

GUIDANCE AND COUNSELING SERVICE MANAGEMENT IN THE DEVELOPMENT OF ANTI-BULLYING PROGRAM: TRANSFORMATION FROM BYSTANDER TO UPSTANDER

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Abstract: The phenomenon of bullying in vocational schools remains a serious challenge in creating a safe and inclusive school climate. One factor that strengthens the sustainability of bullying behavior is the low active role of students as *bystanders* who tend to remain silent or allow bullying to occur. This study aims to develop a management model for guidance and counseling services within an anti-bullying program focused on transforming *bystanders* into *upstanders*. The research method used a focus group discussion (FGD) approach at SMKN 3 Cimahi. Data were collected through in-depth interviews and documentation studies of guidance and counseling teachers. The results show that the effectiveness of the anti-bullying program is highly dependent on the managerial skills of guidance and counseling teachers in planning programs based on student needs, implementing group guidance services with an *experiential learning approach*, and continuous evaluation through cross-school collaboration. Experience-based interventions have been shown to increase students' awareness of empathy and sense of social responsibility in preventing bullying. This study recommends strengthening the capacity for data-driven and collaborative guidance and counseling service management as a key strategy to foster a proactive and caring school culture.

Keywords: guidance and counseling service management; anti-bullying; bystander-upstander; experiential learning

INTRODUCTION

Schools serve as arenas for character building, not just places for transferring knowledge. Weare (2011) emphasized that mental health in schools has been shown to reduce aggressive behavior and strengthen student resilience. Lin (2024) found that *life education strategies* can reduce aggressive behavior while increasing inclusivity. This study provides insight into strategies to reduce *bullying behavior* through programs that support a climate of inclusivity in the school environment. In line with the Child-Friendly Schools (SRA) Law Number 35 of 2014 concerning child protection, which is the main foundation with a focus on preventing violence and protecting children in

schools, where the involvement of all school elements (teachers, students, parents and the community) in creating a safe, comfortable and inclusive school environment is also free from bullying.

In the context of vocational schools, academic and social dynamics are highly dynamic because they prepare productive-age graduates ready to enter the industrial world. Vulnerability in social development is something that needs to be considered because of the gap between seniors and juniors, relationships between classmates and different classes that often cause friction due to power relations that develop from the seeds of *bullying-to-bullying conditions*. *Bullying* behavior will certainly have an impact not only on the perpetrator and victim but also on *bystanders* or spectators who witness the incident (Olweus, 2013).

The phenomenon of bullying in vocational schools remains a serious challenge in creating a safe and inclusive school climate. One factor that strengthens the sustainability of bullying behavior is the low active role of students as *bystanders* who tend to remain silent or allow bullying to occur. Research findings show that *bystanders* play an important role in determining whether *bullying behavior* will continue or stop (Salmivalli et al., 2011). The term *bystander* refers to individuals who witness *bullying behavior* but are not directly involved as perpetrators or victims (Olweus, 1993; Salmivalli 2010). In the school context, *bystanders* can be passive (silent or allowing), actively support the perpetrator, or actively help the victim. Salmivalli et al. (1996) found that approximately 80% of students in *bullying situations* are *bystanders*, so transforming them into *upstanders* has great potential in breaking the chain of *bullying* in schools.

In the context of guidance and counseling services, this becomes highly strategic. Guidance and counseling services not only address individual victims or perpetrators but can also serve as a managerial platform for systemic interventions: planning, implementing, and evaluating anti-bullying programs that involve the entire school ecosystem (teachers, students, parents, and school management). Several studies have suggested that structured guidance and counseling service management, including needs analysis, responsive services, group services, and system support, is key to preventing and addressing bullying. For example, research by Ein, IH, & Idriyani, N. (2024). shows that a *strengths-based school counseling approach* involving school-family collaboration helps create a positive climate that suppresses bullying behavior.

