



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

## Guidance And Counseling Management In Overcoming Bullying Problems For Students

<sup>1</sup>Shelvía Eka Septiana, <sup>2</sup>Nur 'Azah

<sup>1,2</sup> Hasyim Asy'ari University Tebuireng Jombang, Indonesia.

<sup>1</sup>[shelviaseptiana@gmail.com](mailto:shelviaseptiana@gmail.com), <sup>2</sup>[azahnur31@gmail.com](mailto:azahnur31@gmail.com).

Correspondence Email: [shelviaseptiana@gmail.com](mailto:shelviaseptiana@gmail.com).

**Abstract:** This study aims to examine how guidance and counseling management is implemented, how bullying problems occur, and how the role of guidance and counseling management in overcoming bullying in students. This research uses a qualitative approach with a case study type. Data were collected through observation, interviews, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing. Data validity was ensured through triangulation of sources, time, and techniques. The results showed that (1) guidance and counseling management is carried out systematically through planning, implementation, evaluation, and follow-up, involving all elements of the school. (2) The problem of bullying, whether verbal, physical, or relational, is still a challenge and has a negative impact on students. (3) Guidance and counseling management overcomes bullying through innovative programs such as the caring task force team, Friday confide, laposi, roleplayers, and social emotional training, fully supported by the school. These programs successfully create a safe space and increase student awareness. It is recommended that these programs continue to be developed and socialized more widely.

**Keywords:** Guidance Management, Counseling, Bullying.

## INTRODUCTION

In the era of globalization, education plays a crucial role in the progress of a nation. The quality of education reflected in the learning model, research results, and graduate products is the main indicator (Chaanpraserta et al., 2024; Ma et al., 2024). Demanding knowledge is a universal obligation that is realized through formal, informal, and non-formal education, forming capable, creative, and independent individuals through effective interactions between educators and students (Azzahra, 2023; Sholeh, 2023; Syafi'i & El-Yunusi, 2024; Habibulloh et al., 2024). National education functions to develop abilities and shape the character and civilization of a dignified nation, aiming to develop the potential of students to become humans of faith, piety, noble character, health, and knowledge (Mulyadi, 2010; Sholeh et al., 2024). However, in the



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

learning process at school, especially in adolescence, students often face obstacles in the form of negative behavior by some students towards other students, which has a detrimental impact. One of the negative behaviors that is rampant is bullying (Sugiarto et al., 2019).

Experts define bullying as acts of violence, both physical and non-physical, that are repeatedly and intentionally committed by individuals or groups against weaker individuals or groups (Al-Farisy et al., 2024). This phenomenon has become a common issue known as bullying, bullying, or intimidation, with negative impacts on the mental health, academic achievement, and social development of victims, as well as creating an unsafe school environment (Tohirin, 2008). Victims of bullying tend to develop negative characters such as quietness, shyness, fear, and social withdrawal (Mahler et al., 2024). Therefore, it is important to understand and address this bullying behavior in order to create a conducive learning environment and support students' optimal development (Krisna Zega et al., 2024).

By paying attention to the definition of bullying as above, and seeing the magnitude of the impact caused, if it is not handled effectively, efficiently, and in accordance with the provisions of the legislation, it will have the potential to lead to widespread social conflict, and potentially lead to acts of discrimination, violence, and or loss of life. Bullying itself in the Qur'an has been explained in several letters (Baqi, 2010). As in Surah al-Hujurat verse 11 as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّنْ نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ

Meaning: “O you who believe, let not one people make fun of another people (for) it may be that they (the made fun of) are better than they (the made fun of). and let not women (make fun of) other women (for) it may be that the women (made fun of) are better than the women (who make fun of). And do not reproach yourselves, and do not call yourselves by bad names. The worst of all calls is that which is bad after faith; and whoever does not repent, then they are the wrongdoers.” (*Al-Qur'an Dan Terjemahannya*, n.d.)



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

In this verse, Allah warns the believers not to let one group of people make fun of another group of people because it is possible that those who are made fun of are better and more honorable in the sight of Allah than those who make fun of them (Habibulloh, 2025). Similarly, among women, there should not be a group of women who make fun of other women because it is possible that those who are made fun of are better and more honorable in the sight of Allah. Allah forbids the believers to criticize their own people.

