



## Analysis of Counseling Barriers in Handling Bullying Cases in Senior High Schools

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### Article History:

Received: June 01, 2023

Revised: July 24, 2023

Accepted: September 29, 2023

Published: October 15, 2023

### Keywords:

Bullying,  
Counseling Guidance,  
Obstacles

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**Abstract:** This research analyzes the obstacles of guidance and counselling teachers in handling bullying cases. The type of research used is descriptive. The populations that were the main source in the research were guidance and counselling teachers at SMA N 9 Jambi City, totalling two guidance and counselling teachers. The sample for this research was a guidance and counselling teacher who was taken using a purposive sampling method (based on consideration) of the most senior teachers at the school. The data collection technique uses interviews consisting of questions that focus on observing the obstacles experienced by guidance counsellors in handling bullying cases, namely the obstacle of students not wanting to tell the truth. Comprehensive data analysis techniques, quantitative data from the results of student interviews from questions given directly by the teacher, then the answers will be converted into quantitative indicators so that they can be analyzed into average scores or trends in student behaviour so that they can describe the general condition of students and can also be explained more comprehensively. From the research results, it can be concluded that the biggest obstacle faced by guidance and counselling teachers is that the average student does not want to be honest with the teacher when the guidance and counselling process is carried out so that the student's actual condition cannot match the reality experienced by the student, so student proverbs cannot be revealed properly.

## INTRODUCTION

Guidance and counseling are services carried out from humans to humans and by humans. The meaning of human beings is that the service is carried out based on the nature of human existence (Siregar et al., 2023; Wulansari et al., 2023). The purpose for humans is that services are held for great, noble purposes, and have a positive impact on humans, both individuals and groups. By humans means that the organizers of these activities are human beings with degrees, dignity and uniqueness. This counseling guidance process involves humanity and humans with regard to the potential development of the dynamics of human life, problems, and the dynamic interactions of various elements. In Government Regulation Number 29 of 1990 concerning Secondary Education, which is detailed in Article 27 Paragraph 1, it is stated that guidance is a process provided by someone in the form of assistance given to students with the aim of discovering personality, planning the

future, and getting to know the environment, so that creating individuals who are truly free and good. A good individual is an individual who is able to provide knowledge and express his condition so that he can form a new individual, in this case there are individual traits that are higher quality than before.

The meaning of guidance in the context of personal discovery is that the counselor facilitates students according to their abilities and desires to be able to recognize their strengths and weaknesses and be able to accept them positively as the beginning of self-development. Guidance so that students are able to plan for the future, which implies that the counselor seeks to provide a future in accordance with consideration of a student's personal problems and a thorough introduction to their environment (Arsini, 2017).

People who provide counseling guidance must have special expertise because counseling cannot be done carelessly or haphazardly, which can be done by anyone. In carrying out their duties as a guidance and counseling teacher, they must maintain a professional attitude. Counseling guidance teachers must have a certain weight in order to facilitate the guidance and counseling process and can run smoothly, counseling guidance teachers should also have basic knowledge regarding theory, counseling skills, and counseling practice, which expertise can be obtained through formal education from the counseling guidance department, upgrading, and must also have the competence to provide services that can achieve effective goals. As stated by Prayitno "a counselor must have certain requirements. Formal education, training, special experience, and also personality is one of the requirements that a counselor must have" (Furqan et al., 2018).

Efforts that assist students in developing their personal and social lives, their learning activities, and also those that assist in planning and developing their future careers are forms of guidance and counseling services in schools. This service often helps students overcome the weaknesses and obstacles they face (Ramlah, 2018).

To see what problems students face in school, especially in learning, the role of a guidance and counseling teacher is needed. In schools, guidance and counseling teachers should pay more attention to services that can help students in various ways, such as learning problems, which are related to students' learning skills and motivation at home and school. With this knowledge, it is hoped that guidance and counseling teachers can form counseling service programs in schools with regard to students' learning skills and motivation (Permana, 2020).

