



## Bullying Prevention Counseling for Students High School

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ARTICLE INFO	ABSTRACT
<p><b>Artikel History:</b> Received: 19 December 2025 Revised: 15 January 2026 Published: 30 January 2026</p> <p><b>Keywords:</b> Bullying Counseling Prevention Students High School</p>	<p>Bullying is a form of violence that still often occurs in schools and has a negative impact on students' psychological, social, and academic development. This activity was carried out in response to the high rates of bullying among adolescents, as reported in various studies. This Community Service (PkM) activity aimed to increase students' knowledge and awareness of bullying prevention through counseling, group discussions, educational video screenings, and quizzes at SMAN H. The program was implemented using a participatory and collaborative approach. The results of the activity showed an increase in students' understanding of the definition, forms, causes, and effects of bullying, accompanied by positive attitude changes such as increased empathy and courage to report cases of bullying. Guidance counselors and classroom teachers also benefited from the bullying prevention and handling strategies. This activity was effective in building a safe and anti-bullying school culture and is recommended to be implemented on an ongoing basis. This was confirmed through informal monitoring with the principal, teachers, and students.</p>



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## INTRODUCTION

The concept of bullying was first introduced by Olweus (1973) defined as a form aggressive behavior that is intentionally harmful or causes suffering, occurs in relationships where there is an imbalance of power or authority. Research by Eisenberg & Spinard (2004) shows that victims of bullying are at risk of experiencing depression, anxiety, decreased performance, and even suicidal thoughts. Bullying affects the victims, the perpetrators, and the overall school climate. Schools with high levels of bullying tend to have unsafe learning environments, low levels of trust among school members, and increased aggressive behavior among students (Espelege & Swearer, 2009; Lusiyana et.al 2018; Hymel & Swearer, 2015).

The high number of bullying cases in the Indonesian education system makes this country the fifth largest contributor to bullying cases out of 78 countries, according to data from the PISA (Programme for International Students Assessment) survey. Based on the PISA study, 42% of students in Indonesia aged around 15 years old experience violence and bullying in a month, 14% feel threatened, 15% feel intimidated, 18% experience physical violence such as hitting and pushing, 19% experience kidnapping, and 22% of students in Indonesia experience bullying through verbal abuse. BPHN Associate Legal Advisor Gunawan (2025) revealed that based on data from the Indonesian Child Protection Commission (KPAI) and the Indonesian Education Monitoring Network (JPPI), cases of violence against children increased sharply in 2024, with an increase of more than 100% compared to 2023. Of these cases, 31% were bullying cases, which mostly occurred in educational institutions from secondary to tertiary levels. Therefore, bullying is still commonly found in high schools in Indonesia. Studies by Lestari & Kowi (2024) and Mustofiyah et al (2024) emphasize that bullying is often considered a trivial matter, so it is often dealt with too late. Meanwhile, Thoif et al (2025) found that even though many schools have anti-bullying policies, their implementation is still weak.

Education-based interventions have been shown to be effective in increasing student awareness and fostering prosocial behavior as a way to prevent bullying in schools (Ttofi & Farrington, 2011; Cross et al., 2015). The urgency of this program became clearer after an incident at a public high school in Bandar Lampung, where a 12th-grade student, identified as MR, was absent from school for two weeks due to bullying by his peers, leading to depression. MR admitted that he was often treated unfairly, received unpleasant comments about his family situation, and was rejected when working in groups. This case proves that bullying can trigger destructive actions if not handled properly. This situation demands character building, mental health support, and bullying prevention tips. Therefore, given the prevalence of bullying in schools, this study aims to explore how bullying prevention counseling activities influence high school students' understanding and attitudes. The main focus of this study is to observe changes in students' understanding of the definition, forms, and effect of bullying after participating in counseling activities. In addition, this study also examines the role of teachers and the school climate in supporting bullying prevention efforts as part of efforts to build a safe and child-friendly school environment.

## METHOD

This study uses a qualitative descriptive approach with a participatory and collaborative approach. The participatory approach in community service activities is considered effective because it encourages students' active involvement in the learning process, reflection, and social attitude change (Wallerstein & Duran, 2010; Putnam, 2016). This activity was held for one day on November 25, 2025, at SMAN H. The activity was held in the school hall.

