GUIDANCE COUNSELING MANAGEMENT IN ANTICIPATION OF BULLYING AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL AD DURRAH MEDAN

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Abstract

Bullying is a common problem in schools and has a negative impact on student development. The existence of counseling management plays a crucial role in preventing and addressing all forms of bullying that occur within the school environment. This study aims to describe and analyze the implementation of counseling management in anticipating bullying at SMP Islam Terpadu Ad Durrah Medan. The method used is descriptive qualitative with data collection through interviews, observations, and documentation. The research findings show that counseling management is carried out in a structured manner through three main stages: planning, implementation, and evaluation. In the planning stage, an Anti-Bullying Team is formed to develop a program based on student needs assessment. The implementation stage includes the BK Me Time program, Islamic Personal Development, anti-bullying counseling, as well as individual, group, and class counseling services. Evaluation begins with two main stages: first, periodic evaluations conducted each time there is a meeting with the counseling teacher, principal, and student affairs department. Second, an evaluation at the end of the academic year, which aims to assess the final results, including the program's impact on bullying issues and identify necessary improvements for the following academic year.

Keywords: Bullying, Guidance And Counseling Management, Anticipating

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INTRODUCTION

The national education goals, which emphasize faith, piety, and noble character, highlight the importance of developing the nation's moral character. Currently, bullying has become an increasingly concerning issue in the education sector, especially at the junior high school level. This is due to a high level of moral degradation, which negatively affects the behavior of adolescents, leading them toward undesirable actions. This phenomenon not only threatens the success of education but also hinders the development of the nation's moral character (Maryono et al., 2024).

Bullying is an aggressive behavior that is carried out repeatedly with the intent to hurt, demean, or dominate others who are weaker physically, emotionally, or psychologically. Bullying can occur in various contexts, such as at school, in the workplace, in social settings, or even online (cyberbullying). Forms of bullying can vary, including verbal abuse, physical intimidation, social exclusion, threats, spreading rumors or defamation, and emotional or psychological exploitation (Anasrul et al., 2024).

According to data from the Indonesian Child Protection Commission (KPAI), the number of bullying cases in Indonesia has been steadily increasing every year. In 2020, there were 119 cases of bullying reported against children. In 2021, KPAI received reports

of 53 bullying cases in schools and 168 cases on social media. In 2022, the number of reported bullying cases rose again, with 226 cases in schools and 18 cases online. By February 13, 2023, KPAI recorded a significant surge, totaling 1,138 bullying cases. This data shows that schools, which should be safe and conducive environments for learning, have become hotspots for bullying (Asiyah, 2024).

Bullying has long been part of school dynamics. It refers to various forms of power or force being used to harm others, causing victims to feel pressured, traumatized, and helpless. The impacts of bullying are highly detrimental, both mentally and physically. Mental impacts can include depression, insecurity, discomfort, and anxiety. Meanwhile, physical effects often involve sleep disturbances and a decline in academic performance (Nurlelah, 2019).

This is in line with a study conducted by Darney et al. (2013), which shows that bullying victims may experience stress and a drop in self-esteem that lasts into adulthood. Even more serious physical effects, such as headaches, stomach issues, injuries, and even death, can occur. Psychological impacts may include a reduced ability to adapt, depression, shame, and even suicidal thoughts or actions.

Bullying often occurs within the school environment because perpetrators have targets and an environment that supports their actions. To minimize bullying cases in schools and reduce the effects of bullying on students, schools should have proper management to follow up on bullying incidents. One such school that strives to implement counseling management for bullying cases is SMP IT Ad Durrah.

Based on the initial observation conducted by the researcher at SMP IT Ad Durrah, several bullying cases were found. One example of bullying was mocking a friend over physical appearance, such as calling them "fat" or "overweight." There were also instances of physically pulling a friend's hijab, a form of physical violence. Other forms of bullying included calling friends inappropriate names or giving degrading nicknames. Additionally, the researcher noted that physical bullying among students had occurred, which was concerning. The school took immediate action by inviting the parents of the involved students to address the issue and resolve the situation swiftly.

