IMPLEMENTING PREVENTIVE GUIDANCE TO PREVENT BULLYING BEHAVIOR

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ABSTRACT

Bullying is a serious problem in schools and can affect students' mental health, academic performance, and learning environment. This study aims to examine the role of guidance and counseling (BK) teachers in providing guidance services that prevent bullying. The method used was to read and analyze research findings from both Indonesia and abroad over the past five years. The findings indicate that preventive guidance services provided by BK teachers are highly effective in raising student awareness, building empathy, and encouraging positive peer relationships. Programs such as Friendly Schools and KiVa abroad have successfully reduced bullying cases because they involve all school components, while digital-based approaches can help address the issue of cyberbullying. In Indonesia, the primary methods used are organized guidance services and collaboration with parents to reduce bullying incidents. Therefore, BK teachers play a crucial role in creating a safe, inclusive, and bullying-free school environment.

Keywords: bullying, preventive guidance, guidance and counseling teachers, counseling, school climate

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INTRODUCTION

Bullying is a social problem that frequently occurs in schools and poses a significant challenge to education (Amnda et al., 2020, cited in Amani et al., 2025). Its impact is not only felt psychologically by victims but also affects the overall learning process. Forms of bullying, including physical violence, verbal threats, social exclusion, and cyberbullying, have the potential to cause profound trauma and hinder student development (Amani et al., 2025). This phenomenon demonstrates a systemic imbalance in power relations within the school environment, often considered part of the school's "culture."

Globally, bullying has been recognized as a serious problem by international organizations such as UNESCO, UNICEF, and WHO, due to its direct impact on children's psychosocial development, academic achievement, and even the safety and well-being of students (UNESCO, 2019; WHO, 2020). Bullying consists various forms such as physical violence, verbal threats, social exclusion, and online violence via cyberbullying/social media, which has evolved with the accelerated development of cyber technologies, information technology (Muharleni et al., 2025). Likewise, Barlett et al. (2021) discovered that cyberbullying affects individuals mentally, such as increased symptoms of depression among teenagers. In Indonesia, a survey by the Indonesian Child Protection Commission (KPAI) in 2022 reported that 32.1% of Violent cases within the school environment fall under cases of bullying, with senior offenders being mostly responsible students (KPAI, 2022). This result is supported by Noboru et al. (2021), which revealed that the school-based The approach to education that has been used in Indonesia has been successfully linked to a reduction of high school-aged students who are bullying. This is supported by a report from the Minister of Education and Culture (Kemendikbud), which states that schools are one of the institutions which are vulnerable to structural violence against minors. This situation not only compromises the learning environment that should be conducive but also establishes that abuse is normal power that infringes on the rights of children at an educational institution (Muharleni et al., 2025).

Bullying cases in Indonesia are no longer considered a single incident but part of a problem with a structure which is a result of the inability of society to regulate behavior in a learning environment. For instance, a case of bullying that happened at a junior high school in Cilacap, in 2023, which went viral on social media, shows how Acts of physical violence recorded on the Internet not only affect the targeted individual but also make violence a norm amongst students (CNN Indonesia, 2023). About 41% of students, as stated by UNICEF (2021 The youth in Indonesia have been subjected to bullying, whether that is physical, verbal, or cyberbullying. This is because schools, which ought to be a safe environment for kids, may become a place where children's rights are violated..

Theoretically, this phenomenon could be viewed according to Bandura's Social Learning Theory, in which the acts-like bullying-existent because one observes certain acts of others, who are regarded as influential in character, and imitates them. This also coincides with Bronfenbrenner's Ecological Theory, in which the microsystems in the environment like the family and friends, and the macrosystems in the environment like culture and media, all contribute to bullying in schools.. Therefore, it is important to create prevention strategies that not only target individuals but also build a healthy social climate in the school environment.

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This research helps strengthen knowledge about the role of guidance counselors in providing preventative guidance. It emphasizes a structured approach based on concrete evidence. Its uniqueness lies in its integration of international and domestic research, highlighting the importance of traditional guidance methods, collaboration with parents, and the use of digital technology in preventing bullying. The findings are expected to provide additional knowledge for academics and serve as practical guidelines for guidance counselors and schools in developing broader bullying prevention programs tailored to the needs of students in Indonesia.