ANTI-BULLYING GUIDANCE AND COUNSELING SERVICE MANAGEMENT MODEL AT VOCATIONAL SCHOOLS (Vocational Context)		
Context: Dynamics of theory classes, workshops, competitions between departments, and DUDIKA interaction in vocational schools		
PHASE 1 – Need Assessment Identify patterns of bullying specific to the vocational environment.		
Screening Bullying Coloroso-based questionnaires	Role Mapping Bully · Victim	Context Analysis Theory classes,

(4 Likert scale) Bystander · Upstander	Bystander · Upstander Defender	workshops Social media, DUDIKA Pressure of the SMK competition
▼		
PHASE 2 – PROGRAM PLANNING Guidance and counseling service design based on assessment data and school guidance and counseling standards		
Goal Setting Reduction of bullying incidents Increased empathy bystander (IRI)	Session Plans RPL 4 group sessions Kolb Cycle: CE → RO → AC → AE	Party Collaboration Homeroom teacher, productive teacher parents, peer counselor Coordination of BKK & Hubin
▼		
PHASE 3 – SERVICE DELIVERY Group guidance with an experiential learning approach (Kolb)		
Sesi 1 – Concrete Experience Simulating bullying scenarios In Workshops & Theory Classes Vocational Context Role Playing	Sesi 2 – Reflective Observation Perspective discussion victim, perpetrator, bystander Emotional impact analysis	Sesi 3 – Abstract Conceptualization Empathy value formation IRI: 4 dimensions (PT · FS · EC · PD)
Sesi 4 – Active Experimentation Practice to be an upstander/defender in a simulation of a vocational context (workshop, competition, school social media)		
▼		
PHASE 4 – EVALUATION & EVALUATION Measurement of program effectiveness and continuous improvement		
Process Evaluation Session observation Participant reflection journal Attendance & engagement	Evaluation of Results Pre-post IRI (empati) Shapiro-Wilk, Mann-Whitney U Cohen's d, Rasch Analysis	Follow-up Buddy Team (peer support) Individual counseling (PCT) Coordination of productive teachers/BKK
↺ Feedback from evaluation results is used to revise assessment and planning for the next cycle (continuous improvement)		
Guidance and COUNSELING MANAGEMENT SUPPORT PILLAR		
Principal's Support Anti-bullying policy	Guidance and Counseling Teacher Competencies	Resources & Facilities Group tutoring room

Commitment of SMK management guidance and counselling time allocation	Experiential learning facilitation	Media & instruments
OUTPUT: Students as Upstanders/Defenders Increased bystander empathy (IRI) · Reduced incidents of bullying · A safer and more inclusive vocational school culture		

Figure 1. Anti-Bullying Guidance and Counseling Service Management Model

At the Vocational High School

Note: CE = Concrete Experience; RO = Reflective Observation; AC = Abstract Conceptualization; AE = Active Experimentation (Kolb, 1984). The IRI (Interpersonal Reactivity Index; Davis, 1980) includes the dimensions of Perspective Taking (PT), Fantasy (FS), Empathic Concern (EC), and Personal Distress (PD). PCT = Person-Centered Therapy

The research method used the FGD approach at SMKN 3 Cimahi. Data was collected through in-depth interviews and documentation studies of guidance and counseling teachers. This study explores several issues related to the management of guidance and counseling services, especially the role of guidance and counseling teachers in developing an Anti-Bullying program, in this case, transforming bystanders into upstanders. Therefore, the research questions include (1) Planning an Anti-Bullying Program (changing bystanders into upstanders), (2) Implementation and Intervention Strategy, (3) Evaluation and Impact of the Program, and (4) Obstacles and Expectations.

METHOD

This research uses the focus group discussion (FGD) method. This method provides space for participants to engage in dialogue rather than passively answer questions (Rosaline S. Barbour, 2007). Focus group discussions have become a well-established and recognized qualitative research method. Researchers no longer need to spend so much time and energy convincing colleagues of their choice to use focus groups.

