

Implementation of Guidance and Counseling in Preventing Bullying: The Role of Teachers in Junior High Schools

Vera Yuliza, Nurussakinah Daulay

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

e-mail: verayuliza4@gmail.com, nurussakinah@uinsu.ac.id


Submitted: 18-04-2023

Revised: 01-05-2023

Accepted: 06-05-2023

ABSTRACT. This research aims to describe bullying behavior and the function of guidance and counseling instructors in avoiding bullying in kids. The qualitative research descriptive technique was applied through observation, interviews, and recording. Guidance and counseling instructors, bullying behavior students, and bullying victim students from public junior high schools in Medan City were the topics of this study. This study's data analysis includes the data reduction step, data presentation, and findings. According to the findings of this study, verbal bullying happens in various educational settings, such as flinging foul words, spreading ugliness, providing nicknames, and blaming. The role of guidance and counseling teachers is to carry out guidance and counseling activities in schools to prevent bullying by providing individual counseling services, information services about bullying behavior, the impact of bullying behavior, and preventive, curative, and preservative actions. Following up on the findings of this study, the function of guidance and counseling instructors in avoiding bullying must be enhanced through programs aimed at employing guidance and counseling services in preventative activities.

Keywords: *The role of guidance and counseling teachers, bullying, students*

 <https://dx.doi.org/10.32678/tarbawi.v9i01.8176>

How to Cite Yuliza, V., & Daulay, N. (2023). Implementation of Guidance and Counseling in Preventing Bullying: The Role of Teachers in Junior High Schools. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 51-58. doi:10.32678/tarbawi.v9i01.8176

INTRODUCTION

School is an educational institution that plays an essential role in the success or failure of the achievement of national education (Silviani et al., 2022). School is also one of the determining factors for the growth of students' personalities, both in the way of thinking, acting, and behaving. Many problems occur in the educational environment that is very detrimental to students and need to be prevented, namely *bullying* behavior (Sardimi et al., 2022). It is pretty alarming and very detrimental for its victims. Bullying is a negative behavior that describes degrading, ostracizing, or violent attitudes or behaviors that have the potential to be carried out continuously.

Sulisrudatin (2018) stated that the term violence among students since 1970 is better known as bullying. A learner is said to be a victim of bullying when he or she is seen repeatedly exposed to negative behavior by one or more other learners. Negative behavior includes hurting or trying to hurt or make the victim uncomfortable. It can be done physically (beating, kicking, pushing, choking, or verbally (calling with a bad name, threatening, making fun, ignorant, spreading destructive issues, as well as other behaviors such as putting on faces and making body movements that harass (sexually) or repeatedly alienate the victim from the group.

Meanwhile, bullying between students has different characteristics from violence committed by adults. A single perpetrator usually carries out violence committed by adults on children, while

bullying by fellow students usually occurs in groups (Amalia et al., 2019). In Indonesia alone, the Indonesian Child Protection Commission released data that bullying cases have been experienced by around 87.6% of children aged 12 years to 17 years, where male victims are more than women and bullying behavior is more vulnerable in early adolescence (Wahyu et al., 2019).

Ahmed et al. (2021) revealed that the causes of bullying are: 1) Physically, the behavior has a muscular physique, while the victim is physically weaker. Not all strong boys are bullies; only those with aggressive leanings are most likely to be bullies. 2) An individual's personality traits and attitudes can cause bullying behavior (Kendi, 2019). 3) Increased crime against students is found in the violence aired on social media. Someone has a feeling that wants to be recognized to meet psychosocial needs in the mass media space (De Luca et al., 2019). 4) A teenager who can relate well with peers can work together to do schoolwork and vice versa. 5) Family background plays an essential role in shaping bullying behavior (Nickerson, 2019)

