

BULLYING BEHAVIOUR AMONG STUDENTS (A REVIEW FOR SCHOOL COUNSELLORS AS A PREVENTIVE MEASURE)

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ABSTRACT

The research will unravel the phenomenon of bullying that often occurs by high school students as unconscious perpetrators of bullying. Samples were obtained from several schools, namely several cities in North Sumatra with a total of 760 samples, consisting of students from grades X to XII, consisting of general high schools to boarding school high schools with a total of 6 schools. There are 3 dimensions of bullying behaviour, namely physical, verbal and non-physical/ non-verbal bullying. This research uses quantitative methods with purposive sampling techniques and focuses on high schools that have school counsellors and have made preventive efforts related to the issue of bullying that is rampant. Study used a previously validated Likert scale as its research instrument. Conducting validity and reliability tests and a descriptive approach to describe patterns of bullying behaviour. The results of this study show that there is still bullying behaviour among high school students based on certain grade levels (grade X, XI, and XII), then based on gender. Reports of bullying behaviour still occur with a relatively small portion compared to behaviour that does not involve bullying. Another finding is that there is no significant difference between bullying behaviour patterns in general high schools and boarding schools. However, bullying still occurs in the schools sampled in this research even though they have school counsellors, one of the reasons is that the ratio between school counsellors and students is not balanced so that preventive efforts related to bullying are not optimal.

Keywords: bullying; counseling teachers; school counsellors; bullying of high school students; bullying preventive efforts.

INTRODUCTION

Phenomenon of bullying has become a crucial and persistent problem in the education ecosystem at both global and national levels. This aggressive behaviour perpetrated repeatedly by stronger individuals or groups against weaker ones is not just a common juvenile delinquency, but an act that carries long-term destructive impacts. Studies show that victims of bullying are at high risk of psychological problems such as anxiety, tend to experience social isolation, decreased self-confidence, depressive symptoms and difficulties in building healthy social relationships (Putra et al., 2025). Bullying that has an impact on the mental health of victims of bullying is characterised by difficulty sleeping, decreased appetite, loss of self-confidence and decreased academic performance. The low role of schools in educating about the dangers of bullying in the school environment, several reinforcing factors so that bullying still appears related to parenting, peers and unequal power relations (Maharani & Husain, 2024), similar research shows that family and peer factors contribute to bullying (Chiani et al., 2022; Rizal, 2021).

Several studies have found that bullying can occur in several places, such as home, neighbourhood and school. School is not only a place to increase knowledge and insight but also means a place for educators or teachers and students or learners to learn together and how the components in it such as educators and students can shape their identity. Schools can be a place of character building for students so that they understand how to socialise (behave) with their environment (Pora, 2004).

Schools, as formal educational institutions and the main environment for adolescent development, ironically often become the main arena for bullying behaviour. Intense interactions between students, peer group dynamics, and the search for self-identity in the adolescent phase are factors that can trigger this behaviour. The forms are increasingly diverse, not only limited to physical and verbal bullying, but also extending to relational bullying, namely social exclusion referred to as *toxic relationships* (Fadhilla & Siregar, 2024) and *cyberbullying* along with the massive use of digital technology among students (Jerusalem & Hidayati, 2024). Schools can proactively address various issues that arise related to bullying, such as principals with policies for preventive action and intervention strategies (Selian & Restya, 2024), parents (Jerusalem & Hidayati, 2024), and teachers including school counsellors (Bu'ulolo et al., 2022; Yusniarti, 2023).

Bullying behavior among students doesn't just happen randomly; it develops from a set of underlying reasons and causes. One study states that so far as many as 50% of students almost all over the world whose ages are in the range of 13-15 years have been victims of bullying at school, both in the low and the highest or severe categories (UNICEF, 2018).