Bullying comes from an English absorption word. Bullying comes from the word bully which means bully or someone who oppresses a weak person (Kartika, 2019). Bullying occurs because of many factors, there are 4 factors that trigger children to bully, including individual, family, environmental, and peer factors in the school environment. Bullying has a great opportunity to be imitated, students who do bullying can occur after they themselves have been bullied for example having been hurt by someone who is stronger, for example parents, older siblings, or peers who are more dominant (Siswati & Costrie Ganes W, 2009).

The factor for the emergence of bullying behavior is reinforced by the following theory. Social media factors, based on the results of Dewi and Jien's research (2017) prove the significant effect of bullying behavior between social media and student self-

confidence. The next factor is environmental factors, these factors are divided into school factors and friendships. A student cannot be separated from the association of friends and also school, most students consider their friends or friends more important than their parents even in their daily lives. In addition, they also definitely spend more time with friends than their parents. Subsequent bullying behavior is caused by peer factors which have a negative influence by means of incitement which conveys the idea that bullying is normal, bullying is not a big problem. Because there are times when children prefer to seek support from friends and do not want to continue to depend on their family. This is what causes friends to be one of the factors in the occurrence of bullying behavior (Bulu et al., 2019).

Bullying is a form of juvenile delinquency which is the impact of stress and low emotional intelligence. Psychological development or adolescent emotions are negative and temperamental. Therefore to achieve emotional maturity is a very difficult developmental task for adolescents who have the most important developmental task is to find identity. Efforts to achieve good maturity in adolescents require emotional intelligence and stress control (Cikal Agustanadea et al., 2019)

As a counseling guidance teacher, counseling guidance teachers are required to provide attention, direction and treatment for students who are involved in a problem, such as the problem of bullying that befalls students. As a guidance and counseling teacher, her job is not only to deal with bullying perpetrators, but also to provide treatment to students who are victims of bullying. Because, someone who is a victim of bullying behavior will have an impact on his psychology, where the victim will feel uncomfortable, afraid, withdrawn, does not want to go to school, even has decreased academic achievement and various other impacts, this is where the role of a counseling teacher is very important in dealing with victims of bullying. impact of bullying behavior by providing a motivator, restoring self-confidence and enthusiasm to go back to school (Riswandi et al., 2015).

Counseling guidance teachers through counseling services work together with all components in the school to make the following efforts: Deter, stop the continuation of behavior that can harm or injure others, Act on bullying incidents in a way that is commonplace, proportional, and consistent , Protecting students who have experienced bullying and triggering sources of support for them, Applying disciplinary punishment to students, teachers or education personnel who result in bullying and ensuring that they learn from experience, through multi-forum support (Kartianti & Pd, 2017).

These obstacles will not only be experienced by students, but also other problems that come from the guidance and counseling teacher himself. Meanwhile, problems that may also originate from a counseling teacher are usually due to a lack of knowledge or mastery of a counseling teacher in using methods for counseling, both verbally and non-verbally, so the problems faced by students are not clearly disclosed. In addition, it may also be due to the inability of a counseling teacher to foster good bonds with students while carrying out guidance, so that it will make students feel they are not free to express their problems, especially for students who are called. Other things that are no less important in the problems experienced by guidance and counseling teachers are problems from outside both from the closest people who think negatively about the existence of counseling

teachers, and patterns that do not accommodate the emergence of guidance and counseling services at the school (Kamaruzzaman, 2016).

Obstacles to the implementation of guidance and counseling activities are things that become obstacles to the implementation of guidance and counseling activities in schools. When previously planned guidance and counseling activities cannot run as they should, these activities experience problems in their implementation. In the implementation of guidance and counseling services, collaboration between teachers, students and parents is needed so that the implementation of guidance and counseling services can be realized effectively. But in reality there has not been good collaboration between the school and supervising teachers in the implementation of guidance and counseling activities. So that guidance and counseling activities still seem to be just the task of a supervising teacher (Noprita, 2013).

