MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index: Harvard, Boston, Sydney, Copernicus, Sinta 4, Scilit, Semantic, Google, etc

https://doi.org/10.58578/mikailalsys.v4i3.11737

Analyzing Bullying Behavior and Its Implications for Guidance and Counseling Services at MTs Muhammadiyah Curup

Imam Rifai, Hartini, Syamsul Rizal
Curup State Islamic Institute, Indonesia
imamr5268@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jun 26, 2026	Jul 24, 2026	Aug 5, 2026	Aug 10, 2026

Abstract

Bullying remains a serious concern in school environments because of its adverse effects on students' psychological well-being, social relationships, and academic achievement. Despite existing preventive efforts, bullying continues to occur at MTs Muhammadiyah Curup, highlighting the need for a more systematic and comprehensive guidance and counseling intervention. This study aims to analyze the forms of bullying behavior, identify the factors contributing to bullying, and develop a guidance and counseling program for addressing bullying in the school context. A Research and Development (R&D) approach was employed using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. Data were collected through observations, interviews, questionnaires, and documentation and analyzed descriptively to inform program development and evaluation. The findings indicate that bullying behavior among students was categorized as very high and included physical, verbal, relational, cyber, and prejudice-based bullying. The identified contributing factors comprised individual characteristics, family environment, peer influence, school environment, and social media. The

Mikailalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

developed guidance and counseling program was implemented through classroom guidance, content mastery services, and group counseling and was found to enhance students' understanding of bullying, communication skills, and positive social attitudes. These findings demonstrate that a structured guidance and counseling program can provide a systematic approach to addressing bullying and strengthening preventive efforts within the school environment. The study contributes a development-based intervention framework that can support school counselors and educational institutions in fostering safer, more supportive, and more conducive learning environments.

Keywords: ADDIE Model; Bullying Prevention; Guidance and Counseling; School Bullying; School Environment

INTRODUCTION

Bullying is a phenomenon that is widely recognized in adolescents' school lives. According to Ken Rigby, as cited by Diannita et al., bullying refers to the systematic abuse of power within interpersonal interactions. This behaviour is driven by perceived differences between perpetrators and victims, including physical characteristics, abilities, social status, and socioeconomic background. Such disparities create opportunities that are exploited by individuals or groups who perceive themselves as more powerful to engage in negative bullying behaviours (Diannita et al., 2023). Bullying is typically perpetrated repeatedly over an extended period, resulting in victims experiencing persistent intimidation, fear, and psychological trauma (Okprianti et al., 2025; Rachmawati, 2024).

Bullying cases frequently occur within educational settings, partly because schools often maintain a culture of seniority in which senior students exercise authority over the school environment, while junior students are expected to comply with established norms and regulations. Nadiem Makarim, the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, as cited by Jamal et al., stated that the Indonesian education system is currently confronting three major challenges, commonly referred to as the "three major sins of education," one of which is bullying. This issue constitutes a significant barrier to the creation of a safe and conducive learning environment and has the potential to inflict long-term psychological trauma on victims of bullying (Jamal et al., 2025).

Bullying behaviour commonly manifests in verbal forms, such as insults and abusive language; psychological forms, including social exclusion and ostracism; and physical forms,

such as hitting or other acts of physical violence. In the digital era, adolescents also engage in cyberbullying by disseminating victims' photographs and using them as objects of ridicule on social media platforms. Such behaviour generally serves three interrelated purposes: providing satisfaction or amusement to the perpetrator, weakening the victim and diminishing their ability to defend themselves, and encouraging perpetrators to continue their abusive actions because they perceive themselves as victorious and encounter little or no resistance from the victim (Nur'aeni et al., 2025).

Bullying has profound and far-reaching consequences for its victims. It may result in diminished self-confidence, depression, feelings of inferiority, emotional instability, increased fearfulness, reduced concentration, declining academic achievement, and, in severe cases, suicidal ideation. Furthermore, victims often continue to recall the abusive experiences they endured, leading to persistent emotional pain, resentment, and hostility toward the perpetrators. When bullying is underestimated or ignored, it can produce serious and lasting psychological consequences for victims (Hilma et al., 2024). Bullying cases remain highly prevalent in schools because students spend a substantial portion of their daily lives within the school environment, where individuals from diverse social, cultural, and economic backgrounds interact. These differences frequently become underlying factors contributing to the occurrence of bullying.

