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THE ROLE OF GUIDANCE AND COUNSELING TEACHERS IN
PREVENTING BULLYING BEHAVIOR IN THE DIGITAL ERA

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ABSTRACT

Bullying in schools is a global problem that requires serious attention. Bullying occurs not only physically but also in new forms, namely cyberbullying, as students' access to electronic devices becomes easier in the digital era. Data from the ICRW and KPAI show a high prevalence of violence and bullying in schools, thus emphasizing the importance of the involvement of Guidance and Counseling (BK) teachers in controlling this problem. This article aims to explain the role of BK teachers in preventing student bullying in the digital era using a literature review method. The research findings indicate that BK teachers have a vital role as informants, motivators, facilitators, mediators, and evaluators. This role is realized through various services, such as classical guidance, individual counseling, group counseling, and information services aimed at increasing student awareness of the dangers of bullying, providing support to victims, and helping perpetrators change their behavior. Thus, BK teachers have a strategic role in creating a safe, comfortable, and supportive school environment for children in the digital era.

Keywords: bullying, guidance and counseling teachers, behavior, digital era

INTRODUCTION

Many cases of bullying occur in schools, ultimately becoming a global problem that requires attention. These bullying cases are not limited to middle and high school students; in this digital age, bullying can also occur through devices. In this digital age, almost all students own or have owned devices, so this issue requires further attention to prevent them from becoming easy targets for bullying.

According to a 2020 UNICEF report titled "Bullying in Indonesia," approximately 45 percent of adolescents aged 14 to 24 experienced cyberbullying. The Indonesian Child Protection Commission (KPAI) noted that in the past nine years, from 2011 to 2019, there were 37,381 cases of violence against children. Regarding bullying, both in schools and on social media, 2,473 reports have been recorded, and this number continues to increase (KPAI, 2020). Given that the phenomenon of cyberbullying continues to increase based on existing data, further research is crucial to address this issue.

In other countries, the problem bullying Already considered as very serious matter . Some figure famous even No hesitant For participate in movement against bullying . One of the for example is actress from the film *The Devil Wears Prada*, Anna Hathaway, and singer famous Lady Gaga who founded Born This Way special foundation For handle problem bullying among teenagers . The President of the United States , Barack Obama, even lift anti- bullying issues in campaign election the president and obtained support wide Because problem said (Setiyanawati, 2023).

The definition of bullying comes from English. The term is derived from the word bully, meaning someone who oppresses, namely an individual who corners a weaker person. In Indonesian, there are several words commonly used to describe the phenomenon of bullying, including oppression, harassment, hazing, blackmail, exclusion, or intimidation. According to Coloroso (2016: 44),

Data from the International Center for Research on Women (ICRW) indicates that 84% of children in Indonesia experience violence in schools. This statistic depicts a very concerning situation, considering that schools are supposed to be places of learning, so it can be said that this situation is very detrimental to the world of education. According to information from the Indonesian Child Protection Commission (KPAI) in 2018, 161 cases were recorded in the education sector, of which 36 (22.4%) were cases of children being victims of violence and bullying, while 41 (25.5%) others involved children as perpetrators of violence and bullying (Eliasa in Rahayu & Permana, 2019).

According to data from the Programme for International Student Assessment (PISA), 15 percent of children and adolescents in Indonesia experience bullying, 19 percent experience ostracism, 22 percent experience insults, 14 percent receive threats, 18 percent are pushed or hit by friends, and 20 percent are exposed to negative gossip. Furthermore, the United Nations International Children's Emergency Fund (UNICEF) shows that Indonesia has a high rate of violence against children. Compared to other Asian countries such as Vietnam, Nepal, and Cambodia, Indonesia ranks higher. (Oktaviany and Ramadan, 2023) Even more dangerous, bullying behavior continues to spread to the wider community. Currently,

bullying has also spread within the walls of elementary schools. The director of the film *Langit Biru*, which raises the theme of bullying in schools, Lasja F Susatyo, recounts how his child, who is still in elementary school, also experienced bullying. This concern then became the basis for the birth of the film *Langit Biru*. In addition to depicting bullying in schools, this film also conveys an anti-bullying message

that must continue to be voiced throughout, especially within the walls of schools throughout Indonesia (Setiyanawati, 2023).