## **METHOD**

The type of method used in this research is the type of descriptive research method. Descriptive research aims to collect information about existing symptoms, namely symptoms that appear when the research is being carried out. This type of research is not intended to test a particular hypothesis, but rather to describe "what is" about a symptom or condition, variable. In general, this type of research is not intended to test hypotheses, but sometimes it is also to prove conjectures, but this is not very common (Zellatifanny & Mudjiyanto, 2018). Descriptive method is a research method used to explain a problem that is happening. The place that became the object of this research was SMAN 9 Jambi City. The population is 2 guidance counseling teachers consisting of 1 female and 1 male, while the sample is 1 guidance counseling teacher who is male.

This research was taken using a purposive sampling method (based on consideration). The considerations taken were based on some suggestions from school alumni, some school alumni thought that he was considered more familiar and mingled more often with students at the school which would later become our reference and also facilitate us in this research. The data collection technique used an interview technique which consisted of 2 questions, the questions taken focused more on observing the constraints of counseling guidance teachers in handling bullying cases. The data analysis technique used is by describing the results of the interview in a comprehensive manner from the questions or questions that have been asked. Researchers want to see the most common difficulties experienced by counseling teachers in analyzing the obstacles to bullying that occur in students.

## **RESULT AND DISCUSSION**

The results of the research from observations and interviews that have been conducted with guidance counseling teachers, it was found that there were several things related to the obstacles experienced by counseling guidance teachers in handling cases of bullying that occurred at SMA N 9 Jambi City. The results of research conducted on the

obstacles experienced by guidance and counseling teachers at SMA N 9 Jambi City in dealing with bullying cases, can be seen in table 1 below.

**Table 1.** Interview result

No	Question	Answer
1	What obstacles did you encounter in dealing with bullying?	The obstacle was that when the students were asked who started bullying first, neither of them wanted to admit it, instead they pointed at each other. Sometimes students also, if they are reprimanded, say they are just joking, sir, they are not serious. Meanwhile, victims of bullying do not dare to be honest about who bullied them because victims are afraid of receiving threats from the perpetrators not to disclose their actions. There are also victims of bullying who don't dare to report it because they are a child who tends to be quiet and also has very few friends, and their friends are the same as him, not daring to say who is bullying.
2	What kind of guidance do you give to victims of bullying who are affected psychologically or mentally?	The first guidance given, namely individual guidance or individual counseling, by way of face to face with these students. Then the student can tell the incident of bullying that he experienced safely and comfortably without fear, then the next action is to give motivation and also advice to victims and perpetrators, later they will also be assisted to find the best solution to solve the problem.

This research focuses on the obstacles experienced by counseling teachers, there are 2 obstacles experienced by counseling teachers in dealing with cases of bullying at SMA N 9 Jambi City. The research results from table 1 above obtained 2 results, namely regarding the obstacles faced by counseling guidance teachers in handling bullying cases and the way counseling teachers overcome these obstacles.

In table number 1, the obstacle faced by guidance and counseling teachers in uncovering the perpetrators of bullying is that most students when asked do not want to tell the truth and point at each other, do not want to admit their mistakes. The next obstacle is that students who witnessed and were victims of the bullying also did not dare to report to the guidance and counseling teacher because they received threats from the perpetrators of the bullying. So that students who see or witness bullying can only be silent and don't dare to report it. Students or students feel afraid of the perpetrators of bullying and worry because they are afraid that they will be considered as complainers, students who will report the bullying act will discourage them. In fact, "complain" and "report" are two

different things. Complaining means getting sanctioned, while reporting aims to protect oneself or friends from things that are harmful.

This is in line with Byrne's opinion that victims of bullying are more likely to withdraw from public places, be anxious, depressed, and also afraid to face new situations when compared to their peers who are not victims of bullying. Then according to (Boulton and Underwood et al, in Haynie et al, 2001) said that many reports about students who are victims of bullying tend to prefer to be alone and feel less happy at school, and when compared to other students students who are victims of bullying have close friends who less. Careful, sensitive, and reserved behavior tends to be the characteristics of victims of bullying.