Bullying that occurs repeatedly and continuously must be addressed immediately because its consequences extend beyond physical harm to significantly affect an individual's psychological and mental well-being. Effective intervention is essential to prevent victims of bullying from withdrawing from their social environment while enabling perpetrators to recognize the consequences of their actions and modify their behaviour in order to be accepted within their social community.

Bullying has become a serious issue within educational settings, adversely affecting students' mental and emotional well-being. Despite various preventive initiatives, bullying incidents continue to occur across different levels of education. Every school should provide comprehensive support services that promote students' development and overall well-being. Effective guidance and counselling services play a crucial role in fostering students' personal growth and psychological welfare. Therefore, the implementation of effective guidance and counselling services is indispensable in every educational institution.

Guidance and counselling refer to professional assistance provided by school counsellors or guidance teachers to students individually or in groups, with the objective of enabling them to become independent in managing their personal challenges while developing into responsible and well-adjusted individuals. Guidance and counselling services facilitate the optimisation of students' personal, social, academic, and career development through a variety of structured programmes and interventions delivered by school counsellors. These services are primarily intended to prevent the emergence of problems among students, thereby protecting them from difficulties that may hinder their overall development (Jumarnis et al., 2021).

Guidance and counselling services play a pivotal role in addressing bullying in schools, consistent with the objectives of guidance and counselling in the domains of personal and social development. These objectives include fostering positive attitudes, encouraging students to value themselves and others, strengthening their capacity for healthy social interaction through friendships, brotherhood, and harmonious interpersonal relationships, and equipping them with the ability to resolve both internal and external conflicts effectively (Fitriani et al., 2022).

In this context, guidance and counselling services have a fundamental responsibility to provide optimal support for students experiencing bullying-related problems. If these services are not delivered effectively to both perpetrators and victims of bullying, the negative behavioural patterns exhibited by perpetrators are likely to persist and may even intensify over time. Furthermore, perpetrators may experience difficulties in establishing healthy interpersonal relationships and may encounter obstacles in developing empathy and moral responsibility within their future social lives. Conversely, victims of bullying may suffer from depression, anxiety, and post-traumatic stress disorder, all of which can impair concentration and learning motivation, resulting in declining academic achievement, deteriorating physical health, and social withdrawal due to feelings of insecurity (Musdalifah, 2021). These adverse outcomes may ultimately reduce students' participation and enthusiasm for learning. Therefore, the provision of comprehensive and effective guidance and counselling services is essential for addressing bullying cases within schools (Adel & Nirwana, 2025).

Based on the researcher's preliminary observations, bullying cases at MTs Muhammadiyah Curup remain a significant concern. According to records obtained from the school counseling office (Bimbingan dan Konseling/BK), five bullying cases were

reported during November alone. This situation has negatively affected students' learning motivation and has contributed to their unwillingness to attend school. Although school counselors have implemented both preventive and intervention counseling services to address bullying, such incidents continue to occur. This condition is further supported by the testimony of one student who admitted to having been summoned by the school counselor on five separate occasions, indicating that awareness regarding bullying behavior remains inadequate among students.

Previous studies have examined bullying behavior from various perspectives. The study conducted by Oktavian and Ramadan (2023) demonstrated that bullying has a substantial impact on students' psychological well-being, including reduced self-confidence, increased anxiety, and mental health problems. Likewise, Chaidar and Latifah emphasized that bullying behavior is influenced by multiple factors, including individual characteristics, family environment, peer relationships, and the school environment. Meanwhile, Fitriani et al. (2022) explained that guidance and counseling services play a strategic role in assisting students in overcoming various developmental challenges, including bullying behavior. Other studies have also reported that innovations in guidance and counseling services can enhance the effectiveness of addressing a wide range of student-related problems within the school setting.