This bullying incident indicates problems in students' social interactions that require further attention. To prevent bullying and create a conducive learning environment, the role of the principal and the guidance and counseling (BK) teachers is critical. Counseling management needs to be implemented systematically, referring to management functions such as planning, organizing, implementing, and evaluating.

Counseling management is the effort to manage the implementation of counseling services by utilizing all available resources within the school through organizing and maximizing all management functions via coordination between the principal, BK teachers, and other school components (Wicaksono, 2019). Effective management ensures that counseling programs run efficiently and effectively, meeting the needs of the school, addressing student issues, and fulfilling the aspirations of all educational stakeholders. With a comprehensive approach and solid collaboration, bullying problems can be minimized, thus creating a learning environment that positively supports students' development.

This aligns with research conducted by Wulan (2024) at SMPN 13 Tasikmalaya, which shows that counseling services play a significant role in addressing bullying in schools. The BK program begins with an assessment based on inventories and developmental task applications to design suitable services. Its implementation includes individual, group, and classical services, as well as responsive services to address bullying. Regular evaluations are conducted through supervision to ensure the effectiveness of the program in creating a safe school environment.

Similarly, research by Anasrul et al. (2024) emphasizes that bullying can occur in various forms and is triggered by family factors, peer relationships, and media. Systematic counseling management becomes the primary strategy for prevention, including early identification of victims or perpetrators, intervention by BK teachers, and the integration of moral values in education. This study highlights the importance of synergy between teachers, students, and parents in addressing bullying comprehensively.

This research aims to fill a gap that has not been extensively discussed: the implementation of counseling management in integrated Islamic schools. SMP IT Ad Durrah has an educational approach that emphasizes not only academic aspects but also the formation of Islamic character. Despite having a vision for character building, bullying cases are still found in this school, indicating challenges in implementing counseling management. Therefore, this study will examine the planning, implementation, and evaluation of counseling management at SMP IT Ad Durrah in efforts to anticipate bullying in the school environment.

Based on this background, the researcher is motivated to conduct a study at SMP IT Ad Durrah with the title "Counseling Management in Anticipating Bullying at SMP Islam Terpadu Ad Durrah Medan." This research is expected to provide recommendations and solutions that can be applied to anticipate bullying in schools.

RESEARCH METHOD

This study uses a descriptive qualitative research method. Qualitative research is a method used to describe a condition or phenomenon that occurs naturally in the field, without manipulation by the researcher (Sugiyono, 2011). This method was chosen because the aim of the study is to gain an in-depth understanding of how counseling management is implemented to anticipate bullying at SMP Islam Terpadu Ad Durrah. The research was conducted at SMP Islam Terpadu Ad Durrah, located at Jl. Selamat II No.7, Rengas Pulau, Medan Marelan, North Sumatra.

The data collected in this study consists of qualitative data obtained through in-depth interviews with key informants, namely the principal, the guidance and counseling teacher, and the student affairs vice principal. Additionally, the researcher conducted field observations to directly observe the implementation of counseling services related to bullying and documented relevant documents, such as bullying case reports and the school's policies on bullying prevention.

The data collection techniques used in this study include observation, interviews, and documentation. Observations were made to directly monitor the counseling activities conducted at the school. Interviews were conducted with relevant parties to gather more information regarding the planning, implementation, and evaluation of counseling management. Meanwhile, documentation was used to analyze relevant documents that could support the research findings.

RESEARCH RESULTS AND DISCUSSION

Guidance and Counseling Planning in Anticipating Bullying at SMP Islam Terpadu Ad Durrah

Based on an interview with the head of SMP IT Ad Durrah, he stated that as an educational institution, including SMP IT Ad Durrah, they recognize that adolescent students will inevitably face various social challenges, including bullying behavior. Therefore, a structured and ongoing guidance and counseling management system is

necessary to anticipate and address bullying issues, involving all school components, including the guidance counselors, school principal, classroom teachers, and parents.