Bullying not only has serious consequences for its victims, but is also a significant problem for everyone. Someone who has been a victim of bullying has the potential to become a bully in the future. Bullying is an act that tends to reflect aggressive and manipulative behavior, which can be carried out by one or more individuals directed at another person, often involving violence and demonstrating an imbalance of power between the perpetrator and the victim (Novitasari in Rahayu & Permana, 2019).

The significant impact of bullying is felt by both the perpetrator and the victim. Perpetrators tend to be aggressive and feel superior, while victims can experience anxiety that can potentially develop into depression and even suicide. Victims of bullying often ruminate on the violence they experienced, and in extreme situations, they may try to retaliate with more harmful means. As a result, someone who was once a victim can become a bully (Kusuma, 2016).

Weber explains that there are four factors that drive someone to bully: personal factors, family factors, environmental factors, and peer factors (Zakiyah et al., 2017). Students who bully tend to imitate these actions, and these bullying actions can occur after they have experienced similar treatment before, such as being hurt by a more powerful party, for example, a parent, sibling, or a more dominant friend (Fatmawati, 2016).

Albert Bandura (1977) in his social learning theory stated that people learn by observing the actions of others, especially if the actions come from figures who are considered attractive or famous. From this theory This Can We conclude that bullying behavior often studied child from environment around they

. Therefore That the role of guidance and counseling teachers in The phenomenon of bullying in this digital era is very important For Keep going studied , seen Lots bullying cases both in Indonesia and abroad that need to be addressed become attention Serious .

The role of guidance and counseling (BK) teachers is very important in schools, especially in preventing student bullying behavior in this digital era. The role of guidance and counseling teachers in preventing bullying behavior is as informants, motivators, facilitators, mediators, and evaluators. Therefore, the role of guidance and counseling teachers in preventing bullying behavior that occurs in the school environment is very important by providing guidance and counseling service programs, namely: classical guidance, individual counseling, group counseling, and information services. This article aims to describe the role of guidance and counseling teachers in preventing student bullying behavior in this digital era.

METHOD

This study employed a literature review with a descriptive qualitative approach. This literature review was chosen because it focused on analyzing concepts, theories, and previous research findings related to the role of Guidance and Counseling (BK) teachers in preventing bullying behavior, particularly in the digital era. With approach this research No only collect data, but also analyze and combine results previously For create comprehensive understanding . Procedure study This namely , a). examine various study literature related to bullying, the role of guidance and counseling teachers , b) ensuring that article scientific from source trusted , c) attractive conclusion from study literature that has been reviewed.

RESULT AND DISCUSSION

A role is defined as something that plays an important role, especially in the occurrence of an event or situation. This role can shape how a person acts, thanks to its function. According to Narwoko (2011: 120), this role is explained as follows: a) providing guidance in the socialization process, b) passing on traditions, beliefs, values and norms, and knowledge, c) being able to unite groups or communities, d) activating control and monitoring systems to preserve community life. In each counseling session, the guidance and counseling teacher should be able to accept all conditions that exist in students as they are. The guidance and counseling teacher needs to create a supportive atmosphere during the counseling process so that his role as a counselor can truly understand the problems faced by students well.

This study concludes that the role of guidance and counseling (BK) teachers is crucial in addressing bullying issues in junior high schools. They not only act as counselors accompanying students who are victims of bullying, but also as educators, providing students with an understanding of the negative impacts of bullying and ways to prevent it. As mediators, BK teachers play a role in resolving problems between students involved in bullying, creating opportunities for positive dialogue to find solutions. The actions taken by BK teachers are not only reactive, namely addressing problems after they occur, but also proactive (Jannah, 2020).

Bullying prevention in schools can be achieved by schools and educators who have a deep understanding of their students. Educators need to build strong relationships with their students. Building healthy relationships with children will foster self-confidence and a belief in their ability to overcome any challenges they face with the support and assistance of the school and teachers (Hayne in Adinda et al., 2024).

This demonstrates their efforts to stop bullying by implementing educational programs that foster students' understanding of the values of empathy, tolerance, and cooperation. With this proactive strategy, guidance counselors can create a more positive school climate, where students support and respect each other. Therefore, the role of guidance counselors is crucial in creating a safe and comfortable learning environment for all students and drastically reducing bullying cases (Hadi, 2022).

To address bullying behavior , educators need to consider multiple perspectives, including the factors that drive students to engage in inappropriate behavior. To address bullying in schools, educators should identify and understand the reasons behind students' behavior toward their classmates (Adinda et al., 2024).