The FGD explored several things, including (1) Anti-Bullying Program Planning (changing bystanders into upstanders), (2) Implementation and Intervention Strategy, (3) Program Evaluation and Impact, (4) Obstacles and Expectations. The FGD involved four guidance and counseling teachers as sources of information. Participants were selected using purposive sampling based on the following criteria: (1) currently holding an active position as a guidance and counseling teacher at the research site; (2) having a minimum of two years of direct experience in school counseling practice; and (3) having firsthand involvement in the implementation or supervision of anti-bullying or student welfare programs at the school. These criteria were established to ensure that informants could provide substantive, experience-based perspectives on each of the four discussion pillars. The instrument used was an in-depth interview guide with open-ended questions focused on the four main pillars. The FGD took place in a comfortable, participatory atmosphere, where each teacher had a safe space to share their views and experiences of bullying.

RESULT AND DISCUSSION

1. Anti-Bullying Program Planning (changing bystanders into upstanders)

The planning of the Anti-Bullying program at the school is based on the results of the evaluation of the guidance counselor program in the previous year, and the legal basis is the Minister of Education and Culture Regulation Number 82 of 2015 concerning the Prevention and Handling of Violence in Educational Units. In developing a guidance counselor service program focused on bullying prevention, the first step for guidance counselors is to conduct a student needs assessment to determine the level and forms of bullying in the school. The results of this assessment serve as the basis for designing a preventive program aimed at fostering awareness, empathy, and mutual respect among students. This program is implemented through various forms of guidance counselor services, such as providing information on the types and impacts of bullying, classical guidance activities that emphasize developing positive social and communication skills and forming peer groups as anti-bullying agents/ambassadors. In addition, guidance counselors involve teachers, homeroom teachers, and parents through consultation and outreach activities to ensure comprehensive bullying prevention efforts.

The program is implemented continuously by monitoring student behavior and evaluating the effectiveness of activities for future improvements. With targeted planning and cooperation from all parties, it is hoped that the school environment can become a safe, comfortable, and bullying-free place. BKT-1 stated that *"the basis for consideration in developing an anti-bullying program, in addition to the results of previous program evaluations, also refers to the results of student needs assessments conducted through observations, interviews, questionnaires and reports from teachers, homeroom teachers and parents regarding bullying behavior that occurs in the school environment"*.

This view was echoed by BKT-2, who emphasized that identifying students' actual experiences of bullying is a precondition for designing any meaningful intervention: *"we cannot design a program without first knowing what the students are actually facing in their daily school life."* BKT-3 further added that program planning must also consider the school's existing disciplinary culture, noting that *"a good anti-bullying program is not just about punishment it should build awareness, so that students who witness bullying feel empowered to act."* This is in line with Hanum et al. (2024), who stated that targeted and structured guidance and counseling planning can help determine clear goals by paying attention to student needs. Based on this opinion, the direction of guidance and counseling to achieve goals in developing an anti-bullying program is to mature anti-bullying program planning by combining empirical data, input from all parties, and existing regulatory foundations, so that it can effectively address student needs.

2. Implementation and Intervention Strategy

The implementation of this program development plan is carried out through complementary services, namely classical, group, individual, and collaborative services. Through classical services, guidance counselors provide classroom guidance with material on understanding bullying, its impacts, and how to prevent and handle such actions wisely. bystanders, so they can learn empathy, cooperate, and develop

positive social behavior. Meanwhile, individual counseling services are provided to victims and perpetrators of bullying to help them overcome personal problems, understand their feelings, and correct inappropriate behavior. In addition to these three services, guidance counselors also implement collaborative services by involving teachers, homeroom teachers, parents, and the school.

Group services are used to help students who are indirectly involved, such as witnesses or officials, as well as experts (referrals) in handling and following up on cases. This comprehensive approach aims to ensure that handling bullying not only focuses on the individual but also creates a school environment that supports sustainable behavior change.