School bullying cases rank at the top in public complaints to the Indonesian Child Protection Commission in education. From 2011 to 2015, at least 1,850 cases of bullying violence occurred in and outside the school environment. Students as victims of bullying in schools received physical and psychological bullying; in 2011, there were 56 cases. In 2012 there were 130 cases. In 2013, there were 96 cases. 2014 there were 156 cases, and in 2015 there were 55 cases. Children as perpetrators of violence, in 2011, there were 48 cases. In 2012 there were 66 cases. In 2013 there were 63 cases; in 2014, there were 67 cases; and in 2015, there were 39 cases (Herawati & Deharnita, 2019). The data above shows that yearly bullying increases and shows no sense of solidarity, affection, and togetherness. Bullying, referred to in the Indonesian Child Protection Commission as a form of violence in schools, defeats student brawls, educational discrimination, or complaints of illegal levies (Sulistrudatin, 2018). Bullying behavior that even takes away lives fosters the seeds of mental disorders in children, both victims and perpetrators.

The problem of bullying has long been a problem in schools. Bullying behavior sees threatening behavior, hitting, and making fun until the victim of bullying cries until his wish is realized (Hapsari et al., 2021). This bullying behavior should be given appropriate measures to prevent many bullying behaviors in schools. Guidance and counseling teachers can do various ways by focusing on perpetrators or victims of Bullying (Wójcik & Mondry, 2017). Change negative behaviors and develop positive behaviors so that guidance counseling teachers can strive optimally to realize individual development commensurate with their respective potentials (Baraldsnes, 2022). Guidance and counseling teacher is an executor of school guidance and counseling that forms and addresses every problem and personal development of students (Sista & Sodikin, 2022).

Every student in the school has problems and development. Therefore the role of the guidance and counseling teacher is significant in observing all of them. The role of guidance and counseling teachers so far includes overcoming bullying cases (Bu'ulolo et al., 2022), helping students improve learning skills and learning motivation (Fischer et al., 2021), developing interests and talents (Lengkey, 2020), building a disciplinary character (Harita et al., 2022), overcoming student delinquency (Saputra & Komariah, 2020), choosing majors in schools (Suryani, 2020) and so on.

Several studies have also been conducted (Sulistiyani et al., 2021), demonstrating that preventative efforts give comprehension or knowledge of bullying through traditional counseling. According to Saragi et al. (2022), Guidance and counseling instructors in schools employ group counseling part playing strategies to resolve bullying situations by playing a part between victims and offenders of bullying. Furthermore, a study by Shoham et al. (2021) shows that advice and counseling instructors have an active role in reducing bullying behavior by offering individual counseling services, group counseling, and group advice.

From the example of research above, it is an effort to handle bullying. Meanwhile, this study will discuss bullying prevention in junior high schools in depth. This kind of research needs to be

done because it can prevent bullying in schools and minimize bullying at school. Therefore, the objectives of this study are 1) implement the implementation of guidance and counseling in preventing bullying in the role of teachers in junior high schools in the Medan City; 2) describe the role of teachers in junior high schools in Medan guidance and counseling in preventing bullying.

METHOD

This research uses qualitative methods with a descriptive approach to the current situation. According to Arifin (2020), "descriptive analysis is carried out by selecting important, new, unique data related to the formulation of problems or research questions. Analysis is based on all data collected through various data collection techniques, namely observation, interviews, and documentation." This study explains the role of guidance and counseling teachers in preventing bullying at State Junior High School 6 Percut Sei Tuan.

The source of data used in this study is primary data. Primary data is interview data directly to informants. The primary data sources in this study were direct interviews with guidance and counseling teachers, students who had committed bullying acts, and students who were victims of bullying acts. The data sources in this study were guidance and counseling teachers and students of State Junior High School 6 Percut Sei Tuan, namely three students of bullying behavior and three students who were victims of bullying.

This study's data collection techniques include interviews, observations, and documentation. At the same time, this research data analysis technique uses data analysis techniques developed by Miles and Huberman in Kurniawan and Sudrajat (2017). Analysis in this model consists of data reduction, display data, and conclusion or verification. Data validity techniques are source triangulation, data collection technique triangulation, and time triangulation.