Relevant previous research has discussed the effectiveness of guidance and counseling in addressing bullying. For example, Ahsanul Kamalia in her research showed that guidance and counseling programs proved effective in reducing bullying cases in schools. This study examines the implementation of guidance and counseling programs and their impact on bullying incidents, emphasizing the importance of the role of guidance and counseling teachers in anticipating this behavior. In addition, the concept of bullying has been widely discussed (Kamalia, 2019). Budhi argues that bullying is a common phenomenon involving verbal abuse, threats, physical violence, or repeated coercion (At-tamimy & Eloy, 2025). John W. Santrock in Sambano defines bullying as a threat that causes psychological disturbance to the victim, either physical or psychological, or both (Maesyaroh, 2024). Meanwhile, Coloroso Hidayatika explains bullying as a hostile act that is deliberately carried out to harm, frighten through threats, and cause terror, both planned and spontaneous (Johnson et al., 2024). Based on this literature review, it can be concluded that bullying prevention efforts require a comprehensive approach, and guidance and counseling has great potential as an effective solution. SMPN 4 Jombang itself has adopted proactive measures in handling bullying through various guidance and counseling programs.

This research is expected to provide several practical benefits. First, for schools and guidance and counseling teachers, this research can be a reference for evaluating and developing existing guidance and counseling management programs, especially in efforts to prevent and handle bullying. Second, the results of this study can be taken into consideration and recommendations for other educational institutions that face similar problems, in designing and implementing effective anti-bullying programs. Third, for students, this research indirectly contributes to the



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

creation of a safer, more comfortable and supportive school environment for their psychosocial development, thus reducing the negative impact of bullying. Finally, more broadly, this research can enrich the repertoire of knowledge in the fields of education management and counseling guidance, especially related to handling social issues in the school environment.

## METHOD

This research uses a qualitative approach with a case study type to analyze the management of guidance and counseling in overcoming bullying problems in students at SMPN 4 Jombang. The qualitative approach was chosen to understand the phenomenon holistically and deeply through descriptive data in the form of words and observed behavior (Moleong, 2017). The research location is SMPN 4 Jombang, which was chosen because of the relevance of its anti-bullying program. Data sources include primary data consisting of direct observation and interviews with principals, counseling teachers, homeroom teachers, and students as well as secondary data consisting of documents related to guidance and counseling management and bullying cases. Data collection techniques include observation in the form of systematic observations in the field, interviews in the form of in-depth questions and answers with informants, and documentation in the form of data collection from records, recordings, photos (Rahmadi, 2011). Data validity was tested through triangulation (sources, techniques, time), extended observation, increased persistence, discussions with peers, use of reference materials, and member checks to ensure data credibility, transferability, dependability, and confirmability (Sugiyono, 2013).

The research phase begins with the collection of field data in stages. The collected data will be analyzed using the Miles and Huberman interactive model. The analysis process includes data reduction (summarizing and sorting out important data according to the research focus) (Sugiyono, 2019). Data presentation (presenting organized information in narrative, graphic, or matrix form), and verification/conclusion drawing (drawing temporary conclusions that will continue to be tested and developed until reaching credible findings) (Sugiyono, 2018). The resulting conclusions are



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

expected to be able to answer the formulation of the problem and provide a structured picture of guidance and counseling management in overcoming bullying problems at SMPN 4 Jombang.

## RESULT AND DISCUSSION

### 1. Guidance and Counseling Management at SMPN 4 Jombang

Guidance and counseling management at SMPN 4 Jombang is the process of planning, organizing, implementing, and evaluating counseling services at school, so that guidance activities run structured, effective, and according to student needs. According to Sugiyo, guidance and counseling is a series of activities or activities designed by counselors to help clients in an effort to develop themselves as optimally as possible (Sugiyo, 2016). This is reflected in the implementation of guidance and counseling management at SMPN 4 Jombang, which includes planning guidance programs, implementing activities, and periodic evaluation. BK teachers at the school actively develop annual programs and classical services that are in accordance with student needs, such as bullying prevention, character development, and individual counseling for students experiencing personal and social problems.