Other research shows that students in the adolescent phase with an age range of 12-14 years have committed acts of bullying, this happens because during this period adolescents have a high sense of egocentrism, often underestimate the abilities of others so that they look arrogant and act rashly and lack vigilance (Agisyaputri et al., 2023).

Bullying is defined as the misuse of power by an individual or a group with the intent to harm another (Yulia & Dewi, 2020). The term bullying also means violence that can occur repeatedly to individuals who are considered weak, the bully will usually hurt both physically and mentally from the victim himself. Bullying behaviour can also be referred to as aggressive behaviour whose purpose is to harm the victim of bullying (Gonçalves et al., 2016; Olweus, 2013; Olweus & Limber, 2010).

Another way to describe bullying is as a negative and inappropriate action. It typically happens among teenagers at school and can take many forms. As an act of aggression, bullying includes behaviors like mocking, insulting, yelling at someone, or making threats (Siswati & Widayanti, 2009).

Bullying also means aggressive behaviour whose purpose is to cause harm or distress. It occurs repeatedly over time in relationships of unequal power or strength. It can take many forms, including physical violence, teasing, intimidation and social exclusion. Bullying behaviour tends to have the following characteristics: (1) A need for dominance; (2) Impulsive, low frustration tolerance, irritable; (3) Usually physically stronger than peers; (4) Difficulty obeying rules; (5) Generally defiant, challenging, aggressive; (6) Show little empathy; (7) Engage in antisocial behaviour (Berns, 2015).

Based on one of the results of research on bullying, it turns out that bullying behaviour can appear anytime and anywhere (Astuti, 2008). Not only that, bullying behaviour can also occur regardless of the age or gender of the victim. Victims of bullying themselves generally occur in weak children, children who tend to be quiet at school, children who have high shyness and also occur in children who have abnormalities that make them the subject of ridicule by the bullies. The phenomenon of student-perpetrated bullying is not confined to the school environment, such as

classrooms and schoolyards, but also extends to areas outside of school, including the journey home from home to school every day (Yayasan Semai Jiwa Amini, 2008).

In general, bullying behaviour is divided into four forms, namely physical bullying, verbal bullying, relational bullying and *cyberbullying* (Sapitri, 2020). Physical bullying itself can be in the form of violence that occurs to injure the victim, for example in the form of pinching, kicking, hitting and then blocking the victim's path. This type of physical bullying is very easy to recognise because the behaviour is visible. Verbal bullying is usually in the form of words that are inappropriate or even very inappropriate to hear and say, this behaviour is carried out by the perpetrator with the aim of making the victim feel depressed and uncomfortable. The form of verbal bullying is in the form of ridicule, harsh words, and even insults whose impact is to attack the psychology of the victim himself (Prihatin et al., 2016). relational itself is in the form of exclusion, neglect, spreading gossip and untrue issues which again have the aim of hurting and also making the victim away from many people and their relationships (Joseph, 2019). Meanwhile, cyberbullying itself is a type of bullying that is usually carried out through social media. The purpose of this bullying is not much different from other types of bullying, namely to humiliate the victim or someone by spreading news and issues that are not true, revealing secrets on social media (Andriati Reny H, 2020).

According to excerpts of case records taken from KPAI, there were approximately 98 cases of physical violence that occurred to students, 108 cases of sexual violence and 176 cases of psychological violence that occurred mostly in the school environment in 2009. Other data according to KPAI noted that throughout 2021 there were approximately 17 cases of bullying that occurred in schools, both at the elementary school (SD) to senior high school (SMA and its equivalent) level. One example of this bullying phenomenon occurred in Tasikmalaya, where an elementary school student died due to depression because the student was allegedly the victim of bullying by his friends at school. KPAI data also recorded that in 2022 there were 226 cases of physical, psychological violence and including bullying (Bureau of Law and Public Relations of KEMEN PPPA, 2022) This figure shows a fairly large number and this also needs special attention from various related parties.