Guidance and counseling management refers to efforts to manage the implementation of guidance and counseling services by utilizing all available resources in the school through the arrangement and utilization of all management functions via coordination between the school principal and collaboration with the guidance counselors and other school components (Wicaksono, 2019).

In guidance and counseling management, planning is a crucial stage that determines the direction and quality of services, ensuring that the program created effectively addresses students' needs comprehensively. According to Arsini et al. (2023), guidance and counseling planning is the development of a plan to implement guidance and counseling services. This planning is essential to ensure smooth, effective, and targeted service delivery (Arsini et al., 2023).

At SMP IT Ad Durrah, the planning for bullying prevention is done in a structured and continuous manner each academic year. This process begins with the formation of an Anti-Bullying Team tasked with designing and implementing the program. The team consists of the principal as a mentor, the guidance counselor as the leader, along with classroom teachers and parent representatives. This collaboration demonstrates the school's commitment to creating a safe and comfortable environment free from bullying.

According to Fauziah's research, the importance of guidance and counseling services in preventing bullying at school involves all school components in creating a conducive environment (Fauziah, 2022). Based on interviews, this principle has been implemented at SMP IT Ad Durrah through the formation of the Anti-Bullying Team involving the principal, guidance counselors, classroom teachers, and parent representatives as a unified force in designing and implementing bullying prevention programs.

The bullying prevention program at SMP IT Ad Durrah is held annually by the anti-bullying team to plan various activities focused on prevention, intervention, and education. According to the interview with the principal, guidance and counseling management planning is based on evaluations of previous activities and data gathered during the planning process. In this planning phase, SMP IT Ad Durrah applies three aspects: identifying students' needs, formulating objectives, and developing programs.

The first step, identifying students' needs, is done by referring to the school's education report card. One important component of the report is the National Assessment results filled out by the students, which reflect their perceptions of the school environment, including safety, comfort, and social interactions. The survey results serve as initial data to conclude students' needs. Additionally, direct observation by classroom teachers is part of the identification process. Teachers actively engage in daily communication with students, motivate them, and evaluate their emotional condition.

Once students' needs are identified, the second step is formulating objectives. The school forms the Anti-Bullying Team, consisting of the principal, guidance counselor, classroom teachers, and parent representatives. This team prepares an annual work program designed to align with the goals achieved based on students' needs related to bullying prevention in the school environment.

After formulating clear and targeted objectives based on students' needs, the third step is the development of the guidance and counseling program. The Anti-Bullying Team at SMP IT Ad Durrah establishes several programs supporting bullying prevention at school. One of the main programs is anti-bullying counseling, which is conducted at the beginning of the academic year in collaboration with external parties such as the police, social counselors, and psychologists. The guidance counselor also added that besides

counseling, SMP IT Ad Durrah runs a routine internal program every week called Bina Pribadi Islami (BPI), which aims to shape students' character based on Islamic values.

Through this planning process, the principal stated that SMP IT Ad Durrah aims to create a safe, comfortable, and harmonious learning environment where students can grow with confidence and a high level of social awareness. By using concrete data such as education reports and National Assessment results, the school ensures that the guidance and counseling programs meet the real needs of students. This planning also serves as a platform to synchronize the roles of the principal, guidance counselor, homeroom teachers, and parents toward a common goal of developing a generation that is not only academically intelligent but also emotionally and socially mature (Amalia et al., 2024).

Implementation of Guidance and Counseling in Anticipating Bullying at SMP Islam Terpadu Ad Durrah

The next inseparable function of guidance and counseling management is implementation. Implementation (actuating) is the act of carrying out a program according to the plan that has been made (Rahmat Hidayat, 2020). The implementation of guidance and counseling activities is a very important aspect of guidance and counseling management. At this stage, the counselor directly takes action to realize the established goals based on the previously planned program. The goal of this implementation is to provide effective services to students so they can benefit maximally from the counseling activities conducted.

The implementation of guidance and counseling is closely related to the role of motivation within the school organization. Leaders or managers, in this case, the principal, have a significant responsibility to motivate teachers and other staff to perform their duties enthusiastically and energetically. This is expected to help the entire school community work together effectively to achieve the set goals and carry out the given directions with full commitment (Sinaga et al., 2022).