#### a. Planning

Planning can be defined as the process of selecting relevant facts and making and implementing assumptions regarding the future in order to realize and formulate proposed activities deemed necessary to achieve the expected results. Planning is determining the actions that must be taken and how to carry them out.

This is appropriate based on the planning at SMPN 4 Jombang, it is known that counseling teachers are involved from the beginning in annual planning to design service programs that focus on preventing and handling bullying. The form of planning includes identifying forms of bullying that often occur, determining strategies for approaching student victims and perpetrators, and coordinating with teachers and other school parties. This process shows that planning is carried out systematically, purposefully, and based on the real needs of students at school.



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

The results of the interview showed that with the Head of SMPN 4 Jombang showed that in the preparation of the counseling program, the school actively involved counseling teachers to identify forms of bullying that often occur in the school environment.

Based on the results obtained by researchers, it is known that before carrying out counseling guidance management activities, counseling guidance teachers must develop a plan that contains all work program policies, especially those related to counseling guidance services that will be carried out. Management work to be carried out by counseling guidance teachers includes the preparation of counseling guidance service work programs, service implementation plans, and data documents on student counseling guidance service activities.

## b. Implementation

Implementation or direction is an activity carried out directly related to activities to motivate each student in carrying out his or her self-development. Counselors and all parties involved in counseling and counseling management are the main implementation of various activities planned in advance. The counseling teacher is in charge of handling various problems faced by students, both in the context of teaching and learning activities and those that occur outside these activities. BK teachers can also direct other teachers to be able to contribute in handling bullying behavior to shape the character of students to be better. The way a guidance teacher or counselor works depends on the problems a student has.

In the implementation of counseling guidance management in overcoming bullying problems at SMPN 4 Jombang, there are several kinds of service programs that are carried out. The service program includes orientation services, placement/channeling services, individual counseling services, group counseling services, consultation services, information services, learning services, group guidance services, and counseling to be provided with the intention of directing students to form good behavior.



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

Then it can be seen that regarding the implementation in overcoming the problem of bullying in students, SMPN 4 Jombang has several programs that have been implemented as a form of controlling student behavior at school. In the activities of implementing the counseling guidance program at SMPN 4 Jombang, the programs implemented at SMPN 4 Jombang include the caring task force team program, laposi, Friday confide, roleplayer, and social emotional learning. SMPN 4 Jombang also sets the strategy of guidance and counseling teachers in handling bullying cases,

## 1) Calling

In general, calling can be interpreted as inviting or asking to come back, come closer and so on by calling names and so on. The first strategy carried out by the guidance and counseling teacher at SMPN 4 Jombang in handling bullying cases is of course calling the people involved in the case, both the perpetrator and the victim themselves, either separately or simultaneously. Then the counseling teacher provides an opportunity for the perpetrator and victim to explain the chronology of events.

## 2) Motivating

Motivating is an encouragement given by the counseling teacher to the perpetrator and victim with a specific purpose with the intention of encouraging someone. The next strategy carried out by the counseling teacher at SMPN 4 Jombang is to provide motivation for the perpetrators and victims of bullying. It is not only the victim who is given motivation so as not to drag on the case he is experiencing, the counseling teacher also provides motivation to the perpetrator so that he no longer bully the victim or his other friends.

## 3) Advising

Advising or giving advice is the next strategy carried out by counseling teachers at SMPN 4 Jombang in resolving bullying cases. Giving advice is one of the efforts made by counseling teachers in providing input to students so that they are more aware and





# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

consider their actions so that in the future they are no longer wrong in making decisions.

#### 4) Giving Warnings and Punishments

Learners who commit bullying at school will be reprimanded and punished. The school has given warnings to suspension of students who bully as punishment. As an educator, the counseling teacher must be able to become a role model for students so that they can imitate and apply what they learn. Making himself and his students a role model is one of the tactics used by teachers to remind students' awareness of bullying victims.