Other research on the phenomenon of bullying was revealed by Magfirah & Rachmawati (2010) that male students are more likely to be bullies in all aspects of bullying than female students. The reason is revealed why male students are more likely to be the cause of bullying than females because men are usually more psychologically aggressive with the aim that they want to show the strength they have physically and psychologically (Obrdalj & Rumboldt, 2008).

Based on the phenomena described above, it is important to discuss what are the factors that cause bullying behaviour itself. Some of the factors that cause bullying behaviour are: (1) class differences, (2) tradition of seniority, (3) seniority system, (4) family disharmony, and (5) disharmonious or discriminatory school situation (Astuti, 2008) Focusing on one of the factors of bullying, namely the school situation, which means school climate. An inharmonious or discriminatory school climate means a lack of supervision from school elements such as teachers and other educators, which leads to bullying behaviour in schools.

Research by (Amri, 2019) on bullying in boarding schools reveals that the behavior is caused by multiple factors, ranging from family and peer influences to school, environmental, and media factors. Other causes include a lack of empathy and low mutual respect, with individuals sometimes bullying to vent their own problems. Significantly, the study notes that many bullies were previously victims themselves, perpetuating a cycle of abuse.. This research attempts to outline that bullying behaviour among students occurs in both general high schools and *boarding schools*.

RESEARCH METHODS

This research uses a quantitative approach with a sample method that is *purposive sampling*, this is based on the sample criteria to be used as a reference and analysis in this research, a total of six schools are included in this sample and contains the criteria of schools that have school counsellors at each grade level (X, XI, XII), the final number of samples is 760 students consisting of 3 *boarding school-based* schools and 3 general high schools located in North Sumatra and Aceh.

The scale method used in this study is the Likert scale. The Likert scale will be used in data collection, measuring attitudes, opinions and also perceptions of both individuals and groups regarding social phenomena (Sugiyono, 2025). To measure bullying behaviour, a measuring instrument that has been developed by Gonçalves et al., (2016) .is used This measuring instrument consists of 23 items, all of which are *favorable* items, then this bullying behaviour scale was adapted

and developed by Nadhifa (2018) in this case the researcher adapted the scale as a research need in measuring the bullying behaviour scale. This scale is addressed to bullies, which contains three dimensions related to verbal, physical and non-verbal / non-physical bullying. This scale consists of 23 statement items, with the verbal bullying dimension totalling 8 items, the physical bullying dimension totalling 7 items and non-verbal / non-physical bullying totalling 8 items. This measuring instrument has been analysed with a *confirmatory factor analysis* (CFA) approach with the initial results of the analysis, namely with a one-factor model, it turns out that the results are not fit with chi-square = 1228.27, df = 230, P-value = 0.0000 and RMSEA = 0.135. However, after modifying the model, where the measurement errors in several items were freed from each other, a fit model was obtained with chi-square=172.57, df=144, P-value=0.05240 and RMSEA=0.029. so that the measuring instrument can be used to measure *bullying* variables. Meanwhile, for the data on school counsellors, we obtained the data directly from the schools that were sampled in this research, this data includes the number of school counsellors and the ratio to students, the education level of school counsellors, *training* that has been attended, status and length of work as a school counsellor.

RESULTS AND DISCUSSION

Results

Table 1. Description by gender

Gender	n	%
Male	287	38%
Female	473	62%
Total	760	100%

Based on Table 1, which contains data on gender groups above, it can be concluded that the number of participants in this research is dominated by female gender, namely 473 students (62%) while 287 students (38%) are male.

Table 2: Description by grade

Grade Level	n	%
Class X	253	33%
Class XI	267	35%
Class XII	240	32%
Total	760	100 %

Based on Table 2, which contains data based on grade level, the research participants were dominated by grade XI with 267 students (35%), followed by grade X as the second most research participants with 253 students (33%), and the least participants came from grade XII with 240 students (32%). In the data, there is no significant difference between the three grade levels, between the three classes the number of participants tends to be close to the exact same number.