In implementing guidance and counseling to anticipate bullying at SMP IT Ad Durrah, all members, particularly the guidance counselors, play a vital role in the execution of the program. The role of the guidance counselor is to help and guide students to develop personally, socially, academically, and professionally, and build virtues by instilling basic human values to prevent students from engaging in social deviations (Hanifah & Hartanto, 2021).

Based on observations conducted by the researcher, there are several approaches the guidance counselors take in anticipating bullying, both through programs and services to prevent and handle bullying at SMP IT Ad Durrah. The initial step in implementing this program is through a basic approach to all students, such as the BK Me Time activity. This program is conducted once a week, rotating among classes, with the aim of building open communication between students and guidance counselors and detecting potential problems early on.

SMP IT Ad Durrah also runs the BPI (Bina Pribadi Islami) program, a characteristic of an integrated Islamic-based school. This program aims to instill Islamic values in students' daily lives. BPI plays an essential role in preventing deviant behavior, including bullying, as students are nurtured spiritually, emotionally, and socially in an Islamic atmosphere. The guidance counselor acts as a facilitator and mentor in this program to help students understand and apply Islamic values in their everyday lives, including how to behave kindly and empathetically toward others. One of the programs at SMP IT Ad Durrah is also anti-bullying counseling conducted at the beginning of the academic year, in collaboration with external parties such as the police, social counselors, and psychologists. This counseling not only provides an understanding of bullying but also

equips students with strategies for dealing with bullying, whether they are victims, witnesses, or perpetrators.

In addition to routine programs, the school also optimizes the role of homeroom teachers, who have direct access to the classroom and are able to supervise and mentor students intensively. The collaboration between guidance counselors and homeroom teachers is a key factor in this prevention process, as the closeness of homeroom teachers to students makes it easier to identify and address issues promptly and accurately.

The implementation of guidance and counseling to anticipate bullying at SMP IT Ad Durrah also involves other approaches, such as services provided directly by the guidance counselors. First, the classical service is carried out once a week in the classroom. This service is used to provide general education about bullying, including its negative effects and preventive measures. Second, group counseling is provided to students who are suspected of experiencing or engaging in bullying behavior, but not in emergency situations. In this approach, students with similar issues are grouped and guided together. The goal of this service is to foster a sense of togetherness and build mutual understanding of the problems at hand. Third, for more serious cases requiring immediate intervention, the guidance counselor offers individual counseling sessions. This service focuses on resolving the issue in depth while considering the emotional condition and background of the involved student.

Delivering information to students is also crucial in preventing bullying. Educational posters are designs containing sentences and images intended to provide information and motivation to the readers (Zainudin, 2024). In addition to counseling, various supporting media about bullying are utilized at SMP IT Ad Durrah. The guidance counselor uses visual and digital communication media to reach students more broadly and effectively. Information about the dangers and impacts of bullying is disseminated through the school's bulletin board, educational posters placed in strategic school areas, and engaging short videos that are easy for students to understand. Additionally, the school's social media is used as an educational tool to reach students even outside of school hours.

Evaluation of Guidance and Counseling in Anticipating Bullying at SMP Islam Terpadu Ad Durrah

Evaluation is the process of monitoring or observing the activities of an organization to ensure that all tasks are carried out according to the plan that has been set (Candra Wijaya, 2016). In the field of guidance and counseling, evaluation is carried out on the programs and activities implemented. Without evaluation, the progress of the program will not be monitored, so evaluation is necessary to ensure its advancement.

Monitoring and evaluation is a supervisory process conducted by the guidance counselor coordinator along with the school principal. This is done to evaluate whether the planned programs have been carried out as intended, including basic services, responsive services, individual planning, and system support, the timing of implementation, as well as whether the guidance counselor's functions align with the plan (Rahmadani et al., 2021).

Based on an interview with the guidance counselor, it was stated that evaluation is conducted on students after they complete counseling sessions, especially those who face problems. The guidance counselor at SMP IT Ad Durrah conducts short-term evaluations to assess the results after students receive guidance from the counselor.

