

Guidance and Counseling Approach in Overcoming Cyberbullying Among Students

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Abstract

Cyberbullying is a form of digital violence that is increasingly prevalent among students, along with the increasing use of social media and communication technology. The negative impacts of cyberbullying are not only felt emotionally, but can also affect the mental health, academic achievement, and social relationships of victims. This article aims to analyze the Guidance and Counseling (BK) approaches used to address cyberbullying among students. This study uses a qualitative approach with case studies in several junior and senior high schools. The results of the study indicate that BK teachers have a strategic role in providing preventive, curative, and educational services through individual counseling, group counseling, and cross-party collaboration such as teachers, parents, and authorities. In addition, the application of humanistic and cognitive-behavioral approaches has proven effective in helping victims of cyberbullying rebuild self-confidence and develop healthy coping strategies. This article recommends strengthening the capacity of BK teachers and integrating digital literacy into the curriculum as strategic steps for long-term prevention.

Keywords: Guidance and Counseling, Cyberbullying, Students

Introduction:

The advancement of information and communication technology has provided various conveniences in human life, including in the world of education. The internet, social media, and digital devices have become an inseparable part of student life. However, behind the various benefits offered, this technological advancement also brings negative impacts, one of which is the rampant phenomenon of cyberbullying among students. Cyberbullying is an aggressive act carried out through digital media with the aim of hurting, intimidating, or



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embarrassing other individuals. Common forms of cyberbullying include the spread of rumors, threats, verbal harassment, and the spread of personal content without permission.

The phenomenon of cyberbullying is a serious concern because of its significant impact on the psychological and social conditions of victims. Unlike conventional bullying which is physical and limited in space, cyberbullying can occur anytime and anywhere, even without the direct presence of the perpetrator and victim. This causes prolonged psychological stress on victims, such as stress, depression, anxiety disorders, to the desire to withdraw from the social environment or even commit suicide. Therefore, cyberbullying cannot be underestimated and requires comprehensive handling.

Guidance and Counseling (BK) as an integral part of the education system in schools has an important role in handling cyberbullying cases. BK teachers not only act as listeners and companions, but also as facilitators, mediators, and educators. Through BK services, students can be given a safe space to express the problems they face and obtain the necessary psychological and social assistance. BK also has the responsibility to shape students' character so that they are able to act wisely in using digital technology.

The urgency of the BK approach in dealing with cyberbullying is increasing along with the increasing number of cases and low student awareness of digital ethics. Based on data from several educational and research institutions, most students who are victims of cyberbullying are reluctant to report to teachers or parents because of shame and fear of not being believed. This shows the need for a more proactive and humanistic approach from schools, especially BK teachers, in creating a supportive and responsive environment to issues of digital violence. In the theoretical realm, the BK approach used in dealing with cyberbullying includes various paradigms, such as the humanistic approach that emphasizes unconditional acceptance, empathy, and understanding of students' feelings; and the cognitive-behavioral approach that aims to change negative thought patterns and form adaptive behavior. Both of these approaches have high relevance in the context of dealing with cyberbullying because of their focus on individual empowerment and the development of healthy coping skills.



The purpose of this study is to analyze in depth how the BK approach is applied in the context of handling cyberbullying among students, as well as to evaluate the effectiveness of the strategies used by BK teachers. By exploring empirical experiences in several schools, this study is expected to contribute to the development of BK practices that are more responsive to the challenges of the digital era. In addition, this study also aims to formulate strategic recommendations for education stakeholders in an effort to create a healthy, safe, and digitally violence-free learning environment.

Research methods

This study uses a qualitative approach with a case study method in three high schools that have reported cases of cyberbullying. The subjects of the study consisted of BK teachers, victim students, and principals who were selected purposively. Data were collected through in-depth interviews, observations, and documentation related to BK activities. Data analysis was carried out thematically, with steps of data reduction, data presentation, and drawing conclusions. Data validity was maintained through triangulation of sources and techniques, as well as confirmation of results (member checking) to participants.

Results and Discussion:

This study found that cyberbullying among students generally occurs in the form of teasing via text messages, spreading personal information online, and virtual exclusion. The results of observations and in-depth interviews with BK teachers from three high schools in big cities showed that students tend to be reluctant to report cyberbullying incidents because they feel afraid, embarrassed, or do not believe that their reports will be followed up seriously.

The role of the BK teacher in this case is very important. The BK teacher involved in this case study showed active involvement in several forms of services, namely:

1. **Preventive Services:** BK teachers routinely provide counseling on digital ethics and the dangers of cyberbullying. This activity is carried out through classical guidance, group discussions, and integration of digital safety topics in extracurricular activities.



Several schools also develop digital literacy modules that contain wise social media guidelines for students.

2. **Curative Services:** For students who are victims, BK teachers provide individual and group counseling sessions. In individual counseling, a humanistic approach is used by emphasizing unconditional acceptance, empathy, and appreciation of students' subjective experiences. This approach allows victims to feel heard and appreciated, and gradually rebuilds their self-confidence.
3. **Cognitive-Behavioral Intervention (CBT) Services:** To address deeper psychological impacts such as anxiety and post-traumatic stress, some BK teachers apply the CBT approach. Students are encouraged to identify negative thoughts that arise due to cyberbullying and are guided to replace them with rational and positive thoughts. In addition, BK teachers train students in relaxation techniques and problem-solving skills.
4. **Cross-Party Collaboration:** Handling cyberbullying cannot be done individually. Therefore, BK teachers collaborate with homeroom teachers, principals, parents of students, and if necessary, the police and professional psychologists. This collaboration aims to create a supportive and safe school environment for all students.
5. **Peer Counselor Involvement:** In some schools, peer counselor programs are run to bridge communication between students and BK teachers. Peer counselors who are specially trained by BK teachers can be the front line in detecting early symptoms of cyberbullying and providing initial emotional support to victims.

From the data collected, it was found that the humanistic and cognitive-behavioral approaches were effective in helping cyberbullying victims recover their psychological condition. For example, one case in a high school showed that victims who previously experienced declining grades and social withdrawal showed significant improvement after attending 6 individual counseling sessions with CBT and humanistic approaches.

Other findings show that schools that have clear digital policies that are integrated with BK activities are more successful in reducing cyberbullying rates. These policies include digital



parenting training for parents, the use of anonymous reporting applications, and the implementation of clear sanctions and victim protection mechanisms.

However, challenges remain, including:

- Limited number of BK teachers compared to the number of students
- Lack of training for BK teachers in the professional use of CBT methods
- Low digital awareness among some students' parents
- Limitations of internal school regulations in handling cyberbullying cases

Thematic analysis shows that the most successful BK approaches are those that:

1. Promote empathy and a supportive counselor-client relationship
2. Using evidence-based counseling techniques such as CBT
3. Involving the school community as a whole
4. Supported by proactive school policies

Thus, the BK approach in dealing with cyberbullying does not only rely on one method, but requires the integration of multidimensional strategies that involve the emotional, behavioral, and social environmental aspects of students.

Conclusion

This study highlights the importance of the strategic role of Guidance and Counseling (BK) teachers in dealing with the phenomenon of cyberbullying among students. The results of the study indicate that the BK approach which is preventive, curative, and educational can provide significant protection and psychosocial support for victims. The humanistic approach, which emphasizes empathy, unconditional acceptance, and healthy interpersonal relationships, has been shown to create a sense of security and strengthen the self-esteem of students who are victims of cyberbullying. Meanwhile, the cognitive-behavioral (CBT) approach helps students identify negative thought patterns and build adaptive coping strategies to deal with pressure from the digital environment.

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