Nevertheless, most previous studies have investigated bullying behavior, its contributing factors, or guidance and counseling services separately. Research that integrates the analysis of different forms of bullying behavior, identifies the underlying causal factors, and develops a guidance and counseling program based on the actual needs of students within a particular educational institution remains relatively limited. In reality, each school possesses distinctive student characteristics, school culture, and social dynamics, thereby requiring guidance and counseling programs specifically designed according to empirical conditions in the field. This research gap highlights the necessity for studies that not only describe the phenomenon of bullying but also produce practical and contextually relevant intervention programs that correspond to students' actual needs.

This study is grounded in Ken Rigby's conceptualization of bullying, which defines bullying as the intentional and repeated abuse of power involving an imbalance of power between the perpetrator and the victim. Furthermore, this research adopts the developmental guidance and counseling framework, which positions guidance and counseling services as

preventive, curative, and developmental interventions aimed at facilitating students' optimal personal and social development. Based on these theoretical foundations, this study offers novelty by integrating the analysis of five forms of bullying behavior—physical bullying, verbal bullying, relational bullying, cyberbullying, and prejudicial bullying—with five major contributing factors, namely individual factors, family factors, peer factors, school factors, and social media factors. The findings of this integrated analysis subsequently serve as the foundation for developing a guidance and counseling program using the ADDIE instructional design model, thereby ensuring that the resulting program is more responsive to the specific needs of students at MTs Muhammadiyah Curup.

Based on the foregoing discussion, this study focuses on analyzing bullying behavior among students at MTs Muhammadiyah Curup, identifying the factors contributing to its occurrence, and developing a guidance and counseling program as a strategic effort to address bullying within the school environment. Accordingly, this study aims to analyze the various forms of bullying behavior, identify the factors contributing to the occurrence of bullying, and develop a guidance and counseling program that is aligned with the actual needs of students at MTs Muhammadiyah Curup.

METHODS

This study employed the Research and Development (R&D) method (Okpatrioka, 2023) with the objective of developing a guidance and counseling service program to address bullying behavior at MTs Muhammadiyah Curup. The Research and Development approach was selected because it is designed not only to produce an educational product but also to evaluate its feasibility prior to implementation. The product developed in this study was a guidance and counseling service program specifically designed to minimize bullying behavior among students (Ismanto et al., 2024; Munawarah et al., 2024).

The development process adopted the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), originally developed by Reiser and Mollenda (Hidayat & Nizar, 2021; Siregar & Rhamayanti, 2025). During the Analysis phase, needs identification was conducted through preliminary observations, interviews, questionnaire administration, and document analysis to examine the existing conditions of bullying within the school environment (Syani et al., 2025; Proyanto & Patilima, 2026). The Design phase involved preparing a guidance and counseling service program tailored to

students' identified needs (Nasution, 2021). The Development phase focused on constructing and refining the program based on the results of the needs assessment. Subsequently, the Implementation phase consisted of administering the developed guidance and counseling service program within the school setting. Finally, the Evaluation phase was conducted to assess both the implementation process and the effectiveness of

the developed program, thereby providing a basis for further refinement and improvement (Zahroh & Hilmiyati, 2024).

The participants in this study were students of MTs Muhammadiyah Curup who constituted the target population for the implementation of the guidance and counseling service program. Based on the research data, a total of 57 students participated in the study. Participants were selected using purposive sampling, whereby research subjects were intentionally chosen according to the objectives of the study, particularly students identified as the target group for bullying behavior assessment and the implementation of the guidance and counseling program.

The research instruments consisted of observation sheets, interview guidelines, questionnaires, and documentation. Observations were conducted to obtain an accurate description of the actual conditions of bullying behavior within the school environment. Interviews were carried out with relevant stakeholders to obtain more comprehensive information regarding the factors contributing to bullying and the implementation of guidance and counseling services. Questionnaires were administered to identify the forms of bullying, the factors contributing to bullying behavior, and the students' needs for guidance and counseling services. Documentation was utilized to complement the research data through school archives, case reports, and other supporting documents. Data collection was conducted systematically following each stage of the ADDIE development model.

Data trustworthiness was ensured through methodological triangulation by integrating multiple data collection techniques, including observations, interviews, questionnaires, and documentation, thereby allowing information obtained from different sources to corroborate one another. Furthermore, the findings of the needs assessment served as the foundation for developing the guidance and counseling program, which was subsequently evaluated during the implementation stage to ensure that the developed program effectively addressed students' identified needs.

