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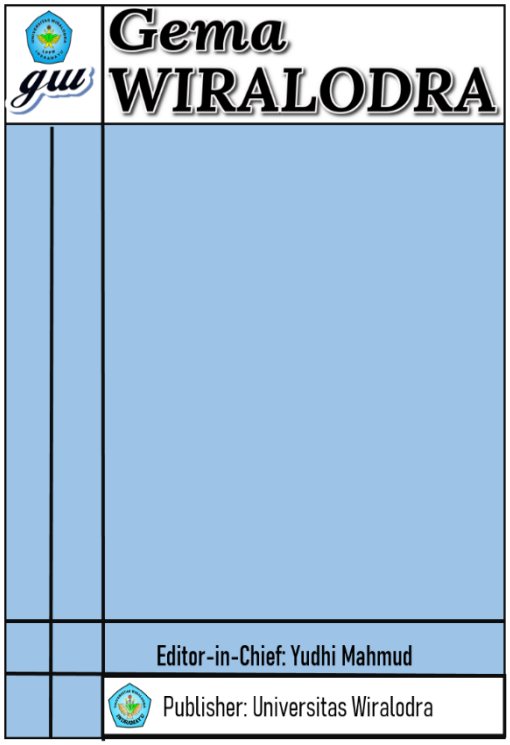

The Role of Guidance and Counseling Teacher in Addressing Bullying Behavior Among Eighth-Grade Student at SMP Negeri 2 Jatibarang

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The Role of Guidance and Counseling Teacher in Addressing Bullying Behavior Among Eighth-Grade Student at SMP Negeri 2 Jatibarang

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Abstract
Bullying remains a common issue in schools and has negative impacts on students' physical, psychological, and social well-being. This study aims to analyze the role of Guidance and Counseling (GC) teachers in addressing bullying behavior among eighth-grade students at SMP Negeri 2 Jatibarang. The study employed a qualitative approach involving one Guidance and Counseling teacher and two eighth-grade students who had been involved in bullying cases as research participants. Data were collected through observation and semi-structured interviews and analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation and technique triangulation. The findings revealed that the forms of bullying included physical, verbal, and relational bullying. The contributing factors to bullying were physical conditions, intellectual limitations, lack of attention from parents and teachers, and peer influence. The impacts experienced by victims included decreased self-confidence, trauma, psychological distress, declining academic performance, and impaired social interactions. Guidance and Counseling teachers play both preventive and curative roles in addressing bullying. Preventive efforts are implemented through information services, classroom guidance, character education, and anti-bullying campaigns, while curative efforts are carried out through individual and group counseling for both perpetrators and victims of bullying. These roles contribute to creating a safe, supportive, and conducive school environment for students.
Keywords: Bullying, Guidance and Counseling Teacher, Counseling Services, Students, Junior High School.

1. Introduction

Bullying remains one of the most serious issues in the field of education because it has detrimental effects on students' physical, psychological, and social well-being. In Indonesia, the prevalence of bullying in schools remains relatively high. Reports indicate that approximately 40% of adolescents have experienced intimidation at school, while around 32% have reported being victims of physical violence (Haru, 2023). Bullying refers to repeated aggressive behavior intended to intimidate, harm, or exert control over individuals perceived as being in a weaker position(Permata & Nasution, 2022). Such behavior can take various forms, including physical violence, verbal abuse, social exclusion, intimidation, and bullying through digital media (*cyberbullying*). An action can be categorized as bullying when it causes fear, psychological distress, or discomfort to the victim, particularly when it occurs repeatedly (Harsono & Febriyana, 2026). Therefore, bullying not only disrupts students' learning processes but also hinders the creation of a safe and supportive school environment (Kurniawan & Listyasari, 2025).

Education plays an essential role in broadening students knowledge, shaping their character, and fostering a sense of social responsibility. It serves as one of the primary foundations for shaping the character of individuals and society. Education is not merely a means of imparting academic knowledge but also an essential instrument for cultivating

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fundamental moral and social values (Rahmawati, 2023). Nevertheless, the increasing incidence of bullying in schools indicates that educational institutions continue to face significant challenges in establishing a secure learning environment.

Bullying remains a persistent issue in educational settings, including in West Java, Indonesia. A study involving students at State Junior High School 10 Bandung found that 47 out of 104 respondents (45.2%) exhibited high levels of bullying perpetration, encompassing verbal, physical, relational, and cyberbullying (Ferdian et al., 2024). Similar concerns have been reported at State Senior High School 5 Cirebon, where verbal bullying was identified in the form of name-calling, insults, and social exclusion (Juliawan et al., 2024). Furthermore, a study involving junior high school students in Cirebon City found that students had been involved in social bullying in various capacities, including as perpetrators, victims, or witnesses (Zuhriyah, 2025). Collectively, these findings highlight the multifaceted nature of bullying as an educational concern that warrants further investigation into its behavioral manifestations, contributing factors, and potential impacts on students' development.