The next data description is seen based on the age range between the participants involved in this research, to facilitate division based on age range, the researcher uses a theory-based approach described by Spano (2004) which divides the age range of adolescents into 3 parts, namely: Early Adolescence which starts from the age of 10 to 14 years, Middle Adolescence which starts from the age of 15 to 16 years and Late Adolescence starts from the age of 17 to 21 years.

Table 3. Description by age

Age	n	%
10-14 years old	0	0%
15-16 years	308	41%
17-21 years	452	59%
	760	100%

Based on Table 3 which contains data based on the age range of participants, the following results were obtained. The most participants came from the late adolescent age period, namely the age range of 17-21 years with a total of 452 students (59%), followed by the middle adolescent age period, namely the age range of 15-16 years with a total of 308 students (41%), then in this research did not find participants who were in the early adolescent age period, namely the age range of 10-14 years.

Bullying categorisation

This description is used with the aim of describing the data that has been obtained and parsing it into more detail so that the data can be interpreted better. After data collection using the *bullying* behaviour scale. The next step is to interpret the scores obtained from participants who have been filled in previously, so that the data can be used as an overview before further analysis is carried out.

Based on the data obtained, the data can be grouped with certain criteria called categorisation. Categorisation is used to obtain hypothetical mean and standard deviation data with normally distributed data (Azwar, 2013). The categorisation formula is as follows:

Table 4. Bullying Categorisation Formula

Value Range	Bullying Categorisation
$X < \mu - (1.5SD)$	Never
$\mu - (1.5SD) \leq X < \mu$	Rarely
$\mu \leq X < \mu + (1.5SD)$	Often
$\mu + (1.5SD) \leq X$	Always/ Very Often

Notes: μ = mean; SD= standard deviation; X= value/number of data

The following is an explanation of bullying behaviour that can be seen based on the *mean*, standard deviation, minimum and maximum values of the research participants that have previously been obtained. Based on the variance scale consisting of 23 items with a score range of 1-4 assuming a minimum score of 23 and a maximum score of 92, then to find out how often or not the level of bullying behaviour in students contained in this research can be categorised as follows:

Table 5. Categorisation of Bullying Behaviour Variables

Formula	Categorisation	n	%
$X < 22.64$	Never	35	5%
$22.64 \leq X < 31.56$	Rarely	503	66%
$31.56 \leq X < 40.47$	Often	158	21%
$40.47 \leq X$	Always/ Very Often	64	8%

Based on table 5, it can be concluded that participants with a tendency to bullying behaviour in the rare category were 503 students (66%), participants with a frequent behaviour category were 158 students (21%), then participants with a tendency to bullying behaviour in the always/very often category were 64 (8%), while participants who had never committed bullying behaviour were found to be 35 students (5%).

Table 6. Gender * Bullying Behaviour Crosstabulation

Gender	Bullying Crosstab				n	%
	Never	Rarely	Often	Always		
Male	22	193	43	29	287	38%
Female	13	310	115	35	473	62%
Total	35	503	158	64	760	100%

Based on table 6 which contains a *crosstab* of research participants based on male gender associated with bullying behaviour variables, it can be seen that male participants who have never

committed bullying actions are 22 students, while male participants who rarely (ever but not often) commit bullying behaviour are 193 students, male participants who often commit bullying actions are 43 students while male participants who are always/very often the perpetrators of bullying are 29 students with a total of 287 students (38%) of male gender.

Based on the *crosstab* table of research participants based on female gender associated with bullying behaviour variables, it can be seen that female participants who have never committed bullying actions are 13 students, while female participants who rarely (ever but not often) commit bullying behaviour are 310 students, female participants who often commit bullying actions are 115 students while female participants who are always/very often the perpetrators of bullying are 35 people with a total of 473 students (62%) of female gender.