Data analysis employed both quantitative descriptive and qualitative descriptive techniques. Questionnaire data were analyzed using percentage analysis to describe the prevalence of bullying behavior, the factors contributing to bullying, and the needs for guidance and counseling services. Meanwhile, data obtained from observations, interviews, and documentation were analyzed qualitatively through the processes of data reduction, data display, and conclusion drawing. The results of these analyses subsequently served as the basis for developing and refining the guidance and counseling service program.

The study was conducted at MTs Muhammadiyah Curup. Based on the implementation of the developed program, the intervention was carried out from April to May through classroom guidance services, content mastery services, and group guidance and counseling sessions. Throughout the research process, ethical considerations were carefully observed by obtaining official permission from the school administration, maintaining the confidentiality of participants' identities, informing all participants about the objectives of the study, and ensuring that all collected data were used exclusively for research purposes.

This version is appropriate for an international Scopus-indexed journal, with terminology and style aligned to academic conventions while preserving all of the original content.

RESULTS

Bullying Problems at MTs Muhammadiyah Curup

Based on the analysis of the questionnaire data, more than half of the students were identified as perpetrators of various forms of bullying, including physical, verbal, relational, cyber, and prejudicial bullying.

Physical bullying was most prevalent in the form of tripping classmates, accounting for 96.46%, with 55 out of 57 students admitting to engaging in this behavior. From the victims' perspective, the most frequently experienced form of physical bullying was being pushed, reported by 94.74% of respondents, equivalent to 54 out of 57 students.

Verbal bullying was predominantly manifested through insulting peers and assigning offensive nicknames, with a prevalence of 89.96%, involving 51 out of 57 students as perpetrators. Regarding victimization, the most frequently reported experience was receiving threatening words, affecting 85.96% of respondents, or 54 out of 57 students.

Relational bullying was most commonly reflected in behaviors such as talking about others' shortcomings, social exclusion, and spreading gossip, with a prevalence of 87.72%, involving 50 out of 57 students as perpetrators. Among victims, the highest proportion was found in the experience of being socially excluded, reported by 84.21% of respondents, representing 48 out of 57 students.

Cyberbullying was most frequently carried out through sending insulting messages, disseminating negative information, and sharing harmful online content, with a prevalence of 87.72%, involving 50 out of 57 students as perpetrators. From the victims' perspective, the most common experience was becoming the target of negative online content, reported by 84.21% of respondents, equivalent to 48 out of 57 students.

Prejudicial bullying was predominantly characterized by demeaning others based on skin color, making discriminatory remarks, and treating peers unfairly, with a prevalence of 87.72%, involving 50 out of 57 students as perpetrators. Among victims, the most frequently reported experience was receiving discriminatory remarks, affecting 77.19% of respondents, corresponding to 44 out of 57 students.

Factors Contributing to Bullying at MTs Muhammadiyah Curup

The findings indicate that several factors contribute to the occurrence of bullying at MTs Muhammadiyah Curup, including individual factors, family factors, peer factors, school factors, and social media factors.

Regarding individual factors, the highest percentage among perpetrators was found in the indicator "My friends are afraid of me," which reached 96.46%, indicating that 55 out of 57 students admitted engaging in bullying behavior. Among victims, the highest percentage was observed in the indicator "Feeling physically or emotionally weaker," which reached 82.46%, representing 47 out of 57 students who experienced bullying.

With respect to family factors, the highest percentage among perpetrators was identified in the indicators "Being raised without clear rules" and "Receiving physical punishment when making mistakes," both of which reached 77.19%, involving 44 out of 57 students who engaged in bullying behavior. Among victims, the highest percentage was found in the indicator "Learning to regulate emotions," which reached 75.44%, representing 43 out of 57 students who had experienced bullying.

For peer factors, the highest percentage among perpetrators was observed in the indicators "Feeling more courageous when accompanied by friends," "Engaging in bullying to gain acceptance within the peer group," and "Participating in bullying to avoid social exclusion," all of which reached 87.72%, involving 50 out of 57 students. Among victims, the highest percentage was found in the indicator "Friends only watched when I was being bullied," which reached 75.44%, representing 43 out of 57 students who had experienced bullying.