Bullying is influenced by various factors, including individual characteristics and the surrounding environment. These factors include family environment, peer relationships, school culture, and inadequate supervision and disciplinary enforcement (Muhopilah & Tentama, 2019). A study by (Borualogo et al., 2020) on bullying among elementary school students in Bandung City found that parenting styles were the most significant factor associated with an increased likelihood of bullying among children. Furthermore, (Febrianti et al., 2024) identified five factors influencing bullying behavior among adolescents: individual characteristics, family, peers, the school environment, and mass media. These findings indicate that bullying is a multifaceted problem that requires comprehensive prevention and intervention efforts.

Guidance and Counseling (GC) teachers play an essential role in preventing and addressing bullying through consistent guidance and counseling services. Their responsibilities include implementing preventive programs, providing individual and group counseling, establishing cooperation with subject teachers, homeroom teachers, and parents, as well as supporting students in developing their social skills and emotional maturity. (Oktaviani & Syawaluddin, 2023). A study by (Efianingrum et al., 2023) on anti-bullying interventions and policies in junior high schools in Yogyakarta City found that bullying was addressed through individual counseling, character development, the enforcement of school regulations, and collaboration with external institutions. Similarly, (Noviandari et al., 2024) reported that bullying can be addressed by GC teachers through a personalized approach to victims, individual counseling services, home visits, and coordination with parents, homeroom teachers, and school principals. Although previous studies have discussed strategies for preventing and addressing bullying in educational settings, research specifically examining how Guidance and Counseling (GC) teachers implement preventive and remedial services to address bullying cases at the junior high school level, particularly at SMP Negeri 2 Jatibarang, remains limited.

Information gathered from preliminary observations and interviews with several school representatives, including the Guidance and Counseling teacher, subject teachers, homeroom teachers, and Student Council members, showed that bullying continues to occur in interactions among eighth-grade students at SMP Negeri 2 Jatibarang.The identified forms of bullying include repeated verbal bullying, such as mocking and assigning offensive nicknames; physical bullying, such as hiding or throwing away classmates' belongings; and cyberbullying through social media platforms. These behaviors have negatively affected victims by reducing their self-confidence, creating fear of attending school, and limiting their social interactions with peers. These preliminary findings indicate that bullying remains a persistent issue requiring systematic intervention through comprehensive guidance and counseling services within the school.

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Based on the foregoing discussion, this study aims to analyze the forms, contributing factors, and impacts of bullying, as well as to describe the implementation of prevention and intervention services provided by the Guidance and Counseling teacher at SMP Negeri 2 Jatibarang.

2. Methods

This study adopted a qualitative method to explore the involvement of Guidance and Counseling (GC) teachers in addressing bullying behavior among eighth-grade students at SMP Negeri 2 Jatibarang. This method was selected because it provides an opportunity to gain a more comprehensive understanding of the issue through the experiences, perspectives, and accounts shared by the research participants.The research subjects consisted of one Guidance and Counseling teacher and two eighth-grade students who had experienced bullying. The participants were selected using purposive sampling based on recommendations from the Guidance and Counseling teacher and the homeroom teacher. The selection criteria included students who had direct experience with bullying incidents and were considered capable of providing relevant information in accordance with the research focus.

Data were collected through observation and semi-structured interviews. Observation refers to the process of directly or indirectly examining the object under investigation (Sutoyo, 2014). In this study, observations were conducted to obtain an overview of the school environment and the implementation of guidance and counseling services in addressing bullying behavior. Interviews with the Guidance and Counseling teacher were conducted to gather information about the forms of bullying, identified contributing factors, its impacts, and the preventive and intervention measures implemented. Meanwhile, interviews with students aimed to explore their experiences as victims of bullying and their responses to the incidents. Documentation was also used as supporting evidence based on the available research documents and records.

The data analysis process in this study followed the interactive analytical model developed by Miles and Huberman, which consists of three main components: data condensation, data presentation, and conclusion drawing and verification (Ash-shiddiqi et al., 2025). During the data condensation stage, the collected information was selected, summarized, and categorized according to the research focus. Subsequently, the processed information was systematically organized and presented to facilitate understanding and interpretation. The final stage involved formulating conclusions and re-examining their consistency with the overall analytical findings.