RESULT AND DISCUSSION

Result

Bullying Behavior of Students of State Junior High School 6 Percut Sei Tuan. Based on the results of interviews and observations at school, bullying behavior is often verbal. Some forms of bullying include throwing dirty words, spreading ugliness, giving nicknames, accusing, and slandering. There are also actions in the form of social bullying, namely gossiping or spreading rumors that are not necessarily true, which results in the victim being shunned and ostracized by his friends. Bullying generally occurs in the morning before teaching and learning begin and during recess.

"During gym practice lessons outside the classroom they isolated me" [S, 09/03]. "I was often teased ugly, my hair was frizzy, this embarrassed me. In fact, they often put on faces that don't like me" [PD, 09/03].

Social bullying also happened to one student, S [09/03]. He shared that his friends often mocked and nicknamed him Scaper, and the ridicule was carried out continuously. S feels alienated from the group because no one wants to be friends with him. From interviews with victims, information was obtained that the impact of bullying on victims was a shame, lack of confidence, inferiority, and wanting to quit school. The victim experiences psychological pressure to endure crying and sadness, the trauma of meeting and communicating with schoolmates, always being alone, and feeling sad. The victim becomes quiet, their learning motivation decreases, and he rarely enters school; as a result, learning achievement decreases, and he moves away and views his classmates and school as enemies (Spruce, 2019).

The role of guidance and counseling teachers in preventing bullying of State Junior High School 6 Percut Sei Tuan Students. In preventing bullying, Guidance and counseling teachers carry out prevention by instilling moral virtues in students and providing personal services to perpetrators and victims. As explained by Mrs. Sa, a Guidance and counseling teachers Teacher,

the following is the presentation: "... I give advice to students who are the source of bullying and all students who are in class to treat bullying behavior, and also I give advice to make good friends with other friends." [SA, 2/3].

The statement from Mrs. Sa was reinforced by a statement from Mrs. N, following her explanation: "... I appeal to them, both the perpetrator and the victim, to stay away from such behavior and maintain good social relations..." [N dan I, 2/3]. The statement from Mrs. N was affirmed by Mrs. I, following her explanation: "... Yes, I give an appeal in the form of advice, that in making friends you should not demonize each other. By calling the student victim of bullying and the bully, then giving advice so that the perpetrator regrets and does not repeat his actions again." [N, 2/3].

This statement shows that the appeal and understanding to provide information are closely related to bullying. For this reason, appeal and understanding can reduce bullying in schools. Guidance and counselling teachers also discipline bullies to provide a deterrent effect on perpetrators and become a lesson for other students not to bully. It was reached by Mrs N, who stated: "... If it is severe and action is needed, perpetrators who commit continuous bullying can be sanctioned in the form of disciplinary action, so that they are deterred..." [N, 2/3].

Discussion

Bullying Behavior of Students of State Junior High School 6 Percut Sei Tuan. *Bullying behaviour* is an action directed at someone to humiliate or hurt someone with some of the shortcomings possessed by the student. Bullying behaviour occurs in schools based on the results of interviews and observations made by researchers. Bullying behaviour is generally carried out in groups, and victims are usually quiet, small in stature, and with frizzy hair (Shoham et al., 2021). Classmates also carry out bullying behaviour. Victims experience bullying because classmates feel most potent and find it difficult to rely on emotions (van Aalst et al., 2022). The actions are mocking, ridiculing, pushing, putting on a face that one does not like, and ostracizing. For the perpetrator, bullying behaviour is fun and can satisfy his feelings and prove that he has power. However, this behaviour is very unpleasant for victims and disrupts their lives, not only in school life but also in life outside school.

From interviews with victims, information was obtained that the impact of bullying on victims was a shame, lack of confidence, inferiority and wanting to quit school. The victim experiences psychological pressure to endure crying and sadness, the trauma of meeting and communicating with schoolmates, and always being alone and sad. The victim becomes quiet, learning motivation decreases and rarely enters school. As a result, learning achievement decreases, and he moves away and views his classmates and school as enemies. This fact aligns with the results of Dwipayanti's research (Samsudi & Muhid, 2020), stating that children who are victims of bullying affect learning achievement. That is because children find it challenging to concentrate, resulting in children often skipping school, which is the key to children's success in learning. The learning outcomes of children who are victims of bullying are lower than children who are not victims of bullying (De Luca et al., 2019).