#### 5) Cooperation with Parents

Schools want their students' education to be successful so parents and teachers need to work closely together. Parents will be able to learn from teachers on how to educate their children through this cooperation. However, parents can also provide teachers with information about their children's lives and characteristics. Teachers can benefit greatly from information from parents when teaching their students. In the same way, parents can learn about the challenges their children face at school.

Based on these results, we can conclude that, the implementation of counseling guidance management in overcoming bullying problems in students prepared by counseling guidance teachers can control and direct students' behavior and characteristics better as expected.

#### c. Evaluation

Evaluation is the final part of management and plays a very important role. The functions managed are planning, organizing, and directing. In the supervision function is to determine which stages need to be achieved within a certain period of time. Meanwhile, control tries to evaluate whether the goals that have been set have been achieved. Failure to achieve these goals requires corrective action. In controlling there is a process of measuring progress towards organizational goals. This makes it possible for leaders to see





# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

if there are deviations from the plan, so they can immediately take corrective action before deviation (Maharani & Rosilawati, 2018).

Based on the results conducted by researchers, it can be seen that, evaluation or control in counseling guidance management in overcoming bullying problems at SMPN 4 Jombang is assessing the development of student behavior. By holding meetings and measuring the results of the performance carried out has been right on target. In addition, the evaluation of the counseling program in dealing with bullying is carried out periodically by the counseling teacher and the school. This evaluation includes data collection of bullying cases, monitoring the development of students involved, and reviewing strategies and methods of handling. If weaknesses are found in the implementation, improvements and enhancement of services will be made.

Therefore, it can be concluded that the evaluation of counseling guidance management in overcoming bullying problems in students at SMPN 4 Jombang was successfully carried out to measure process assessment and outcome assessment. With the process of monitoring the activities carried out by them, it can run according to the plan that has been set.

## 2. Bullying Problems in Students at SMPN 4 Jombang

The following is data on several bullying cases that occurred at SMPN 4 Jombang.

Table 1 Bullying Cases at SMPN 4 Jombang

| No. | Form of Bullying                          |
|-----|-------------------------------------------|
| 1.  | Pushing a friend during free class time   |
| 2.  | Giving inappropriate nicknames            |
| 3.  | Insinuating friends with bad words        |
| 4.  | Inciting his friend to stay away from him |
| 5.  | Insulting through social media            |
| 6.  | Spreading news that is not yet clear      |

|     |                                                       |
|-----|-------------------------------------------------------|
| 7.  | Deliberately not being included in group work         |
| 8.  | Being excluded from his/her friends                   |
| 9.  | Hiding his/her friend's belongings                    |
| 10. | Imitating the body's speech style with mocking intent |

Based on the table above, it can be seen that there are not a few cases of bullying that occur at SMPN 4 Jombang. School as an educational institution, should be a safe and comfortable place for students to develop themselves, and make students who are independent, knowledgeable, accomplished and noble. This will not be realized if there are many cases of bullying that occur in schools. This illustrates that bullying as an aggressive behavior cannot be silenced and ignored. There needs to be efforts from various parties to overcome bullying that occurs in schools, one of which is the guidance and counseling teacher.

Based on observations made at SMPN 4 Jombang, the bullying problems that most often occur in the school environment are verbal bullying and physical bullying. These two bullying behaviors generally occur repeatedly and involve an imbalance of power between the perpetrator and the victim, resulting in psychological and social impacts on students who become victims.

Table 2 Data on Causal Factors, Forms, and Locations of Bullying

| Causal Factors of<br>Bullying                                  | Forms of<br>Bullying       | Locations of<br>Bullying                                                                    |
|----------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------|
| a. Causal factors<br>originating from<br>the group<br>climate. | a. Verbal<br>b. Non-verbal | a. Classroom<br>b. Canteen<br>c. Field<br>d. Road around<br>the school<br>e. School hallway |
| b. Causal factors<br>originating from<br>the family.           |                            |                                                                                             |



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

|                                                     |  |  |
|-----------------------------------------------------|--|--|
| c. Causal factors originating from the mass media.  |  |  |
| d. Causal factors originating from the environment. |  |  |
| e. Self-esteem factor.                              |  |  |
| f. Economic disparity factor.                       |  |  |
| g. Seniority tradition factor.                      |  |  |

Based on the data table above, it can be concluded that various factors such as a less conducive social environment, family disharmony, and the influence of peer groups are the main triggers for bullying. The most dominant bullying problems that occur at SMPN 4 Jombang are verbal bullying and physical bullying, while cyberbullying occurs in certain cases only. The places where bullying occurs at SMPN 4 Jombang are in the classroom when the teacher is absent, the school hallway, the canteen, the field, and the streets around the school where students pass.