The vice principal of student affairs at SMP IT Ad Durrah also added that the evaluation process of guidance and counseling management in anticipating bullying is conducted in a structured manner and involves various parties at the school. Evaluation is carried out not only after the program is completed but also during the program to ensure its effectiveness in addressing bullying.

Evaluation is conducted in two main stages: first, periodic evaluation, which takes place after each meeting between the counselor, principal, and student affairs team. The purpose of this evaluation is to monitor the program's progress, identify emerging challenges, and make adjustments to ensure the program stays on track. This periodic evaluation provides an opportunity for the school to make improvements if obstacles are encountered during the process.

Second, the end-of-year evaluation aims to assess the final outcomes, including the impact of the program on bullying issues and identify necessary improvements for the next academic year. This evaluation is held during a large meeting with all teachers to discuss student affairs issues, including bullying, and the steps needed for improvement in the next academic year.

The school principal mentioned that the success indicators of the BK program at SMP IT Ad Durrah are measured through the education report card results, which include indicators of the learning environment, a component of the overall school assessment. This indicator covers students' comfort in school and whether any bullying issues have been recorded. If bullying problems persist, the areas that need improvement can be identified promptly. The report card results are derived from feedback from students, parents, and teachers, compiled into a rating for evaluation purposes. Additionally, regular meetings with parents every two months are also part of the evaluation. Parents can provide complaints or feedback related to their children's experiences, including bullying issues, which are then used for evaluation and improvement steps in the program.

The next step in evaluation is to make improvements and developments if the monitoring results show issues that do not align with the expected goals. At SMP IT Ad Durrah, follow-up actions on guidance and counseling activities are carried out if evaluation results show that the services have not made significant progress. Based on the analysis, program improvements will be made to enhance its effectiveness in the future. Programs that have not been successful will be revised or replaced with new programs that better meet students' needs and development. Furthermore, attention will be given to factors such as time, atmosphere, location, and environment to ensure that guidance and counseling processes run optimally.

The evaluation of the BK program in anticipating bullying involves various parties, including the school principal, student affairs team, guidance counselors, school committee representatives (parents), and all teachers at SMP IT Ad Durrah. Involvement of these stakeholders is key in building a responsive BK service to complex social issues like bullying. Research findings indicate that the active participation of stakeholders, including in forums and policy-making, can improve program accountability and foster collective ownership in bullying prevention efforts. This reflects the idea that handling bullying is not solely the responsibility of the guidance counselor, but a shared responsibility among all educational components (Hagami et al., 2023).

CONCLUSION

The conclusion of this study shows that structured and systematic counseling management is crucial in anticipating and addressing bullying cases that occur within the school environment and negatively affect student development. Bullying is not only in the form of physical violence but can also be verbal, social, and psychological violence that persists over time. To address this, SMP IT Ad Durrah implements comprehensive counseling management that includes planning, implementation, and evaluation stages.

In the planning phase, the school forms an Anti-Bullying Team involving the principal, school counselors, class teachers, and parents. This team develops a prevention program based on student needs assessments.

In the implementation phase, SMP IT Ad Durrah carries out various regular programs to support bullying prevention efforts, such as BK Me Time, Islamic Personal Development (BPI), anti-bullying counseling, as well as classical, group, and individual counseling services. These programs aim to build open communication between students and school counselors, detect emerging issues early, and instill Islamic moral values in students' daily lives. Visual and digital media are also used to raise students' awareness of the dangers of bullying.

Evaluation of the counseling program is conducted regularly to ensure its effectiveness in addressing bullying. This evaluation is carried out not only after the program is completed but also throughout its implementation to assess progress and identify potential obstacles. The results of the evaluation are used to make improvements and further develop the program for the next academic year, so that bullying prevention efforts can continue to be enhanced.

Well-implemented counseling management and collaboration among all parties will prove effective in reducing the negative impact of increasingly frequent bullying. This also helps in shaping a generation that is not only academically intelligent but also emotionally and socially developed.

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