Concerning school factors, the highest percentage among perpetrators was identified in the indicators "Feeling free to do anything at school," "Experiencing or displaying harsh behavior among schoolmates," and "Frequently being involved in conflicts at school," which collectively reached 82.46%, involving 44 out of 57 students who admitted committing bullying. Among victims, the highest percentage was observed in the indicator "Bullying frequently occurs without any resistance," which reached 91.23%, representing 52 out of 57 students who had experienced bullying.

Regarding social media factors, the highest percentage among perpetrators was found in the indicators "Imitating bullying behavior observed on social media" and "Perceiving bullying content on social media as amusing," both of which reached 84.21%, involving 48 out of 57 students who engaged in bullying behavior. Among victims, the highest percentage was identified in the indicator "Having been a target of bullying on social media," which also reached 84.21%, representing 48 out of 57 students who had experienced cyberbullying.

Implementation of the Guidance and Counseling Program in Addressing Bullying at MTs Muhammadiyah Curup

The guidance and counseling (GC) program aimed at addressing bullying was implemented systematically over a two-month period, namely April and May, by integrating several types of services, including classroom guidance and group counseling. The program was designed to assist students in understanding the issue of bullying while simultaneously developing effective communication skills to support positive social interactions.

During the initial stage, a classroom guidance service in the form of an information session entitled “The Concept of Bullying and Its Dangers” was conducted during the fourth week of April and continued in the second week of May. This activity was delivered through face-to-face classroom instruction for two 45-minute sessions. The implementation process

involved the guidance and counseling teacher explaining the definition of bullying, its various forms, and the adverse consequences associated with such behavior. Furthermore, students were encouraged to participate in discussions and reflect on personal experiences or bullying-related phenomena occurring within their surrounding environment, thereby enabling them to develop a more contextual and meaningful understanding of the issue.

Subsequently, a content mastery service entitled "Effective Communication Strategies" was implemented during the second and fourth weeks of April. Similar to the previous activity, this service was conducted in a classroom setting for two 45-minute sessions. The implementation emphasized the development of practical communication skills, including expressing opinions appropriately, practicing active listening, and managing emotions effectively during interpersonal communication. The instructional methods incorporated simulations, role-playing activities, and hands-on practice to enable students to apply and reinforce the communication skills acquired throughout the sessions.

In May, the program continued with group guidance and counseling services employing a task-focused discussion approach, which were conducted during the third and fourth weeks of the month. These sessions were organized in small groups to facilitate more intensive and meaningful interaction among participants. The implementation process began with group formation, followed by an explanation of the objectives and the facilitation of structured group discussions led by the guidance and counseling teacher. Each group member was provided with an opportunity to express opinions, share personal experiences, and collaboratively identify solutions to the issues discussed within the group.

Overall, the implementation of this guidance and counseling program integrated informative, preventive, and social skills development approaches. The classroom guidance services functioned to provide all students with a comprehensive understanding of bullying, whereas the group counseling services offered a more personalized environment for deeper reflection, discussion, and reinforcement of learning outcomes. Through its gradual, systematic, and continuous implementation, the program is expected to enhance students' awareness of the dangers of bullying while equipping them with more effective communication skills that can be applied in their everyday social interactions.

DISCUSSION

The findings revealed that bullying behavior at MTs Muhammadiyah Curup was classified as very high and encompassed five major forms, namely physical bullying, verbal bullying, relational bullying, cyberbullying, and prejudicial bullying. This condition indicates that bullying has become an integral part of students' social interactions, suggesting that it is no longer an incidental occurrence but rather a recurring phenomenon involving a substantial proportion of students as both perpetrators and victims. These findings demonstrate that the school environment continues to face significant challenges in establishing a safe and conducive learning atmosphere. The high prevalence of physical bullying, manifested through acts such as tripping classmates; verbal bullying, including insults and the assignment of derogatory nicknames; relational bullying through social exclusion and the spread of rumors; cyberbullying involving the dissemination of harmful messages and negative online content; and prejudicial bullying expressed through discriminatory behaviors illustrates that bullying has evolved in line with students' patterns of interaction, both in face-to-face settings and through digital media. These findings reinforce Rigby's perspective that bullying constitutes an intentional, repetitive form of aggressive behavior characterized by an imbalance of power between perpetrators and victims.