Unlike the case with the perpetrator, recorded expressions show that he feels increasingly authoritative. The perpetrator also gets satisfaction after committing the act. Although, there are perpetrators who feel there are other consequences after doing their actions, namely pity and shame. This expression indicates that he feels punished for his actions by the social environment. It makes the perpetrator feel ashamed of what he has done. It was found that the factors causing students to become bullies were found, based on causative factors can be divided into internal factors and external factors. Internal factors come from the participant himself or the characteristics within him, with the hyperactive nature carried out deliberately for a specific purpose. External factors are sources from outside the learners (Rahmawati & Illa, 2020). The tradition of seniority at the bottom must be the same as the top, envious, seeking popularity. The social environment of students

significantly influences students in carrying out bullying behaviour when in class and school environment.

The role of guidance and counseling teachers in preventing bullying of State Junior High School 6 Percut Sei Tuan Students. Guidance and counselling teachers are essential in preventing and overcoming school bullying. Therefore, effective and comprehensive services are needed for all students using different skills and resources that can help the performance of guidance and counseling teachers in bullying prevention. In interviews and observations at school, it is known that bullying occurs when students bully their friends who are studying, mock their friends, call their friends by other names, and other behaviours like school children in general. According to the guidance and counseling teacher, factors that influence bullying behaviour can be through environmental factors of their friends, or from within their own homes, such as students at home are often educated with violence by their parents or also hearing inappropriate words from their playmates in the neighbourhood and then bring them to the school environment (Nickerson, 2019).

According to researchers, bullying behaviour that occurs in schools is caused by the character of students and peer factors. Because peers significantly influence students in bullying behaviour in class or the school environment. The Guidance and counseling teacher of State Junior High School 6 Percut Sei Tuan carries out information services and individual counselling in preventing bullying about what bullying is, how bullying behaviour, causes, and consequences arise when bullying behaviour occurs. In supporting the success of preventing bullying behaviour, guidance and counseling teachers in schools have three stages of effort in preventing bullying behaviour, namely:

First, prevention or prevention is carried out utilizing prevention carried out by communicating that bullying is not good and creating guidance and counseling service programs to prevent bullying, namely explaining school rules strictly prohibiting bullying at school, create a stop bullying program so that students do not bully at school (Hamre et al., 2022). This prevention effort has also been proven by research conducted by Nur et al. (2022), which states preventive efforts in bullying prevention, namely the role of parents, the development of guidance and counselling modules, making anti-bullying posters, and so on. Then research Mahriza et al. (2020) states that preventive actions are instrumental rationality, in the form of breaking up and separating children who are hitting/mocking their friends and then separating seats between students so that they are not noisy.

Second, curative actions carried out by guidance and counseling teachers are to provide psychological reinforcement for victims of bullying by calling victims to the guidance and counseling room. Guidance and counseling teachers prevent bullying by recognizing problems, providing individual counselling and information services, supervising bullying behaviour, and involving parents in preventing bullying (Shoham et al., 2021). This curative action has also been investigated (Ambarwati, 2020), which proves that corrective actions seek data on the causes and backgrounds of students and provide counselling to learners as perpetrators of bullying (De Luca et al., 2019).

Third, preservative action is to provide punishment for perpetrators so that learners are afraid to repeat the same behaviour. The punishment carried out in this school aims to provide a deterrent effect so that students do not commit the same act. In this study, guidance and counseling teachers and the school provided a deterrent effect by strengthening disciplinary actions against bullying students (van Aalst et al., 2022). Research also reinforces it (Nasir, 2018), which explains that strengthening punishment or sanctions is essential to deter students who bully. Then students who are victims of bullying by guidance and counseling teachers direct to participate in activities at school or extracurricular activities that follow the interests and talents of these students and get more intense counselling service handling (Baraldsnes, 2022). Counselling services in helping victims of bullying have also been examined by (Sari, 2021), showing that individual counselling services can provide confidence for victims of bullying. Likewise, research Fajaryanti (2022) explains that

individual counselling services can increase the learning motivation of students who are victims of bullying.