Bullying can be understood as an act of violence carried out intentionally and repeatedly against individuals or groups perceived as weaker, whether physical, verbal, social, or through cyberspace. According to Olweus (in Simatupang et al., 2025), there are three main characteristics of bullying behavior: the intention to harm, an imbalance of power between the perpetrator and the victim, and repeated acts. The Indonesian government, through Minister of Education and Culture Regulation Number 82 of 2015, emphasized the urgency of preventing violence in educational units, including bullying. In the context of policy, Nuraeni and the 2023 research team stated that the Independent Curriculum also provides opportunities for guidance and counseling teachers to actively participate in reducing bullying. Therefore, schools are required to develop systematic educational and preventive strategies to create a safe and conducive learning environment (Simatupang et al., 2025).

A study by Masri et al. conducted during 2023 in SMAN 17 Luwu found that bullying behavior is The various factors influencing them include conditions prevailing in the family, peer influence, media, and school environment. Victims generally experience fear and lowered self-confidence impacts. To evade these, And guidance counselors take several measures in order to comfort these children through instilling the value of friendship, motivation, building on effective communication, offering classical guidance service, and cooperating with parents. These results affirm the strategies by guidance counselors as one aspect of preventive advice, as they put a greater emphasis on how bullying behavior may be prevented from escalating.

Ningsih et al. (2025) conducted research that has listed classical guidance services in a problem-PBL approach has been found effective in preventing bullying behavior at the vocational high school level. The service helps students become more sensitive to the devastating impacts of bullying, are trained to find solutions and grow in an attitude of mutual respect. Such findings are indicative of the is a kind of preventive counseling, as it is directed at preventing the problem before bullying behavior actually develops. From this description, one can stress that the role of guidance counselors in the implementation of preventiveIt is agreeable that guidance plays an important role in minimizing the possibility of bullying in schools. Through services that are Systematically designed, educational, and preventive in focus, the guidance counselors can equip It aims to develop positive knowledge, attitude, and social skills in students. Therefore, the present research focuses on examining the role of guidance counselors regarding the implementation of preventive guidance as a strategy in establishing an environment that is safe, comfortable, Conducive environment and learning.

METHOD

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This research used a literature review research methodology that entailed gathering, documenting, and interpreting different relevant reading sources. The data used in research is collected from diverse literature that supports research topic. It is stated that: "library research is the first step in designing a research' (Zed, 2014). by making use of different library sources as references to acquire the data. For this research, the sources of the data used were secondary, including published and unpublished works, textbooks, scientific articles, magazines, websites, et al., 2025). This research used a literature assess, examine, analyze, and interpret the literature. The method of choice for conducting this literature, because of its applicability to the research, is studying the phenomenon of bullying from a comprehensive perspective by analyzing the findings of previous research, both within the country's borders and globally. This gives researchers the chance to examine, compare, and summarize findings to form a clearer picture of the role of guidance and counseling teachers in providing preventive instruction in schools..

The research involved a multi-step process. The initial stage involved a literature scan with such as Bullying, Preventive Guidance, School Counseling, and Guidance Counselors. The identified keywords were The search process utilized Google Scholar, ScienceDirect, and websites of domestic journals. The second stage of research, identification of literature meeting certain criteria, including: (1) being published within the period 2020 to 2025, (2) association with issue of bullying, as well as attempts to prevent it, and (3) involving empirical evidence or conceptual research on the role played by counselors. The third stage involved filtering literature that corresponds with the research objectives. The fourth step involved the analysis of the data that entailed in-depth reading, grouping themes, comparing research Findings, and conclusions..

This procedure, therefore, gives the research the ability not only to give a brief overview of the literature but also While the first level analysis identifies patterns, differences, and emerging ideas in more detail. The outcomes of this analysis are Expected to enhance theoretical knowledge on bullying prevention and provide practical guidelines For guidance counselors to help in preventive guidance at schools.