Coloroso (2007) stated that children who are victims of bullying are usually the youngest children in school, new children in an environment are usually smaller, who are cowardly, do not have a protector, children who have been traumatized or have been hurt before and usually these children are very sensitive, he usually chooses to avoid more severe pain by avoiding peer friendships, he also tends to find it difficult to ask for help. In addition, children who easily feel anxious, lack self-confidence, are obedient, children whose behavior is considered to disturb others, children who prefer not to fight, resolve conflicts without violence, are shy, like to hide their feelings, do not like to attract the attention of other people or are quiet. , easily nervous, and sensitive. Such children are usually more likely to become targets of bullying (Zakiah et al., 2017).

The activities provided by the guidance and counseling teacher do not always run well and smoothly. The cause is in the form of obstacles that may come from the client or the students themselves or even from the counseling teacher. Obstacles that come from clients or from students are in the form of the following: students are not fully open to counseling teachers about the problems they are experiencing, students in expressing their problems feel not free, the place or atmosphere around is not comfortable or safe for participants students so that students do not want or find it difficult to convey their problems, lack of trust from students in counseling guidance teachers to be able to help solve the problems they are experiencing.

In line with the opinion above, the difficulties experienced by guidance and counseling teachers are related to the constraints of students who do not want to report if they become victims of bullying, coupled with the not many friends they have, then these children also tend to be quiet and withdrawn, this adds to the teacher's difficulties. counseling guidance in providing counseling services to victims of bullying. Especially if he is also friends with other friends who are quiet, this will make it difficult for the guidance and counseling teacher, because neither he nor his friend had the courage to report the bullying and did not have the courage to mention or tell about who was bullying him or who was the bully.

Apart from that, there is also the type of child who chooses to keep to himself what happened to him. In line with the supporters of the theory above, children like this usually have experienced past trauma due to violence or other types of bullying. So he chooses to keep his pain and feelings to himself, he prefers to be alone and also keeps his distance from his peers in order to avoid more severe pain. This can make it difficult for guidance

and counseling teachers to provide services. This is because the counseling guidance teacher does not know which children have started to be psychologically affected or feel unhappy and depressed at school due to bullying, so the counseling guidance teacher cannot help provide counseling services to them. What's more, if no friends want to report the bullying, even though there is a high possibility that when the child was being bullied, a friend saw the incident at that time and chose to close their eyes to the incident or you could say they pretended not to know. According to previous journals, bullying experienced by victims causes feelings of hurt that students keep to themselves because they do not have the courage to report to anyone because they do not want to make any more problems, especially if they report, they will get even more severe abuse, therefore they chose to remain silent and evade. Students who also witness acts of bullying do not dare to defend themselves because they are afraid of the perpetrators, and think that they should not suffer the same fate (Ahmad, 2021).

The above opinion was reinforced by previous journals which stated that the obstacle in dealing with bullying behavior was that students who experienced bullying were not open to reporting to the teacher. Students who are victims tend to be quiet and do not have the courage to report the bullying they are experiencing to the teacher. This is where the guidance and counseling teacher has difficulty dealing with bullying behavior caused by students' unwillingness to report to their teacher (Putri, 2016).

Rabbani (2018) conducted research on the self-confidence of victims of bullying, from this research study it is proven that the self-confidence of victims of bullying can be influenced by acts of bullying. Victims always feel inferior, feel insecure, and tend to choose to remain silent and not fight or ignore (Chan et al., 2019). Meanwhile, according to (Susilawati 2019) victims of bullying often do not want to report threats by perpetrators or prefer to hide the problems they face themselves. The self-confidence that victims have is not so sure that it can affect the number of bullies they face, but is also supported by internal factors such as abilities, views about the future, personality and also self-motivation. While teachers, friends and also the social environment are external factors (Ayu Sestiani et al., 2021).