CONCLUSION

Based on the results of the research that has been carried out, resulting in data analysis in this study, several conclusions can be drawn in the following description: Bullying behaviour found in schools is physical bullying behaviour: disturbing friends while studying, while social bullying: bullying friends or being exiled from their study group. Then there is verbal bullying: hurling profanity, spreading ugliness, accusation, and slander. The factors that become the occurrence of bullying behaviour are internal factors and external factors. In preventing bullying, guidance and counseling, teachers in schools create guidance and counseling service programs, create stop bullying programs. Provide an understanding of bullying and the impact of bullying behaviour. Provide psychic power for victims, provide individual counselling and information services, and involve parents in the prevention process. Furthermore, provide disciplinary punishment for perpetrators so that students comply with regulations to prevent bullying.

The researcher provides the following suggestions: Schools should meet the facilities and infrastructure needs in guidance and counseling services so that the service process runs optimally. For guidance and counseling teachers, it is better to develop a plan for the implementation of counselling services to carry out corrective actions and preservation actions to overcome various student problems, including bullying behaviour, and focus more on solving student bullying behaviour so as not to interfere with the school teaching process. For students to understand more about bullying and the impact of bullying behaviour, is not beneficial, then for victims of bullying not to be silent when they get bullying treatment from the school environment or outside the school environment to report to the guidance and counseling teacher at school or parents at home. Suggestions that can be given to future researchers are expected to examine other variables related to bullying behaviour and then dig deeper related to the causes of student bullying at school and expand the scope.

BIBLIOGRAPHY

- Ahmed, M. Z., Ahmed, O., & Hiramoni, F. A. (2021). Prevalence and nature of bullying in schools of Bangladesh: A pilot study. *Heliyon*, 7(6), e07415. <https://doi.org/10.1016/j.heliyon.2021.e07415>
- Amalia, E., Nurbaiti, L., Affarah, W. S., & Kadriyan, H. (2019). Skrining dan edukasi pencegahan bullying pada siswa SMA Negeri di Kota Mataram. *Jurnal Pengabdian Magister Pendidikan IPA*, 2(1). <https://doi.org/10.29303/jpmppi.v1i2.245>
- Ambarwati, A. (2020). Strategi guru bimbingan dan konseling dalam mengatasi perlaku bullying di SMP Negeri 5 Simpang Empat Kabupaten Tanah Bumbu. *Thesis*. Universitas Islam Kalimantan
- Arifin, Z. (2020). Metodologi penelitian pendidikan. *Jurnal Al-Hikmah*, 1(1). <http://alhikmah.stit-alhikmahwk.ac.id/index.php/awk/article/view/16>
- Baraldsnes, D. (2022). Teacher practices aimed at preventing school bullying: A comparative analysis of Lithuania and Norway. *Nordic Studies in Education*, 42(4), 306–327–306–327. <https://doi.org/10.23865/NSE.V42.3503>
- Bu'ulolo, S., Zagoto, S. F. L., & Laia, B. (2022). Peran guru bimbingan dan konseling dalam mencegah bullying di SMA Negeri 1 Amandraya tahun pelajaran 2020/2021. *Counseling For All (Jurnal Bimbingan dan Konseling)*, 2(1), 53–62. <https://jurnal.uniraya.ac.id/index.php/Counseling/article/view/376>
- De Luca, L., Nocentini, A., & Menesini, E. (2019). The teacher's role in preventing bullying. *Frontiers in Psychology*, 10(AUG), 1830. <https://doi.org/10.3389/fpsyg.2019.01830/bibtex>

