settings and guidance services.

Regarding the format and components of the resource, the analysis indicates a clear preference for a digital module over printed materials. In terms of design, teachers require a resource featuring engaging colors, relevant illustrations, a clean layout, and highly readable typography. Supporting components such as instruments for observing bullying behavior and student worksheets or quizzes are also considered essential for assisting teachers in implementing and evaluating their activities.

Beyond content requirements, the analysis also examined the availability of devices and facilities to support the use of the e-module. Data collection results show a 100% "Yes" response across all indicators of availability. Teachers possess compatible devices, such as smartphones, Android-based devices, or laptops. Internet access is also available, alongside necessary infrastructure such as electricity, LCD screens, and projectors. These conditions indicate that the school environment is well-equipped to support the utilization of a digital, SEL-based e-module within school services.

Table 3 Availability of Subjects/Data Sources

Availability of Subjects/Data Sources		
Statement	**Yes**	**No**
Teachers possess a compatible Android device/smartphone/laptop	100%	0%
Availability of internet network	100%	0%
Availability of service equipment such as electricity, LCDs, and projectors	100%	0%

Integration of Qualitative and Quantitative Analysis Results

The integration of qualitative and quantitative analysis reveals an alignment between the bullying conditions observed at the school and the needs of homeroom teachers for preventive resources. Interview findings provide insight into the types of bullying behavior occurring, the limited guidance available for implementing prevention, and the crucial role of homeroom teachers in facilitating such initiatives. Meanwhile, questionnaire data reinforce these findings by highlighting trends in students' bullying behaviors and the significant need among teachers for systematic, easy-to-implement resources.

Together, these results indicate that the development of an SEL-based (Social and Emotional Learning) anti-bullying e-module is necessary to support prevention efforts at SDN 003 Salutambun. The content and activities within the e-module must be tailored to the specific issues identified, the requirements of the homeroom teachers (as the primary users), and the characteristics of the elementary school students (as the beneficiaries). Consequently, the e-module is designed to include not only information about bullying but also activities that help students develop self-awareness, emotional management, empathy, skills for building positive relationships, and responsible decision-making.

Product Planning Process

Based on the needs analysis conducted using a mixed-methods approach, the product planning process involved defining the objectives, content, target users, service structure, and the characteristics of the media to be developed. The mixed-methods approach was employed to gain a comprehensive understanding of the requirements for anti-bullying guidance services. Quantitative data were used to identify trends in student conditions or needs, while qualitative data provided deeper insight into the experiences, challenges, and requirements of homeroom teachers in delivering anti-bullying prevention services.

The content of the e-module is structured around five core Social and Emotional Learning (SEL) competencies: self-awareness, aimed at helping students recognize themselves and their emotions; self-management, focused on developing the ability to regulate emotions and

behaviors; social awareness, designed to foster empathy and the capacity to understand others; relationship management, directed toward building positive communication and relationships, as well as resolving conflicts; and responsible decision-making, intended to enable students to consider consequences and choose appropriate courses of action. These content requirements were mapped based on the specific conditions observed among students and the needs of the homeroom teachers—the primary users of the product. The planned content is outlined in the following table:

Table 3 E-Module Material Planning

SEL Competencies	Materials Needed	Link to Bullying Prevention
Self-awareness	Recognizing one's feelings, strengths, weaknesses, and personal values	Helping students understand themselves and reduce the tendency to belittle themselves or others
Self-management	Managing anger, disappointment, fear, and impulses	Helping students control the urge to hit, mock, or retaliate
Social awareness	Empathy, respecting differences, and understanding the feelings of others	Helping students recognize the impact of bullying behavior on the victim
Relationship skills	Positive communication, cooperation, asking for help, and conflict resolution	Helping students build healthy relationships and resolve conflicts without violence
Responsible decision-making	Considering the consequences of one's actions and choosing a safe response	Helping students determine what actions to take when they witness or experience bullying

The e-module is designed to introduce core Social-Emotional Learning (SEL) concepts, including strategies for emotional regulation, the development of empathy and healthy interpersonal relationships, effective communication techniques, and conflict resolution. The resource aims to help students understand their own feelings, manage their emotions, communicate respectfully, collaborate with others, show care for peers, solve problems, make appropriate choices, value themselves and others, and take responsibility for avoiding bullying behavior. The structure of the e-module is tailored to the needs of homeroom teachers, who serve as its primary users. It includes service objectives, instructions for use, content explanations, situational examples, student activities, exercises, discussions, case studies, self-reflection, and evaluations. Each section is designed for use within both formal classroom guidance sessions and independent study, supported by a teacher.

The e-module is designed to be accessed by homeroom teachers via digital devices, serving as a guide for conducting activities with students. The content is presented using simple language, relevant illustrations, examples of situations familiar to school life, and activities that encourage student engagement. These activities may include discussions, educational games, simulations or role-playing, completion of worksheets, and reflection—all facilitated by the homeroom teacher. This design approach accounts for the fact that primary school students require material presented in a concrete and engaging manner, tailored to their level of understanding.

The media is structured to leverage the characteristics of an e-module: a systematic, interactive, and flexible digital teaching resource. It incorporates multimedia elements and intuitive navigation to create a more compelling learning experience. Through this design, the e-

module is intended to serve as a tool that assists teachers or homeroom teachers in conducting classroom-based guidance, while simultaneously providing students with a meaningful social-emotional learning experience.