Table 7. Age * Bullying Behaviour Crosstabulation

Age	Bullying Crosstab				n	%
	Never	Rarely	Often	Always		
10-14 Years	0	0	0	0	0	0%
15-16 Years	18	199	76	15	308	41%
17-21 Years	17	304	82	49	452	59%
Total	35	503	158	64	760	100%

Based on table 7 which contains *crosstab* data of research participants based on age 10-14 years (early adolescence) associated with bullying behaviour variables, it can be seen that participants with an age range of 10-14 years (early adolescence) who have never been bullies are 0 or none, then students in the early adolescent age range who rarely bully (ever but not often) are 0 students, participants in the early adolescent age range who often bully are 6 students while participants in the early adolescent age range who always or very often bully are 0 students or none (0%).

Based on table 7 which contains a *crosstab* of research participants based on the age of 15-16 years (middle adolescence) associated with the bullying behaviour variable, it can be seen that participants with an age range of 15-16 years (middle adolescence) who have never been bullies are 18 students, then participants in the middle adolescent age range who rarely bully (ever but not often) are 199 students, participants in the middle adolescent age range who often bully are 76 students while students in the middle adolescent age range who always/very often bully are 15 students. Thus, the total number of participants in the middle adolescent age range (15-16 years old) was 308 students (41%).

Based on table 7 which contains *crosstab* data of research participants based on age 17-21 years (late adolescence) associated with bullying behaviour variables, it can be seen that participants with an age range of 17-21 years (late adolescence) who have never been bullies are 17 students, then participants in the late adolescent age range who rarely bully (ever but not often) are 304 students, student participants in the late adolescent age range who often bully are 82 students while participants in the late adolescent age range who always/very often bully are 49 students. Thus, the total number of participants in the late adolescent age range was 452 students (59%).

Table 8. Grade Level * Bullying Behaviour Crosstabulation

Grade Level	Bullying Crosstab				n	%
	Never	Rarely	Often	Always		
X	12	181	44	16	253	33%
XI	14	147	72	34	267	35%
XII	9	175	42	14	240	32%
Total	35	503	158	64	760	100%

Based on Table 8, which contains the *crosstab* data of research participants based on grade level, at the grade X (SMA) level, participants who have never been bullies are 12 students, then participants who rarely commit bullying acts (ever but not often) in grade X are 181 students, grade X participants who often become bullies are 44 students, while grade X participants who always/very often become bullies are 16 students. Thus, the total participants in class X were 253 students (33%).

Based on Table 8 which contains the *crosstab* data of research participants based on grade level, at the grade XI (SMA) level, participants who have never been bullies are 14 students, then participants who rarely commit bullying acts (ever but not often) in grade XI are 147 students, grade X participants who often become bullies are 72 students, while grade XI participants who always/very often become bullies are 34 students. Thus, the total participants in class XI were 267 students (35%).

Based on Table 8 which contains the *crosstab* data of research participants based on class level, at the XII (SMA) level, participants who have never been bullies are 9 students, then participants who rarely commit bullying acts (ever but not often) in class XI are 175 students, class X participants who often become bullies are 42 students, while class X participants who always/very often become bullies are 14 students. Thus, the total number of participants in class XII was 240 students (32%).

Table 9: Distribution of school data description

Type of School	School Name	School Counsellor	Education Qualification	Students (n)	Ratio (1:150)
Boarding School	School A - Medan City	2	background S1 BK /	217	1:109
	School B- Medan City	2	S1	240	1:120
	School C - Medan City	1	Psychology &	55	1:55
Public school	School D - Langsa City	5	With an	1250	1:250
	School E - Medan City	5	average of 4 years of	1300	1:260
	School F - Tebing Tinggi City	1	teaching as a counsellor ≥	478	1:478