## **Research Design & Procedures**

The first stage was the preparation stage, which consisted of coordination with the school, preparation of counseling materials, and preparation of supporting media such as educational videos and PPT slides. The use of audiovisual media during counseling has been proven to increase focus so that students can absorb information well. As a result, they understand social issues, including violence and bullying (Mayer, 2005). The second stage is the implementation stage, which begins by asking questions to assess student's prior knowledge about bullying. The counseling material was delivered through interactive communication that discussed the definition of bullying, its forms, its impact on student development, and case studies that reflected the negative effects of bullying. The activity continued with a group discussion to analyze cases of bullying that might occur in the school environment, followed by the screening of an educational video about the experiences of bullying victims and the playing of a song titled Gajah by Tulus and a brief explanation of its meaning. The third stage was an evaluation conducted through a quiz to measure the increase in students' understanding after participating in the counseling session. The fourth stage was a follow-up through recommendations for an anti-bullying program to the school, the preparation of an activity report in the form of this article, and maintaining informal communication with guidance counselors to monitor the sustainability of this anti-bullying program. Research data in the form of student activities, interactions during discussions, student responses, and quiz results were collected through observation and documentation. All data were analyzed using narrative analysis, a qualitative analysis technique that aims to describe a series of events descriptively and chronologically. Data from observations, field notes, and documentation were organized based on the training process sequence.

## **Population and Sample**

The sample for this study consisted of 34 tenth-grade students. This sample was small and came from only one school, so the findings cannot be generalized. The selection of the target was based on considerations of limited location and the fact that students at this level are in their adolescence, which is reinforced by research by Fathoni & Prasodjo (2022) which shows that this period is a time when they are very vulnerable to experiencing or engaging in bullying behavior.

## **RESULT AND DISCUSSION**

The implementation of bullying prevention counseling activities showed changes in students' understanding and attitudes toward bullying behavior in the school environment. Before the counseling activities were carried out, some students were not aware that actions such as calling someone by their parent's name, teasing, negative comments, and exclusion from group work were forms of bullying. After participating in this activity, students were able to recognize various forms of bullying, both verbal and social. They also demonstrated improved ability to define bullying, identify its forms, and recognize its psychological impact on victims.

These findings demonstrate improved student's understanding after the outreach program. These results are in line with the research by Lestari and Kowi (2024), which identified individual, family, school, and peer factors as the main causes of bullying behavior, so that education-based interventions are the right first step in breaking the chain of such behavior. In addition, these findings are supported by research by Bachri et al, (2021), which states that education and health can improve student's ability to recognize and prevent bullying. However, increased knowledge does not always guarantee long-term behavioral change, so continuous reinforcement through school programs is necessary.

Beyond the cognitive aspect, counseling activities also showed an impact on changes in student's attitudes toward bullying. In reflection sessions, student expressed their motivation to reject bullying behavior, protect friends who were victims, report incidents of bullying to teachers or counselors, and build empathy in social interactions. These changes in attitude indicate that counseling interventions not only influence student's knowledge but also their affective aspects. These findings can be explained through Benjamin Bloom's theory of behavioral change, adapted by Notoatmodjo (2007), which states that increased knowledge is the initial stage that influences attitudes and social respons. However reserach by Zhuo et al (2022) shows that attitude changes without consistnt environmental support are likely to be temporary, so the long-term effectiveness of intervention needs to be studied further.

The results of the activity show that the presence of teachers in discussions encourgaes student's to be more open about bullying. The finding is in line with Sukma (2024) view, which emphasizes the role of teachers as role models, mediators, and facilitators in building an anti-bullying school culture. In addition, Thoif et al (2025) also emphasize the importance of a community-based approach that involves all elements of the school, including student's, teacher's, parent's, and school administrators.

Although the counseling activities showed positive results, several limitations need to be considered. For example, these activites were cunducted in a single session without involving a control group, so the long-term impact on changes in student attitudes and behavior cannot be ascertained. In practice, the results of this study demonstrate the importance of intergrating a sustainable bullying prevention counseling program into school policy, including strengthening the role of teachers, increasing supervision, and providing a reporting system that is safe and student-friendly. For scientific development, further research is recommended using experiments with control group or a longitudinal design to test the sustainability of attitude changes and the effectiveness of interventions more comprehensively.

## CONCLUSION

This study examines the contribution of bullying prevention counseling to student's understanding and attitudes toward bullying, as well as the role of teachers in supporting these efforts. The findings show that the research objectives were achieved at an initial level, as counseling activities contributed to an increase in student's awareness of bullying and were accompanied by short-term changes in attitudes toward rejecting bullying and showing greater empathy, supported by teacher involvement. However, this study was limited to a single session. While counseling appears to be a promising entry pointv for bullying prevention, it's effectiveness depends on sustained environmental support at the school level. Future studies should use longitudinal or experimental designs to test the durability of attitude changes and the role of ongoing reinforcement across different educational contexts.

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