Discussion

Based on a questionnaire regarding bullying behavior administered to students, it was found that the prevalence of bullying tendencies among third-grade students reached 74.6%—a higher figure than that of second-grade students (60.8%) and first-grade students (57.7%). This disparity can be understood in the context of the social and emotional development of primary school children. First-grade students are generally still in the process of adapting to the school environment and require guidance in recognizing their own emotions and understanding the feelings of others. Meanwhile, third-grade students have had more extensive experience with social interaction, which can lead to more complex dynamics involving friendships, group acceptance, and interpersonal conflicts. Forsberg et al. (2024) indicate that the quality of the teacher-student relationship is linked to experiences of bullying. This relationship can be reciprocal. Research by Wijayanti et al. (2024) found a significant association between the role of peer groups and bullying behavior among elementary school students.

In the third grade, the desire to be accepted by a peer group and the experience of interpersonal conflicts can become challenging if not balanced by the ability to manage emotions, demonstrate empathy, and resolve conflicts in a constructive manner. These factors provide a useful perspective for understanding the high percentages observed. Harahap et al. (2025) identify emotional regulation, empathy, peer group dynamics, and school climate as dimensions linked to the emergence of bullying behavior among primary school children. These findings are best understood as an indication of the need to strengthen social-emotional skills, particularly with regard to building positive relationships and preventing bullying.

The needs analysis indicates that the development of an anti-bullying e-module based on Social-Emotional Learning (SEL) has a strong empirical foundation at SDN 003 Salutambun. First, there are signs of bullying in physical, verbal, and social forms. Second, the school lacks dedicated resources that can be used systematically by homeroom teachers. Third, the issue of bullying is linked to social-emotional competencies, such as emotion management, empathy, communication, and decision-making.

This aligns with systematic research confirming that bullying in elementary schools is a serious problem with negative impacts on students' emotional, social, and academic development, necessitating structured interventions that involve both teachers and counselors (Fakhriza et al., 2026). Other research also indicates that verbal, physical, and relational forms of bullying occur most frequently in areas of the school with suboptimal supervision, highlighting the need for guidance resources that can assist teachers in identifying and preventing such behavior (Wulandari et al., 2026).

Integrating Social-Emotional Learning (SEL) into e-modules is an appropriate choice, as preventing bullying cannot be achieved solely by providing definitions or stating prohibitions. Students also need to be trained to apply social-emotional skills in real-life situations. This approach is supported by findings that SEL programs—which incorporate training in emotion management, empathy, and social skills—have been shown to enhance students' social-emotional competence and reduce aggressive behavior in elementary schools (Li & Hesketh, 2026). Systematic reviews also indicate that SEL interventions providing students with opportunities to practice through experiential activities (such as role-playing, case studies, and reflection) are more effective in reducing bullying and improving the mental well-being of adolescents (Pranowo et al., 2026).

This approach aligns with the CASEL framework, which views SEL as a process that helps students build a positive identity, manage emotions, demonstrate empathy, develop supportive relationships, and make responsible decisions (CASEL, 2026). Intervention studies

also indicate that more promising bullying prevention programs are generally multicomponent, developmentally appropriate, utilize structured materials, involve teachers, and provide students with opportunities to practice through experiential activities (Pranowo et al., 2026).

The use of e-modules as a service medium can also support the involvement of homeroom teachers in the delivery of services within elementary schools. Consequently, these e-modules serve as a systematic solution for homeroom teachers, addressing the limited availability of guidance materials for bullying prevention in schools. Zulfikri et al. (2026) indicates that classroom teachers can play an active role in integrating social-emotional learning through discussions, reflection, collaborative learning, and experiential activities in the classroom.

E-modules also offer advantages in supporting the implementation of classical guidance. Classical guidance is highly relevant as it can reach all students within a single class. This service is preventive in nature and can be delivered in a structured manner through classroom activities (Putri et al., 2024). Teachers can utilize service guides to facilitate a step-by-step approach, while students engage in learning experiences through images, stories, case studies, games, videos, and reflection. The need for e-modules is further reinforced by the inherent characteristics of digital media, which allow for the integration of text, images, videos, animations, quizzes, and interactive navigation (Lastri, 2023).

Nevertheless, e-modules cannot be viewed as the sole solution. Preventing bullying requires the support of school culture, teachers who serve as role models, secure reporting mechanisms, supervision in high-risk areas, communication with parents, and effective follow-up on reported cases. Research on school-based interventions indicates that the involvement of teachers and families, along with the consistent implementation of programs, contributes to the success of prevention efforts. (Li & Hesketh, 2026).

Consequently, the e-module being developed should be positioned as an integral part of the school's anti-bullying system. While this product can serve as a resource for classroom-based guidance services, its effectiveness must be verified through expert validation, a practicality assessment, and limited-scale field testing. Research on the development of guidance materials for elementary schools further recommends that any such e-module undergo validation by subject matter and media experts, a practicality assessment by teachers, and limited-scale testing with students before it can be deemed suitable and effective for broader implementation. (Simbolon et al., 2025).

CONCLUSION

Based on a needs analysis, the development of an anti-bullying e-module rooted in Social-Emotional Learning (SEL) is necessary to support bullying prevention efforts at SDN 003 Salutambun. Qualitative findings indicate that physical, verbal, and social bullying behaviors persist among students, while homeroom teachers require a systematic guide to facilitate prevention activities. Quantitative results reinforce these findings, showing a prevalence of bullying-related behaviors at 57.7% in Grade I, 60.8% in Grade II, and 74.6% in Grade III, alongside a high demand among teachers for SEL-based digital resources. The e-module is designed with homeroom teachers as the primary users and students as the beneficiaries, through activities facilitated by the teachers. The content and activities integrate five core SEL competencies, presented in a simple, engaging manner tailored to the characteristics of elementary school students. These research findings serve as the foundation for product development, which will subsequently undergo expert validation, practical assessment, and field testing to determine its feasibility and effectiveness.

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