- Fajaryanti, P. R. (2022). Peran guru BK dalam menumbuhkan motivasi belajar siswa korban perundungan (bullying) di SMPN 6 Kota Cirebon. *Thesis*. IAIN Syekh Nurjati Cirebon.
- Fischer, S. M., John, N., & Bilz, L. (2021). Teachers' self-efficacy in preventing and intervening in school bullying: a Systematic review. *International Journal of Bullying Prevention*, 3(3), 196–212. <https://doi.org/10.1007/s42380-020-00079-y/tables/4>
- Hamre, K. V., Fauske, M. R., Reknes, I., Nielsen, M. B., Gjerstad, J., & Einarsen, S. V. (2022). Preventing and neutralizing the escalation of workplace bullying: the role of conflict management climate. *International Journal of Bullying Prevention*, 4(4), 255–265. <https://doi.org/10.1007/s42380-021-00100-y/figures/3>
- Hapsari, R. F., Syamsudin, T. A., Mulyasa, E., & Warta, W. (2021). Management of guidance and counseling services as efforts to foster student character. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(01), 1–16. <https://doi.org/10.32678/tarbawi.v7i01.4052>
- Harita, A., Laia, B., & Zagoto, F. L. (2022). Peranan guru bimbingan konseling dalam pembentukan karakter disiplin siswa SMP Negeri 3 Onolalu tahun pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan dan Konseling)*, 2(1), 40–52. <https://jurnal.uniraya.ac.id/index.php/counseling/article/view/375>
- Herawati, N., & Deharnita, D. (2019). Gambaran faktor-faktor penyebab terjadinya perilaku bullying pada anak. *NERS Jurnal Keperawatan*, 15(1), 60–66. <https://doi.org/10.25077/njk.15.1.60-66.2019>
- Kendi, D. (2019). Analisis faktor-faktor penyebab timbulnya perilaku bullying pada peserta didik kelas X SMKN 5 Bandarlampung tahun ajaran 2018/2019. 1–236. *Thesis*. UIN Raden Intan Lampung.
- Kurniawan, Y., & Sudrajat, A. (2017). Peran teman sebaya dalam pembentukan karakter siswa MTs (Madrasah Tsanawiyah). *Socia: Jurnal Ilmu-Ilmu Sosial*, 14(2). <https://doi.org/10.21831/socia.v14i2.17641>
- Lengkey, Y. (2020). Peran guru bimbingan dan konseling dalam pengembangan minat dan bakat siswa. *Educouns Journal: Jurnal Pendidikan dan Bimbingan Konseling*, 1(1), 1–7. <http://ejurnal-mapalus-unima.ac.id/index.php/educouns/article/view/96>
- Mahriza, R., Rahmah, M., & Santi, N. E. (2020). Stop bullying: analisis kesadaran dan tindakan preventif guru pada anak pra sekolah. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 891–899. <https://doi.org/10.31004/obsesi.v5i1.739>
- Nasir, A. (2018). Konseling behavioral: solusi alternatif mengatasi bullying anak di sekolah. *Konseling edukasi "Journal of Guidance and Counseling"*, 2(1). <https://doi.org/10.21043/konseling.v2i2.4466>
- Nickerson, A. B. (2019). Preventing and intervening with bullying in schools: a framework for evidence-based practice. *School Mental Health*, 11(1), 15–28. <https://doi.org/10.1007/s12310-017-9221-8/metrics>
- Nur, M., Yasriuddin, Y., & Azijah, N. (2022). Identifikasi perilaku bullying di sekolah (sebuah upaya preventif). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 685–691. <https://doi.org/10.35931/am.v6i3.1054>
- Rahmawati, I. S., & Illa, A. (2020). Pencegahan bullying dalam pendidikan karakter melalui peran guru di sekolah. *Prosiding Seminar Nasional Pendidikan*, 2, 633–640. <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/375>
- Samsudi, M. A., & Muhid, A. (2020). Efek bullying terhadap proses belajar siswa. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 2(2), 122–133. <https://doi.org/10.37680/scaffolding.v2i02.466>
- Saputra, R., & Komariah, K. (2020). Peran guru BK dalam mengatasi kenakalan siswa. *IJoCE: Indonesian Journal of Counseling and Education*, 1(2), 24–28. <https://doi.org/10.32923/ijoce.v%0vi%0i.1822>
- Saragi, M. P. D., Tasmara, L., Berutu, R., & Ihsan, M. (2022). Pengaruh layanan konseling kelompok (role playing) dalam mengatasi bullying di yayasan penyalangan anak yatim piatu. *Jurnal*

- Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(3), 270–274.
<https://doi.org/10.31602/jmbkan.v8i3.9055>
- Sardimi, E., Ariani, A., & Raya, I. P. (2022). Evaluation of multi-literacy education program at the community learning activity center in Palangka Raya City. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 8(01), 1–14. <https://doi.org/10.32678/tarbawi.v8i01.4994>
- Sari, M. P. (2021). Penerapan layanan konseling individual untuk mengatasi korban bullying di kelas VIII SMP Swasta Muhammadiyah Tebing Tinggi TA 2020/2021. *Doctoral dissertation*, 14(1), 1–13.
- Shoham, D. A., Wang, Z., Lindberg, S., Chu, H., Brubaker, L., Brady, S. S., Coyne-Beasley, T., Fitzgerald, C. M., Gahagan, S., Harlow, B. L., Joinson, C., Low, L. K., Markland, A. D., Newman, D. K., Smith, A. L., Stapleton, A., Sutcliffe, S., & Berry, A. (2021). School toileting environment, bullying, and lower urinary tract symptoms in a population of adolescent and young adult girls: preventing lower urinary tract symptoms consortium analysis of avon longitudinal study of parents and children. *Urology*, 151, 86–93.
<https://doi.org/10.1016/j.urology.2020.06.060>
- Silviani, A., Rahman, A., & Asy'ari, H. (2022). The Principal's Strategy for Improving the Professionalism of Public Madrasah Aliyah School Teachers. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 8(02), 233–244. <https://doi.org/10.32678/TARBAWI.V8I02.6743>
- Sista, T. R., & Sodikin, A. (2022). The implementation of student management in discipline guidance at Modern Islamic Boarding Schools Gontor. *Tarbawi: Jurnal Keilmuan Manajemen pendidikan*, 8(01), 103–112. <https://doi.org/10.32678/tarbawi.v8i01.5879>
- Spruce, L. (2019). Back to basics: preventing workplace bullying. *AORN Journal*, 110(3), 288–297.
<https://doi.org/10.1002/aorn.12779>
- Sulisrudatin, N. (2018). Kasus bullying dalam kalangan pelajar (suatu tinjauan kriminologi). *Jurnal Ilmiah Hukum Dirgantara*, 5(2). <https://doi.org/10.35968/jh.v5i2.109>
- Sulistiyani, I., Rahmawati, D., Rohastono Ajie, G., & Studi Bimbingan dan Konseling, P. (2021). Peran guru bimbingan konseling dalam meminialisir perilaku bullying. *Dwjaloka Jurnal Pendidikan Dasar dan Menengah*, 2(4), 419–426. <https://doi.org/10.35473/dwjaloka.v2i4.1513>
- Suryani, A. I. (2020). Peran guru bimbingan konseling dalam pemilihan jurusan di Sekolah Menengah Atas Negeri 2 Siak Hulu Kecamatan Siak Hulu Kabupaten Kampar Provinsi Riau. *Thesis*. Universitas Islam Negeri Sultan Syarif Kasim Riau
- van Aalst, D. A. E., Huising, G., & Veenstra, R. (2022). A systematic review on primary school teachers' characteristics and behaviors in identifying, preventing, and reducing bullying. *International Journal of Bullying Prevention*, 1–14. <https://doi.org/10.1007/s42380-022-00145-7/tables/5>
- Wahyu, I., Affarah, S., Amalia, E., Nurbaiti, L., & Kadriyan, H. (2019). Public sharing on prevention and impact of bullying in adolescents. *Prosiding Pepadu*, 1, 153–159.
<https://www.jurnal.lppm.unram.ac.id/index.php/prosidingpepadu/article/view/24>
- Wójcik, M., & Mondry, M. (2020). Student action research: Preventing bullying in secondary school—Inkla project. *Action Research*, 18(2), 251–269.
<https://doi.org/10.1177/1476750317730652>