To ensure data trustworthiness, this study employed two triangulation techniques: methodological triangulation and source triangulation. Methodological triangulation involved examining the consistency of data obtained through documentation, interviews, and observations (Yonas et al., 2022). Meanwhile, source triangulation was conducted by comparing information obtained from different sources to assess the consistency and credibility of the data (Yonas et al., 2022). The use of various triangulation methods is intended to strengthen the credibility of the data and ensure the validity o the research findings.

3. Results and Discussion

1) Forms of Bullying Behavior at SMP Negeri 2 Jatibarang

This field study was conducted from **December 2023 to April 2024**. During the research period, several problems related to bullying behavior among students at SMP Negeri 2 Jatibarang were identified, including:

1) Excessive joking that crossed acceptable social boundaries.
2) Frequent use of inappropriate language among peers.

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3) Students displaying domineering attitudes toward others.
4) Bullying directed at students who were generally quiet and reserved.
5) A lack of respect for peers' opinions accompanied by excessive egocentric behavior.

These findings were obtained through observations and interviews with the Guidance and Counseling teacher, homeroom teachers, subject teachers, and several eighth-grade students. The findings indicate that bullying behaviors at the school can be classified into three major categories, namely physical bullying, verbal bullying, and relational bullying.

a) Physical Bullying

Interview findings revealed incidents of physical bullying within the school environment. One student reported being pushed by a classmate, causing the victim to fall and hit a chair. The victim stated that this incident occurred after repeatedly experiencing disturbing behaviors from the perpetrator, indicating a pattern of repeated aggression. As a follow-up to the incident, the guidance and counseling teacher coordinated with the homeroom teacher to provide guidance and support through counseling services to the students involved, both victims and perpetrators.

b) Verbal Bullying

The findings indicate that verbal bullying is the most common form of bullying experienced by students at SMP Negeri 2 Jatibarang. This type of bullying includes offensive nicknames, ridicule based on physical appearance, abusive language, insults, and degrading comments directed toward victims. One participant reported being repeatedly mocked because of skin color and body shape, resulting in feelings of embarrassment and reduced self-confidence.

c) Relational Bullying

The study also identified the occurrence of relational bullying among students. This form of bullying was carried out by socially excluding victims, avoiding interaction with them, encouraging other classmates not to associate with them, and deliberately excluding them from friendship circles and group activities. Relational bullying, despite involving no direct physical violence, can still have serious consequences for victims psychological conditions and social lives. These effects include feelings of isolation, weakened friendships, and discomfort when participating in school activities.

2) Factors Contributing to Bullying at SMP Negeri 2 Jatibarang

The findings indicate that several factors contribute to the occurrence of bullying among students.

a) Physical Appearance and Skin Color

Physical appearance is often the first characteristic noticed by others. Students with smaller body stature or darker skin tone were found to be more vulnerable to becoming targets of bullying, while these characteristics also influenced the behavior of perpetrators.

b) Intellectual Limitations

Students who experience difficulties in communication or social interaction and who tend to be quiet are more likely to become easy targets of bullying because they are perceived as less capable of defending themselves.

c) Lack of Attention

Parental and teacher support plays a crucial role in promoting healthy student development. Students who receive insufficient attention from parents or teachers may seek recognition in inappropriate ways, including engaging in disruptive behaviors such as bullying.

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d) Peer Environment
Peer relationships significantly influence students behavior. Although every individual has the right to choose their friends, selecting positive peer groups is essential because friendship networks greatly shape students attitudes and behaviors.

3) The Impact of Bullying at SMP Negeri 2 Jatibarang

The impacts of bullying on victims include physical and verbal abuse, which may result in prolonged psychological trauma. In addition to causing psychological distress, bullying can also affect students' learning processes and academic performance. Students who experience bullying tend to exhibit decreased learning motivation, reduced interest in lessons, and difficulty concentrating during classroom activities. (Noviandari et al., 2024) explained that bullying can reduce students' willingness to participate actively in the learning process and undermine their confidence in their academic abilities.

The effects of bullying are not limited to victims but may also affect perpetrators' social and emotional development, behavior, and mental health. Perpetrators of bullying tend to demonstrate lower levels of empathy in social interactions, making it more difficult for them to understand other people's feelings. In addition, their behavior may be characterized by aggression, hyperactivity, and problematic social interactions. Bullying may also have implications for perpetrators' mental health, including increased aggressive behavior and difficulties in showing respect for others (Pramudita et al., 2024). Furthermore, bullying behavior is associated with group dynamics, peer pressure, and the desire to maintain or enhance social status (Sakroni et al., 2024).