This shows that although the school has tried to provide supervision, it still requires greater involvement from all school members to create a safer and bullying-free environment. Therefore, it is important for guidance and counseling management to continue to strengthen preventive programs, expand the space for complaints, and increase students' awareness of the impact of bullying.



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

## 3. Guidance and Counseling Management in Overcoming Bullying Problems in Students at SMPN 4 Jombang

Guidance and counseling teachers can help students understand the negative impact of bullying, both for victims, perpetrators, and the school environment as a whole. In addition to providing counseling for victims and perpetrators. At SMPN 4 Jombang, counseling teachers have run several programs to address bullying, such as the Caring Task Force Team, Online Complaint Service (Laposi), Friday Curhat, and Roleplayer. These programs help students report problems, share experiences, and find solutions together. Support from the school principal and Social Emotional Learning (PSE) training further strengthens efforts to create a safe and supportive environment for students. In addition, the principal and deputy head of curriculum also fully support the programs run by the counseling teachers, as they are considered very useful and rarely applied in other schools.

The following are the programs that have been implemented by SMPN 4 Jombang.

Table 3 Guidance and counseling programs at SMPN 4 Jombang

| No. | Program Name           | Program Form                                                    | Program Objectives                                        |
|-----|------------------------|-----------------------------------------------------------------|-----------------------------------------------------------|
| 1.  | Caring task force team | Formation of students who are appointed to be peer supervisors. | Detect and prevent bullying that occurs in the classroom. |
| 2.  | Friday Curhat          | Activities carried out every Friday by students and teachers.   | Accommodating student aspirations and complaints.         |



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

|    |                                           |                                           |                                                       |
|----|-------------------------------------------|-------------------------------------------|-------------------------------------------------------|
| 3. | Student Online Complaint Service (Laposi) | Online complaint via QR code.             | Safe and confidential media to report bullying cases. |
| 4. | Social Emotional Learning (PSE)           | Training for students and teachers.       | Improve emotional control and communication.          |
| 5. | Roleplayer                                | Students play roles in problem scenarios. | Empathy and awareness of the impact of bullying       |

Students become more understanding of the importance of mutual respect, empathy, and staying away from negative behaviors such as bullying. This shows that directed guidance and counseling management can be a strong foundation in building character and a healthy school culture. The guidance and counseling management carried out at SMPN 4 Jombang, explained by Mrs. Haryanti Tri Darmi Titisari as the BK Teacher of SMPN 4 Jombang, includes the following:

a. Identifying and monitoring cases

BK teachers at SMPN 4 Jombang actively monitor student behavior either through direct observation in the school environment or through reports from subject teachers, homeroom teachers, or other students. With this approach, BK teachers can identify potential bullying cases early before they develop into more serious cases.

b. Providing individual counseling services

For students involved in bullying cases, both as perpetrators and victims, BK teachers at SMPN 4 Jombang provide individual counseling services. This counseling



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

aims to understand the background of students' actions, help victims recover emotionally, and provide guidance to perpetrators so that they do not repeat their actions.

c. Group counseling and classical guidance

In addition to individual counseling, counseling teachers at SMPN 4 Jombang also conduct group counseling for students who show problematic social behavior. In this activity, students are invited to discuss the importance of empathy, tolerance, and healthy communication. Classical guidance activities are also used to provide educational material about bullying to all students.

d. Anti-bullying socialization and education

BK teachers play a role in conducting socialization activities, such as seminars, counseling, and anti-bullying campaigns involving students, teachers, and parents. These activities aim to raise awareness of the importance of creating an environment free from violence.

e. Collaboration with teachers, homeroom teachers, and parents

Handling bullying is carried out in an integrated manner by involving other teachers, homeroom teachers, and parents. BK teachers hold regular meetings to discuss student development and find solutions together in the event of bullying cases.

f. Case evaluation

Every case handled by the counseling teacher is recorded in the guidance report book for evaluation and follow-up purposes. This evaluation is important to determine the effectiveness of the treatment that has been carried out and as a consideration in the preparation of future counseling programs.