Courage and self-confidence need to be instilled in students from an early age by teachers at SMA N 9 Jambi City, especially guidance and counseling teachers, however, instilling this courageous and self-confident attitude also requires the role of parents, so that victims of bullying behavior do not constantly feeling that he or she deserves this behavior or is right to be treated that way by the victims. Thus of course there is resistance that will be put up by the victim of bullying so that he is not bullied again or at least if he is bullied he has the courage to report the bullying to his friends, parents, teacher, or counseling teacher. With the presence of self-confidence and also the courage of victims of bullying, of course it can make it easier for counseling guidance teachers to provide services and a problem-solving solution to victims. Because a sense of courage has been instilled in the victim to report the acts of bullying that he experienced.

The basis of honesty that has not been realized and the culture of children who do not dare to admit their mistakes that they have made. Relations with guidance and counseling services honest attitude cannot be carried out in guidance and counseling

services, it will certainly complicate finding a way out of these problems. But, in reality the habit of being honest about the mistakes that have been made is still lacking, because they think what they are doing is the right thing (Meylinda, 2021).

The actions that counseling teachers can take to minimize the actions of bullying behavior are by helping to increase students' sense of concern for victims of bullying, if students have a high sense of concern then a peaceful and harmonious school environment will be created. A sense of caring is part of a positive personality that should always be improved and instilled in students so that sensitivity and awareness grows that demeaning, oppressing and hurting the feelings of others is a bad deed. Then also by the way the counseling teacher applies the basics of honesty to all students it is hoped that it will make it easier to provide services in counseling guidance. By inculcating the basis of honesty in students, it is hoped that students will be able to tell the truth about who bullied them, how they were bullied, and also that the perpetrators are willing to admit their mistakes and can promise not to do it again. That way, the process of providing guidance and counseling services can run smoothly.

In table number 2, for victims of bullying who have been affected psychologically or mentally, the counseling teacher can provide guidance by face to face. This can happen because the victim is too tired and exhausted from the bullying that he receives continuously without stopping, most perpetrators want to report to the guidance and counseling teacher but the victim feels afraid, the victim is afraid that when he wants to try to report he will instead get abuse or bullying even worse than the perpetrators. Therefore, the victim did not dare to report it and chose to keep everything to herself, so that this caused the victim's psychological or mental disturbance.

Guidance by means of face to face which is given to students who are victims of bullying who have been affected psychologically or mentally, is in line with the opinion that face to face guidance aims to deal with individual and group problems. The purpose of the process of providing assistance is very diverse, guidance and counseling teachers not only listen to students' problems but counseling teachers must have the skills to deal with various problems that arise and provide solutions or solutions to problems experienced by students.

The impact of bullying in general on the psychological health of victims who experience bullying will feel traumatized by the perpetrator who has bullied them, the stress suffered by the victim can also cause a lack of concentration and confidence in the victim or commonly called a crisis of confidence, then the desire arises in the victim of bullying to become perpetrators of bullying as an act of revenge for past trauma, victims also often experience social fears such as fear of being seen or being the center of attention by people in public, victims also often suffer from excessive anxiety, a sense of desire to drop out of school and the worst impact namely suicide. For most people who experience acts of bullying their emotions tend to be unstable and increase which causes resentment and the victim has the intention to do what he or she experienced to other people to feel the same suffering.

Whereas specifically, the impact of bullying on the psychological health of victims is that victims experience trauma to the perpetrators of bullying. In addition, the impact of

bullying is that the spirit of the victim decreases, as a result of decreased enthusiasm will certainly affect academic achievement, the victim will feel hurt as a result of being bullied, the victim feels the most guilty so that the victim continues to blame himself for the incident of bullying experienced, and the reduced enthusiasm for life so that the victim of bullying prefers to be depressed and tends not to enthusiastic (De et al., 2021).

Guidance and counseling teachers cannot handle all the problems experienced by students, especially for students who have psychological or mental problems which are triggered by bullying, so it would be better if handled by professionals, namely psychiatrists or psychologists. However, there are some things that can be handled by the guidance and counseling teacher such as fear and anxiety, withdrawing from the surrounding environment, having personality disorders, being angry for no apparent reason, then these are mild disorders which can still be handled by the guidance and counseling teacher (Prabowo et al., 2021).