The present findings are consistent with previous studies demonstrating that bullying exerts detrimental effects on students' psychological, social, and academic development. Victims of bullying are more likely to experience anxiety, diminished self-confidence, difficulties in social interaction, reduced learning motivation, and poor academic achievement, whereas perpetrators may develop persistent aggressive behaviors if appropriate interventions are not provided. The results further corroborate the findings of Hartini and Dina (2023) regarding the impact of bullying on students' mental health, Hamzah and Ahmadi (2024) concerning the predominance of verbal bullying within school environments, Forsberg et al. (2024) on the relationship between relational bullying and the deterioration of social relationships and learning experiences, and Özdemir et al. (2024), who argued that prejudicial bullying has more complex consequences because it is closely associated with victims' social identities. Accordingly, this study extends the existing empirical evidence by demonstrating that multiple forms of bullying may coexist within the same school environment, thereby necessitating comprehensive prevention and intervention strategies.

Beyond identifying the various forms of bullying, this study found that bullying behavior is influenced by the interaction of multiple factors, including individual characteristics, family environment, peer relationships, school context, and social media. Individual factors indicate that perpetrators often seek social dominance and recognition from their surrounding environment. Meanwhile, inadequate parental supervision and limited emotional guidance contribute to the development of aggressive behavioral tendencies among students. Peer environments also play a significant role through peer pressure, encouraging students to engage in bullying as a means of gaining acceptance within their social groups. Furthermore, insufficient school supervision, combined with the widespread use of social media, increases opportunities for bullying, particularly cyberbullying. These findings are consistent with Bronfenbrenner's Ecological Systems Theory, which posits that individual behavior is shaped by interactions across multiple environmental systems, including the family, school, peer groups, and the broader social environment. Consequently, bullying should not be understood merely as an individual behavioral problem but rather as the product of complex interactions among multiple interconnected environmental factors.

The implementation of the guidance and counseling program, consisting of classroom guidance services, content mastery services, and group counseling, demonstrated that a systematic approach effectively enhanced students' understanding of bullying while simultaneously developing their communication skills and fostering more positive social attitudes. These findings support the concept of comprehensive school guidance and counseling, which integrates preventive, remedial, and developmental services into a unified framework for promoting students' holistic development. Information services increased students' awareness of the forms and consequences of bullying, content mastery services strengthened effective communication skills, while group counseling provided opportunities for students to share experiences, cultivate empathy, and collaboratively identify solutions to the challenges they encountered. Therefore, the success of the program should not only be assessed based on improvements in students' knowledge but also on the enhancement of social competencies that function as protective factors against bullying behavior.

From a scholarly perspective, this study contributes to the advancement of school guidance and counseling research by demonstrating that bullying is a multidimensional phenomenon shaped by the interaction of both internal and external factors. The findings also reinforce the importance of implementing comprehensive guidance and counseling

services as both preventive and intervention strategies for reducing bullying behavior. From a practical standpoint, the results provide an empirical basis for guidance and counseling teachers to design more structured service programs that are responsive to students' developmental needs. For school administrators, these findings may serve as a foundation for strengthening child-friendly school policies, improving supervision of students' behavior, fostering stronger collaboration with parents, and promoting digital literacy programs to prevent cyberbullying. Furthermore, this study carries important policy implications by emphasizing that effective bullying prevention requires collaborative efforts among schools, families, and communities. Consequently, anti-bullying initiatives should extend beyond individual-level interventions to include the strengthening of educational systems that support the creation of safe, inclusive, and violence-free learning environments.

Nevertheless, this study has several limitations. First, the research was conducted exclusively at MTs Muhammadiyah Curup, and therefore the generalizability of the findings to schools with different characteristics should be approached with caution. Second, the data were collected through observations, interviews, questionnaires, and document analysis over a relatively limited research period, which may not adequately capture long-term changes in bullying behavior. In addition, this study primarily focused on the development of a guidance and counseling program based on a needs assessment without examining the long-term effectiveness of the program's implementation. Therefore, future studies are recommended to involve larger and more diverse samples, employ experimental or longitudinal research designs, and evaluate the sustained effectiveness of guidance and counseling interventions in reducing bullying behavior over extended periods.