An individual counseling approach is crucial for helping students facing bullying feel heard and valued. In situations where students may feel alone or helpless, providing a safe space to discuss their experiences can be extremely beneficial. In this way, counselors can build strong bonds of trust with students, making them more comfortable sharing (Rahmad Mulyadi, 2024).

Planned and ongoing counseling is crucial to aiding student recovery. A structured counseling process provides students with the opportunity to evaluate their feelings, develop coping strategies, and develop steps to overcome challenges. Through counseling conducted over a period of time, students not only receive emotional support but also evaluate their development and progress over time (Lestari, 2021).

To prevent bullying in schools, teachers can instill positive behavior in students by explaining the actions. This method aims to provide a comprehensive explanation of behavior that is detrimental to others. By providing knowledge and understanding, it is hoped that the frequency of such negative behavior or actions can be reduced. This socialization activity will also explain the rules and consequences that students will face if they engage in bullying at school. Socialization is a learning process, acquiring habits, values, and behaviors within an environment (Airlangga in Adinda et al., 2024).

Guidance and counseling teachers function as companions who provide A sense of comfort and emotional support. The counseling process aims to restore self-confidence and strengthen the mental resilience of victims (Masri et al. 2023). The role of counselors in schools own position important in help student in control anger as well as finish problem without action violence . Based on study from (Qurrota and Asni 2023), method counseling that prioritizes empathy and problem solving problem proven effective lower level behavior aggressive among junior high school students .

One of aspect crucial in system education that has potential big in handling and preventing problem This is service Guidance and Counseling (BK). Responsive actions from the BK teacher, which includes identification initial , handling direct to students who are victims or perpetrators , and business mediation social , very important For create atmosphere safe and healthy schools . With a comprehensive approach empathy , planned , and continuous , counselor school can contribute in cut off cycle violence and at the same time build return atmosphere inclusive and supportive learning (Devianti, 2025) .

Anti-bullying education is a program focused on increasing students' understanding of the harmful effects of bullying, both for victims and perpetrators, in today's digital age. These activities teach students the values of empathy, tolerance, and respect for differences. By providing accurate information about bullying, its various types, and its consequences, it is hoped that students will be able to recognize bullying and realize the importance of not engaging in it.

Ongoing and comprehensive training for teachers is essential to improve their skills in identifying, addressing, and preventing bullying behavior in the school environment. These training programs should cover various aspects of bullying, from understanding the types of bullying, its psychological effects, to effective intervention tactics. Furthermore, these programs should be designed to equip teachers with the conflict mediation and communication skills necessary in sensitive situations such as bullying. With the appropriate knowledge and skills, teachers will be better prepared to handle bullying and provide support to victims (Gea et al., 2024).

Through a comprehensive approach, such as workshops, seminars, and group discussions, students are encouraged to share experiences and learn from each other. This approach not only focuses on victims but also aims to change the attitudes of perpetrators by providing an understanding of the consequences of their actions. By increasing understanding and awareness, it is hoped that bullying behavior can be reduced among students, thereby creating a safer and more supportive atmosphere (Mahendra, 2020).

Research results This show that The role of guidance and counseling teachers is very important in preventing Bullying behavior in the digital age. Guidance and counseling teachers Can Work The same with parents , class teachers , or party professional For still Keep going support school friendly safe children from case bullying . The guidance counselor can do education through socialization or guidance classical

For students , so that students understand impact What only one can happen moment do bullying actions , both impact for both victims and perpetrator . For victims, the guidance counselor must Keep going accompany and provide a sense of security and continuity support students so that students can more believe self for keep going develop in the future. Share bullying perpetrators , guidance counselors can give individual counseling for more delve into matter what is the basis individual do the bullying action and can help so they can change his behavior.

CONCLUSION

Bullying behavior in schools, whether occurring in person or through digital platforms, has a profound impact on both victims and perpetrators. Victims are at risk of mental health problems such as anxiety, depression, and even more extreme actions, while perpetrators are more likely to develop aggressive and manipulative behavior. Research shows that the role of guidance and counseling teachers is crucial in preventing bullying through various counseling and guidance services. Guidance and counseling teachers function as advisors by providing information, fostering empathy, providing a space for counseling, acting as mediators in resolving disputes, and acting as evaluators to measure the success of implemented programs. This enhanced role in the digital era is expected to reduce cases of bullying, including cyberbullying, and create a healthier and safer school environment that supports student development.

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