4) The Role of Guidance and Counseling Teachers in Addressing Bullying Behavior at SMP Negeri 2 Jatibarang

Based on the research findings, the handling of bullying by guidance and conseling teachers at SMP Negeri 2 Jatibarang involves two interconnected aspects: reducing the likelihood of bullying behavior and addressing incidents that have already affected eight-grade students.

a) Preventive Approach
The preventive approach refers to efforts aimed at preventing problems before bullying behavior develops further. The primary focus of this approach is on character education, the development of empathy, and the reinforcement of positive values among students (Khasanah, 2024). The preventive approach emphasizes the importance of instilling moral values, fostering positive behavioral habits, providing role models, and developing students' social and emotional competencies to reduce the likelihood of bullying. Value-based character education can serve as a preventive strategy by helping adolescents develop self-control, a sense of responsibility, and moral resilience (Rustandi et al., 2025). Furthermore, strengthening character education through the development of empathy, emotional regulation, and constructive conflict-resolution skills can contribute to the prevention of bullying in school environments (Sembiring, 2025).

In line with this concept, observations and interviews with the Guidance and Counseling (GC) teacher at SMP Negeri 2 Jatibarang revealed that preventive efforts were implemented through several activities tailored to students' conditions and needs. One of these activities was the provision of information services, which were delivered at the school assembly ground or on Wednesdays in conjunction with the national literacy program. These services aimed to provide students with an understanding of the

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definition of bullying, its various forms, and its potential impacts. In addition, the school undertook preventive measures by displaying posters and banners bearing the message "Stop Bullying" on information boards and in strategic locations frequently accessed by students. These visual materials served as reminders for students to maintain appropriate behavior, use respectful language, and foster positive social relationships with their peers.

Thus, the preventive approach in guidance and counseling services is not merely focused on providing advice but also emphasizes the continuous development of students' character and social-emotional skills. These efforts are intended to encourage students to respect others and refrain from engaging in bullying behavior.

b) Curative Approach

The curative role refers to remedial efforts aimed at assisting students or counselees who have already experienced problems related to personal, social, academic, or career aspects. In the context of bullying in schools, the Guidance and Counseling (GC) teacher provides assistance to students who have become victims of bullying. At SMP Negeri 2 Jatibarang, the curative approach is implemented through individual and group counseling services to help victims cope with the psychological and social consequences of bullying.

The Guidance and Counseling teacher explained that counseling services are provided to help victims rebuild their self-confidence, overcome trauma, strengthen their mental well-being, develop social skills, and improve their learning motivation. For students experiencing prolonged trauma or stress, the teacher also mentioned the use of dream analysis as one approach to help them feel more relaxed and comfortable when expressing their problems. In addition to counseling, bullying cases are addressed through coordination between the school and families. When a victim reports an incident supported by witness testimony, the GC teacher coordinates with the homeroom teacher, summons the perpetrator's parents or guardians, and requires the perpetrator to sign a written agreement or statement on a stamped document as a commitment to prevent similar behavior from recurring.

Bullying cases require prompt and appropriate intervention. Providing protection for victims is an essential responsibility of schools to ensure that students can participate in the learning process in a safe and comfortable environment. Through these curative services, students are expected to develop greater confidence and resilience, demonstrate respect for their peers, and become more mindful of their words and actions. Therefore, the handling of bullying at SMP Negeri 2 Jatibarang involves not only efforts to restore victims' psychological well-being through counseling but also collaboration among the GC teacher, homeroom teacher, and parents to prevent the recurrence of bullying behavior.

4. Conclusion

The research findings identified three forms of bullying among eighth-grade students at SMP Negeri 2 Jatibarang: physical, verbal, and relational bullying. Physical bullying is reflected in aggressive behaviors involving physical contact, such as hitting, pushing, kicking, and damaging other students' belongings. Verbal bullying, on the other hand, involves the use of degrading remarks, inappropriate nicknames, mockery, and hurtful statements that may cause emotional distress. Meanwhile, relational bullying occurs through behaviors intended to distance individuals from their peer groups, avoid social interactions, and exclude victims from communication and group activities with their classmates. These forms of bullying negatively

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affected students' self-confidence, psychological well-being, and social interactions within the school environment.

The study also demonstrates that Guidance and Counseling (GC) teachers play a significant role in addressing bullying through both preventive and curative interventions. Preventive efforts include information services, classroom guidance programs, individual counseling, and anti-bullying campaigns delivered through posters and banners. Meanwhile, curative interventions are implemented through individual and group counseling services provided to students involved in bullying cases, both as victims and perpetrators. Therefore, the continuous implementation of guidance and counseling services contributes substantially to the prevention and management of bullying while promoting the development of a safe, supportive, and conducive learning environment for all students.

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