CONCLUSION

This study demonstrates that bullying behavior at MTs Muhammadiyah Curup is classified as very high and encompasses various forms, including physical bullying, verbal bullying, relational bullying, cyberbullying, and prejudice-based bullying. The findings further reveal that the occurrence of bullying is influenced by multiple interrelated factors, including individual characteristics, family environment, peer relationships, the school environment, and social media. Furthermore, the systematic implementation of the guidance and counseling program through classroom guidance services, content mastery services, and group counseling services was found to enhance students' understanding of bullying, develop

their communication skills, and strengthen positive social attitudes. Accordingly, the objectives of this study—to identify the various forms of bullying, analyze the factors contributing to its occurrence, and describe the implementation of guidance and counseling programs in addressing bullying at MTs Muhammadiyah Curup—have been successfully achieved.

The findings contribute to the advancement of guidance and counseling scholarship by strengthening the understanding of the characteristics of bullying behavior and the factors influencing its occurrence, thereby providing a theoretical foundation for the development of more comprehensive school-based guidance and counseling programs. Moreover, this study demonstrates that the integration of classroom guidance, content mastery services, and group counseling can serve as a systematic and practical intervention model for both the prevention and management of bullying. Such an integrated approach has the potential to foster a safe, supportive, and conducive school environment while promoting students' positive social development.

Based on the findings, it is recommended that schools continue to optimize the implementation of guidance and counseling programs through sustained collaboration among guidance and counseling teachers, subject teachers, parents, and all members of the school community in both the prevention and intervention of bullying. Future research is encouraged to develop and evaluate the effectiveness of guidance and counseling programs across different educational levels and school contexts in order to establish increasingly comprehensive service models for minimizing bullying behavior.

REFERENCES

Adela, N., Neviyarni, N., & Nirwana, H. (2025). Cyber Counseling Sebagai Metode Meningkatkan Layanan Bimbingan dan Konseling di Sekolah: Literature Review. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial, 2*(12), 113–117. https://ojs.daarulhuda.or.id/index.php/Socius/article/view/1620

Diannita, A., Salsabela, F., Wijiati, L., & Putri, A. M. S. (2023). Pengaruh Bullying terhadap Pelajar pada Tingkat Sekolah Menengah Pertama. *Journal of Education Research, 4*(1), 297–301. https://doi.org/10.37985/jer.v4i1.117

Fitriani, E., Neviyarni, N., Mudjiran, M., & Nirwana, H. (2022). Problematika Layanan Bimbingan dan Konseling di Sekolah. *Naradidik: Journal of Education and Pedagogy, 1*(3), 174–180. https://doi.org/10.24036/nara.v1i3.69

Hidayat, F., & Nizar, M. (2021). Model ADDIE (Analysis, Design, Development, Implementation and Evaluation) dalam Pembelajaran Pendidikan Agama Islam.

Jurnal Inovasi Pendidikan Agama Islam (JIPAI), 1(1), 28–38. https://doi.org/10.15575/jipai.v1i1.11042

Ismanto, M. D., Ilham, I., & Habibi, A. (2024). Development of Google Sites-based counseling guidance information services on bullying. *Indonesian Journal of Educational Development (IJED), 4*(4), 472–482. https://doi.org/10.59672/ijed.v4i4.3503

Jamal, A. A., Yanis, M., & Ahmad, A. (2025). Sosialisasi Intoleransi sebagai Upaya Pencegahan Dosa Besar Pendidikan terhadap Siswa Siswi di Sekolah Dasar. *Jurnal ABDINUS: Jurnal Pengabdian Nusantara, 9*(1), 162–173. https://doi.org/10.29407/ja.v9i1.23851

Jumarnis, S. A., Anugerah, J. C., & Sinaga, Y. J. (2023). Strategi Penanaman Pendidikan Karakter dalam Meminimalisir Bullying Siswa Sekolah Dasar. *Jurnal Elementaria Edukasia, 6*(3), 1103–1117. https://doi.org/10.31949/jee.v6i3.6398