In an effort to overcome the problem of bullying in schools, guidance and counseling management is very important to create a safe and conducive learning environment. In this study, guidance and counseling management provides effective services for students, starting from planning prevention programs, implementing individual and group counseling, to evaluation and supervision.



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

This process involves coordination between teachers, principals, and parents to create a safe and supportive school environment. In addition, this management also emphasizes the importance of developing students' character and social skills to avoid bullying behavior. With good collaboration between all related parties, guidance and counseling management is able to provide a comprehensive solution in preventing and handling bullying effectively in schools.

Based on the results of the discussion which shows that the management of guidance and counseling at SMPN 4 in overcoming bullying problems has been running in a structured and planned manner, including planning, implementation, and evaluation of programs that focus on preventing and handling bullying. The programs run include the caring task force team, laposi, Friday chat, roleplayer, social emotional training. In addition, the principal also strongly supports the programs run by guidance and counseling teachers in overcoming bullying problems that often occur in the school environment. Guidance and counseling teachers at SMPN 4 Jombang are also given a forum by the curriculum to share knowledge and share with other colleagues.

## CONCLUSION

Conclusion Based on the study, analysis, and discussion as well as the results of research on guidance and counseling management in overcoming bullying problems in students at SMPN 4 Jombang, the researcher draws the following conclusions: Guidance and counseling management at SMPN 4 Jombang has been carried out systematically through the stages of planning, implementation, evaluation, and follow-up. The guidance and counseling program is designed by involving various elements of the school, including teachers, students, and the principal. This shows that the implementation of guidance and counseling services has been well organized to support student development in academic, social, and emotional aspects. The problem of bullying at SMPN 4 Jombang is still a challenge for all school residents. The types of bullying that occur include verbal, physical, and relational bullying. This action often occurs inside and outside the classroom, even in a covert form so that it is difficult to detect. Bullying has a negative impact on the mental and social conditions of students who are victims. Guidance and counseling





# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

management at SMPN 4 Jombang in overcoming bullying is carried out through various programs, such as the formation of the Caring Task Force Team, Friday Curhat, Laposi (Student Online Complaint Service), roleplayer, and Social Emotional Training (PSE). These programs are designed to provide a safe space for students to convey problems, raise awareness of bullying, and build healthy social skills. All programs receive support from the school, BK teachers, and other educators.

## REFERENCE

- Al-Farisy, A., Suhaeni, M. N., Satelo, D. T., Chiriace, E., & Robaz, L. M. (2024). Integration Of Religion Into Curriculum Design And Educational Institution Identity. *IJEMR: International Journal of Education Management and Religion*, 1(2).
- Al-Qur'an dan Terjemahannya*. (n.d.). PT Syaamil Cipta Media.
- At-tamimy, M. I., & Eloy, M. J. A. (2025). Educational Perception in Urban and Rural Communities: A Qualitative Study. *International Journal of Interdisciplinary Research*, 1(1).
- Azzahra, K. F. (2023). *Penerapan Konseling Behavior dengan Teknik Self-Management dalam Meningkatkan Disiplin Belajar Peserta Didik Kelas VIII di MTs Muhammadiyah*. Universitas Islam Negeri Raden Intan Lampung.
- Baqi, M. F. 'Abd Al. (n.d.). *Al Mu'jam Al Mufahras Li Alfazh Al Quran Al Karim*. Diponegoro.
- Chaanpraserta, P., Thomas, J. L., & Mitchelle, S. (2024). Innovative Learning Strategies for Enhancing Student Engagement in Multicultural Classrooms. *JTL: Journal of Teaching and Learning*, 1(1), 57–72.
- Habibulloh, M. (2025). Ethics of Artificial Intelligence Usage in Education: A Qualitative Study on Teachers' and Students' Perceptions. *International Journal of Interdisciplinary Research*, 1(1).