Table 9 contains data on the distribution of school counsellors with some detailed information available. The research is broadly based on two locations, Aceh and North Sumatra provinces, with 5 schools in North Sumatra and 1 school from Aceh, consisting of 3 schools with *boarding school* models and 3 schools with general high school models. Based on the data, it can be seen that there are 3 schools that have an ideal school counsellor to student ratio of no more than 1:150 students, but in the other 3 schools this ratio is not ideal so that the role of school counsellors will be heavier because they have to handle more students than they should. Then the data shows that all school counsellors have a bachelor's degree in counselling guidance or bachelor's degree in psychology so that they are considered relevant to fill the position of school counsellor, based on the data *that rereta* has served as a school counsellor ≥ for 4 years and has attended several *trainings* related to improving as a school counsellor.

Discussion

According to Olweus (1993) there are several impacts caused by bullying behaviour, as for one of the impacts caused for schools with bullying issues, namely when bullying behaviour continues and schools do not take action, the entire school climate can be affected in ways such as schools develop an environment full of fear and disrespect, students have difficulty learning, students feel unsafe, students dislike school, students feel surprised that teachers and staff have control and do not care about them.

Ideally, school counsellors should handle a maximum of 150 students (Farozin, 2023) . Bullying behaviour that is rampant among students is a complex issue that is rooted in a variety of diverse things, not least because the role of school counsellors has not been optimal. Ideally, a school counsellor or counselling teacher handles a maximum of 150 students in order to provide personalised and in-depth attention and assistance. However, the reality in the field often shows an excessive workload ratio, where one counselling teacher has to serve hundreds of students as the data shown in this research, that there are 3 schools where school counsellors handle more than 150 students, this condition is certainly not ideal. when various services are implemented by school counsellors, it is certain that the activities will not run optimally. In line with the research report which states that ideally school counsellors should handle a maximum of 150 students as published by (Renata, 2022).

The findings in this research, there are still acts of bullying even though they do not dominate. The data shows that student participants with a tendency to bully behaviour in the category of rarely are 503 students (66%), participants with a category of frequent behaviour are 158 students (21%),

then participants with a tendency to bully behaviour in the category of always/very often are 64 (8%), while participants who have never committed bullying behaviour are found to be 35 students (5%). Meanwhile, based on gender classification, the data shows that both male and female students have at least committed acts of bullying, this is evidenced by 305 students (66%) out of a total of 760 bullying at the level of rarely (occasionally) divided into male students, 193 people (25%) while the female students are 310 people (41%). This finding is different from research (Magfirah & Rachmawati, 2010) which states that bullying is dominated by male students. This means that both male and female students still have the same opportunity to become perpetrators and victims of bullying. In terms of age, research data shows that students aged >17 years tend to be the perpetrators of bullying with 59% compared to students aged 10-16 years only around 41%. Meanwhile, the classification by class, namely classes X, XI and XII, shows that there is no particular class that dominates, the data shows that the numbers are relatively the same at various levels, namely between classes X, XI and XII.

Bullying behaviour can briefly be interpreted as due to the non-optimal role and ideal ratio received by school counsellors, this is reflected in the data on the schools sampled, namely 6 schools from two locations, namely Aceh Province and North Sumatra, with 5 schools located in North Sumatra while 1 school is from Aceh. Consisting of 3 schools with *boarding school* models or boarding schools while the other 3 schools with high school models in general. In detail, this data can be seen again in Table 9, which contains data on the schools sampled in this research.

Based on the data, it can be seen that there are 3 schools that are already ideal as seen from the ratio between school counsellors and students which is not more than 1:150 students, but in the other 3 schools this ratio is not ideal so that the role of school counsellors will be heavier because they have to handle more students than they should. The data shows that all school counsellors have a bachelor's degree in counselling guidance or bachelor's degree in psychology so that they are considered relevant to fill the position of school counsellor, based on the data *that rereta* has served as a school counsellor ≥ for 4 years and has attended several *trainings* related to improving as a school counsellor.