RESULT AND DISCUSSION

Bullying can be considered to be a form of aggression that has been recurring time after time because of an imbalance of power. Between the perpetrator and the victim, Olweus (1993) and Pepler et al. (2006) identify two key aspects that characterize this behavior, namely: (1) aggressive acts committed from a position of greater power, and (2) the behavior is relentless over time. Bullying as a form of aggression from a party in power describes a condition where the perpetrator enjoys particular advantages, both physical and social. to the victim (Storch & Masia-Warmer, 2004). This benefit can be derived through physical strength, a higher social status, number of supportive groups, or system wide factors like differences in race, culture, or economic circumstances. Moreover, a rapist may also make use of the prey's personal susceptibilities, such as anything from physical conditions, learning problems, or family background, to cause suffering.

Over the years, the concept of bullying has evolved as a multidimensional phenomenon. It has been described that Bullying is not only confined to physical and verbal incidents but also includes social exclusion and a new phenomenon of cyberbullying that occurs via cyber media. Even research carried out

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by Modecki et al. (2022) revealed that cyberbullying can have psychological effects that are equal to, or even worse than, traditional bullying. This indicates that the problem of bullying has a set of diverse attributes, hence the need a full comprehension, taking into consideration physical, verbal, social, and cyber aspects.

This literature review is in line with research from Masri et al. (2023) & Ningsih et al. (2025), who asserts that the following are the reasons why counselors are vital in implementing preventive services, especially through: classroom guidance, teaching of values, and parent collaboration. This is supported by Nazhifah et al. (2024), who observe that in the Alpha generation, "guidance counselors need to be more," state that factors that actively involved in providing preventive education, communicating with parents, and developing students' social skills. This consensus shows that preventive guidance services are still essential in spite of changes in generations and developments in technology.

However, Talib et al. (2024) found the opposite-a quasi-experimental approach leading to significant differences. A school-based anti-bullying program significantly enhanced students' attitudes and behavior, but did not enhance their understanding significantly. This study also highlighted that preventive guidance The guidance given by a counsellor proved to be greatly effective in building the students' awareness, empathy, and social skills. The differences in results can be explained from Bandura's Social Learning Theory, where he states that Behavioral change can occur more quickly through direct observation and examples, while increasing The process of knowledge requires deeper intervention at the cognitive level.

Compared to research abroad, there is a difference in approaching the issue of bullying. Lin and colleagues As pointed out by Olweus (2024), the prevention of bullying best occurs using a lifelong learning approach involving the whole school community to mold students' attitudes and character. Conversely, Moreno and Colleagues, in 2024, established in their study that the most effective interventions are comprehensive, involving It involves all forms of collaboration between parents, increase of empathy, and the use of digital media. This is contrary to the situation in Indonesia, where the foci of preventative approaches are more on traditional services, counseling, and the active role taken by guidance counselors. This can be elaborated through Bronfenbrenner's Ecological Theory does say that minor environmental influences such as schools and families are more more influence in the Indonesian context than large environmental factors, such as national policies or programs.

Thus, the outcome of this study suggests that the role of guidance and counseling teachers is very significant in offering preventative guidance services to hinder bullying. This study adds novelty by Emphasizing the integration of educational, collaborative, and innovative approaches for Indonesian settings. cultural contexts. These findings are in tune with international research, with local characteristics that Differentiate the bullying prevention in Indonesia from other countries.

CONCLUSION

On the basis of the research findings, it is evident that the role played by the counselors is vital in the following aspects to prevent: Bullying in Schools. Through providing deliberate, structured, and planned guidance services, counselors can assist The students are able to increase their awareness, empathy, as well as skills for interacting with people. There are a number This includes providing group counseling

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services, working together with parents, and leveraging technology to tackle cyberbullying problems. Foreign research has revealed that, despite differences in methods, basically the same problems exist with regard to bullying in cyberspace as

In other words, what remains constant in the prevention efforts is that all parties are involved in the school. Therefore, guidance counselors must continue to develop innovative prevention services to ensure schools are safe, inclusive, and bullying-free learning environments.

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