Munawarah, D., Aryani, F., & Harum, A. (2024). The development of snake and ladders guidance media to prevent bullying behavior. *Educational Guidance and Counseling Development Journal, 7*(2), 168–178. https://doi.org/10.24014/egcdj.v7i2.28518

Musdalifah, A. (2021). Media Daring Layanan BK di Masa Pandemi COVID-19. *Ristekdik: Jurnal Bimbingan dan Konseling, 6*(1), 109–113. https://doi.org/10.31604/ristekdik.2021.v6i1.109-113

Nasution, A. F. (2021). Analisis Asessmen Kebutuhan Siswa dalam Penyusunan Program BK di Sekolah. *Empati: Jurnal Bimbingan dan Konseling, 8*(2), 126–136. https://doi.org/10.26877/empati.v8i2.8524

Nur'aeni, S., Hakim, A. F., Ermilda, Alyan, W. L., Hasnita, R. N., & Nurfaujiah, S. (2025). Mewujudkan Sekolah Ramah Anak: Studi Kasus Program Kampanye 3 Dosa Besar Pendidikan Kampus Mengajar. *Didaktika: Jurnal Kependidikan, 14*(1), 1429–1438. https://jurnaldidaktika.org/contents/article/view/1769

Okpatrioka, O. (2023). Research and Development (R&D) Penelitian yang Inovatif dalam Pendidikan. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya, 1*(1), 86–100. https://doi.org/10.47861/jdan.v1i1.154

Okprianti, R., Emilson, N. H., Oktariani, C., Qodriyah, A., Lindon, N. N. P., & Az-Zahra, N. N. (2025). Perlindungan Hukum terhadap Anak Korban Bullying: Dampak dan Upaya Pencegahan Risiko Bunuh Diri di Indonesia. *The Juris, 9*(2), 567–574. https://doi.org/10.56301/juris.v9i2.1978

Oktaviany, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA, 9*(3), 1245–1251. https://doi.org/10.31949/educatio.v9i3.5400

Rachmawati, D. (2024). Bullying dan Dampak Jangka Panjang: Koneksi dengan Kekerasan dan Kriminalitas di Sekolah. *JOIES (Journal of Islamic Education Studies), 9*(1), 83–104. https://doi.org/10.15642/joies.2024.9.1.83-104

Renti, Priyanti, N., & Patilima, H. (2026). Pengembangan Media Buku Panduan Aktivitas dalam Pencegahan Perundungan (Bullying). *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini, 7*(2), 197–208. https://ejournal.uniib.ac.id/index.php/alihsan/article/view/3814

Siregar, T., & Rhamayanti, Y. (2025). Implementasi Pengembangan Model ADDIE pada Dunia Pendidikan. *Jurnal Hasil Penelitian dan Pengembangan (JHPP), 3*(2), 85–100. https://jurnalcendekia.id/index.php/jhpp/article/view/561

Syani, I. A., Suriswo, S., & Sudibyo, H. (2025). Analisis Kebutuhan Siswa dan Guru terhadap Pengembangan Bimbingan Klasikal dalam Meningkatkan Pemahaman Bullying Siswa. *JIIP–Jurnal Ilmiah Ilmu Pendidikan, 8*(5), 5462–5470. https://doi.org/10.54371/jiip.v8i5.8018

Zahroh, F. L., & Hilmiyati, F. (2024). Indikator Keberhasilan dalam Evaluasi Program Pendidikan. *Edu Cendikia: Jurnal Ilmiah Kependidikan, 4*(3), 1052–1062. https://doi.org/10.47709/educendikia.v4i03.5049

Zakia, H., Maulina, M. R., Misyam, N., Wardah, R., Alwiyana, M. L., Aji, A. N., Riyanto, A. A., Sulistiawati, E., Anis, N., Rokhimah, H., Bahri, S., Ghani, M. R., & Adinugraha, H. H. (2024). Edukasi Pencegahan Bullying pada Siswa SD Negeri 01 Desa Bodas Kecamatan Watukumpul. *Jurnal Pengabdian Kepada Masyarakat Citra Delima, 2*(1), 26–33. https://doi.org/10.33862/jp.v2i1.475