Significant differences between real conditions and ideal conditions. This directly limits the ability of school counsellors to identify student problems early, provide appropriate interventions, and develop effective bullying intervention programmes. As a result, cases of bullying often go unnoticed or unaddressed, creating a gap for this harmful behaviour to continue to thrive in the school environment. Limited time and resources will prevent them from reaching every student, understanding the social dynamics in the school thoroughly, let alone building relationships of trust that are essential to uncover cases of bullying. As a result, cases of bullying will continue to emerge even though they do not show significant numbers. The limitations of this over-capacity ratio often go unnoticed or unaddressed, creating gaps and causing harm if it continues to grow in the school environment. In line with various research that has been conducted, the non-ideal conditions related to the division of counsellor roles have resulted in various things, such as the non-optimal counselling services carried out by school counsellors (Faijin et al., 2021). Contextually, in educational units in Indonesia, the figure who has a strategic role in maintaining students' mental health and psychosocial well-being is the school counsellor or Guidance and Counselling Teacher (BK). The role of school counsellors, in accordance with the mandate of Permendikbud Number 111 of 2014 (Permendikbud, 2014), includes basic, responsive, individual planning, and system support services that inherently have preventive and developmental functions. The real impact of the non-ideal ratio of school counsellors is the non-implementation of optimal counselling services (Falah, 2016). There is a gap between the ideal role of school counsellors in the preventive function and the actual implementation in the field, as published research reports by Faijin et al., (2021); Falah, (2016); Renata, (2022). The non-ideal ratio condition causes a non-ideal condition for school counsellors when they want to implement the counselling service process in schools. Other findings based on international publications mention that bullying behaviour appears in Indonesia although in a relatively small percentage, as research ranging from 20.6% Noboru et al., (2021) and findings by Tas'adi & Fanany (2023) who compared bullying in western schools with schools in Asia, namely Indonesia, bullying is based on a cultural context dominated by social groups.

The limitations experienced are two-sided, school counsellors are faced with the fact that it is difficult to carry out counselling services due to the non-ideal ratio between school counsellors and students, but on the one hand they are faced with the fact that the duties of counsellors must still be carried out in the environment despite the limitations that occur. For this reason, it is necessary to be careful from various parties to support various strategies that can be carried out by school

counsellors such as involving the principal's policy and teachers which have been proven effective because they increase collaboration (Deyanti et al., 2024), through training to increase empathy (Harisah & Ramdhani, 2019), ToT or Training of trainers focusing on trauma healing (Pandang & Danial, 2023).

Another real effort can be done by involving peer counsellors, which has been effectively proven, at least based on several previous research reports from Ridha (2019), through peer training for initial anticipatory steps (Salmiati et al., 2018), then other research indicates the same thing, namely the involvement of peer counselling in pesantren or boarding schools has proven effective in tackling bullying (Aisah & Makrufi, 2021; Farhan & Aziah, 2019). In addition, school counsellors can make other efforts through several ways, namely increasing creativity and innovation such as hello BK (Yuniar, 2021), student involvement and optimising BK facilities (Anggara & Suherman, 2024).

CONCLUSIONS

Bullying among high school students is a complex issue with various triggers and impacts. Based on the findings in the research, students of both male and female genders still have the opportunity to become bullies at school, both consciously and unconsciously. In addition, in several age ranges, it was found that it was not specifically students of a certain age who were dominant bullies, but students in all age ranges as contained in this research had the same opportunity to become bullies, At the end of the research report, that bullying behaviour still appears but is not significant, that participants admit that bullying is involved between the category of often-always with a percentage of 29% compared to the category of never-rarely with a percentage of 71%, the data shows that bullying still appears but with numbers that do not dominate. Both schools with *boarding school* models and public school models are identified as having the same opportunities in terms of being involved in bullying behaviour even though in small percentage numbers, meaning that the data shows that the role of school counsellors is visible but not optimal due to the limitations that occur in the field/school.

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