According to Hall (1904) said that, there will be feelings of insecurity, depression, and carelessness. So according to Arnet (1999) there will be a problem and conflict regarding emotional changes, negative impacts and risky behavior. The emotional experience experienced by adolescents in conflict or conflict is the main cause of psychic disorders (Abdillah, 2018).

According to Rianto (2005:53) something that can move a person or even a group of people to be able to do or not do something is called motivation. Meanwhile, according to Whittaker in Sadirman, (2016: 73) states conditions that can help activate behavior can achieve the goals that arise from this motivation. Meanwhile, changing behavior through an experience or practice is a learning process (Laka et al., 2020).

The encouragement given by guidance and counseling teachers or counselors to clients and students with a specific purpose or goal is called motivation. The origin of the word motivation comes from the word "motive" which means encouragement or stimulation or it can also be the driving force that exists within a person. Strategies that can be carried out by both teachers and guidance and counseling teachers in providing motivation are not only to victims of bullying but to students as well. Not only are victims of bullying given motivation to get rid of their trauma and so that victims can also feel safe anywhere, but counseling teachers also need to provide motivation to perpetrators of bullying so that perpetrators repent and are expected not to do that action again.

Next, counseling guidance teachers can provide advice to bullies. The content of the advice given is usually about something that someone will or wants to do. One of the efforts that can be made by a guidance counselor or counselor is giving advice, counseling teachers in giving advice as much as possible provide input or suggestions to their clients so that later they are not wrong when they choose a decision or make a choice. It is better for the counseling guidance teacher or counselor to give advice when the client or student has explained all the problems he is facing, as much as possible do not give advice at the beginning of the counseling process, because if you give advice at the beginning of the counseling process it is feared that the problems experienced by the client or student have not been fully conveyed (Zakwandi et al., 2022; Zb et al., 2022). Therefore, the purpose of giving advice to clients or students after the client explains all the problems he is

experiencing can run well and be more effective, of course. At one point when the client feels he needs input or advice, that's where the counselor tries as much as possible to give the best advice to the client.

Then Surya in Tohirin also added, the goals to be achieved in the counseling process are so that clients or students can further improve their perceptions of themselves, directing the development of students according to their potential, directing students to make their own choices in overcoming problems that arise. possess, have more objective self-acceptance and understanding, are able to better adapt to themselves and their environment, can fully achieve their potential for self-actualization, and can avoid themselves from symptoms of anxiety (Ramadhani et al., 2022)

## CONCLUSION

From the results of the study, it can be concluded that the biggest obstacle faced by guidance and counseling teachers at SMA N 9 Jambi City is that, on average, students do not want to be honest with the guidance and counseling teacher while carrying out the counseling process. There are still many students who do not dare to state or reveal the act of bullying they got. Many students who become perpetrators of bullying when confronted with guidance and counseling teachers do not want to tell the truth and choose to lie, as well as many other students who witness the incident who do not want to report this to the guidance and counseling teacher for fear of being labeled as complainants. As a result of the bullying they got, many victims were affected by psychological and mental disorders; most victims were afraid to report the bullying they experienced to the guidance and counseling teacher because the victim were fearful of the threats given by the perpetrator and the victim was afraid of getting more severe bullying again than before. Then, the form of guidance the counseling teacher gave was not only to victims of bullying but also to perpetrators. The purpose of counseling guidance teachers in motivating victims is to help eliminate the trauma that victims experience from bullying and so that victims can feel safe. At the same time, inspiring perpetrators is intended so that perpetrators can repent and not commit the bullying again.

Furthermore, the counseling guidance teacher also advises the perpetrators so that later they will rethink something they will do so that they will not be wrong in acting and making a decision and that there are no regrets that occur due to mistakes in working and making a decision. As for suggestions for future researchers, researchers should pay more attention to the indicators to be reviewed and the data collection instruments used in the research. It is hoped that further research can use more reference sources to support research to obtain better results. The researcher also hopes that future researchers will not only focus on one research subject to get maximum and better research results.

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