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

- Habibulloh, M., Sholeh, M. I., & Idawati, K. (2024). Exploring Technological Innovations and Approaches in Modern Education. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 49–66.
- Johnson, E., Mendoza, C., & Sobirin, M. S. (2024). Strategies of School Principals in Improving Educational Quality: An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan, Dan Pemikiran Islam*, 2(2).
- Kamalia, A. (2019). *Manajemen Bimbingan dan Konseling dalam Mengatasi Bullying di MAN 2 Jember Kecamatan Patrang Tahun Pelajaran 2019/2020*. Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.
- Krisna Zega, D., Damanik, H. R., Lase, F., Munthe, M., Bimbingan, J., Konseling, D., Nias, U., Yos, J., Ujung, S., 118/E-S, N., Ulu, O., Gunungsitoli, K., Gunungsitoli, K., & Utara, S. (2024). Efektivitas Layanan Bimbingan Konseling Kelompok Terhadap Konsep Diri Remaja Korban Bully di SMK Negeri 1 Lotu. *Journal on Education*, 06(03), 16177–16188.
- Ma, X. Z., Ertmer, P. A., & Pelgrumen, C. P. (2024). The Impact of Technology Integration on Student Learning Outcomes. *JTL: Journal of Teaching and Learning*, 1(1), 73–90.
- Maesyaroh, A. (2024). Strategi Kepala Madrasah Aliyah Swasta Al Falah Wuluhan Jember Menuju Madrasah Unggul. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 2(1).
- Maharani, D., & Rosilawati. (2018). Pengaruh Pengawasan Dan Pengendalian Terhadap Peningkatan Motivasi Kerja Pegawai Di Kantor Kecamatan Serang Kota Serang. *Komunitas Dosen Indonesia*, 1(2).
- Mahler, S. S., Brances, A., Jeo, K., & Khusairi, A. (2024). Development of a Spiritual Character-Based Curriculum to Improve Learning Quality in the Digital Era. *IJEMR: International Journal of Education Management and Religion*, 1(1).
- Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. PT. Remaja Rosdakarya.
- Muh Ibnu Sholeh, Muhammad Haris, Nur ‘Azah, Mochammad Syafiuddin Shobirin, Sahri, Bambang Wahrudin, Hawwin Muzakki, Taufik Ismail, & Himad Ali. (2024). The Role of



# International Journal of Interdisciplinary Research

ISSN(Online): 3090-2959

Vol 2 no 1 (2026): January 2026

<https://journal.as-salafiyah.id/index.php/ijir/index>

Email: [ijireditor7@gmail.com](mailto:ijireditor7@gmail.com)

- Teachers in Increasing Students' Learning Motivation in Islamic Religious Education. *Jurnal Pendidikan Agama Islam*, 21(2), 421–441. <https://doi.org/10.14421/jpai.v21i2.8846>
- Mulyadi. (2010). *Diagnosis Kesulitan Belajar dan Bimbingan terhadap Kesulitan Belajar Khusus* (Cetakan ke). Nuha Litera.
- Rahmadi. (2011). *Pengantar Metodologi Penelitian*. Antasari Press.
- Sholeh, M. I. (2023). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve Education Quality. *Communautaire: Journal of Community Service*, 2(2), 108–117. <https://doi.org/10.61987/communautaire.v2i2.159>
- Sugiarto, A. P., Suyati, T., & Yulianti, P. D. (2019). Faktor Kedisiplinan Belajar Pada Siswa Kelas X Smk Larenda Brebes. *Mimbar Ilmu*, 24(2), 232.
- Sugiyono. (2016). *Manajemen Bimbingan dan Konseling di Sekolah*. Widya Karya.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Syafi'i, A., & El-Yunusi, M. Y. (2024). Humanities as a Catalyst for Innovation in Contemporary Education and Society. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 18–32.
- Tohirin. (2008). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integrasi)*. PT Raja Graфика Persada.