In implementing the anti-bullying program, the guidance counselor plays a role in motivating and guiding students to shift from passive bystanders to upstanders. The guidance counselor acts as a facilitator, instilling the values of empathy, courage, and social responsibility through classical and group guidance activities. In each session, the guidance counselor guides students to recognize the negative impacts of an indifferent attitude towards bullying and the importance of taking an active role in stopping such acts. Through activities such as simulations, case discussions, and role-plays, students are trained to show concern, help victims, and safely report bullying incidents to the authorities. In addition, the guidance counselor also initiates the formation of peer groups or *peer counselors* as agents of change who foster a spirit of caring and courage among students. With this strategy, the guidance counselor strives to foster a positive school culture in which every student shares an awareness and a responsibility to prevent and stop bullying.

The guidance counselor's anti-bullying program intervention uses an experiential learning approach, allowing students to learn directly through active involvement and reflection on their experiences. This approach is used because changing attitudes and behaviors requires not only knowledge but also meaningful, real-life experiences. Practice-based activities that guidance counselors use include simulations and role-plays, where students act out bullying situations from various perspectives as victims, perpetrators, and witnesses to foster empathy and a deeper understanding of the impact of such behavior. In addition, guidance counselors hold reflective discussions after the activities so that students can express their feelings, learn from their experiences, and formulate positive actions they can implement in real life. Other activities include anti-bullying campaign projects, poster creation, educational videos, dramas, and peer mentoring, which also provide students with opportunities to practice collaboration and communication and to become agents of change within the school environment. Through this experiential learning approach, students not only understand the theoretical concept of anti-bullying but also apply it effectively in everyday interactions. Collaboration between guidance counselors and other parties, such as homeroom teachers, subject teachers, and school management, is key to the success of the anti-bullying program. This collaboration is also strengthened by regular meetings between parties to evaluate student progress and the program's effectiveness. With strong synergy among guidance counselors, homeroom teachers, subject teachers, and school management, the anti-bullying program can be implemented comprehensively and

consistently and have a positive impact on creating a safe and harmonious school environment.

3. Program Evaluation and Impact

To assess the effectiveness of the guidance and counseling program in addressing bullying and enhancing the role of upstanders, guidance and counseling teachers conducted evaluations. First, by monitoring and documenting bullying cases, guidance and counseling teachers recorded the number of bullying reports received, as well as the types and locations of the incidents, so comparisons could be made before and after the program's implementation. Second, guidance and counseling teachers used student attitude and behavior assessment instruments, such as questionnaires, self-reflection, and daily journals, to determine the extent to which students were willing to take an active role in stopping bullying. Third, guidance and counseling teachers conducted direct observations in the classroom and school environment to see real changes in social interactions, cooperation between students, and empathetic behavior. In addition, guidance and counseling teachers discussed the matter with teachers, homeroom teachers, and management to obtain information on reports of bullying cases.

Following the implementation of the anti-bullying program, several observable changes in student behavior were observed. First, students demonstrated increased awareness and concern for their peers, such as responding more quickly to or reporting bullying than before. Second, there was an increase in empathy, with students becoming more sensitive to victims' feelings and more prepared to provide verbal and nonverbal support. Third, several students who had previously been passive (*bystanders*) began to take on the role of *upstanders*, for example, helping victims or warning perpetrators in a safe manner. Furthermore, social interactions in the classroom and school environment became more positive, with increased cooperation, healthy communication, and mutual respect among students. These changes were also reflected in a decrease in bullying reports, increased participation in *peer counseling* activities, and active participation in anti-bullying campaign projects.

4. Obstacles and Hopes

Some obstacles or challenges often encountered in implementing anti-bullying programs in schools include student attitudes and awareness, time constraints, and support from others. First, some students are still unaware of the impact of bullying or are reluctant to report incidents for fear of ostracization or negative consequences; the role of upstanders is not optimal. Second, the program implementation time is often limited because it must align with the learning schedule, so class guidance activities, simulations, or group discussions cannot always be carried out intensively. Third, the involvement of subject teachers and homeroom teachers is sometimes suboptimal, for example, due to a lack of consistency in monitoring student behavior in class or in providing follow-up on bullying reports. Furthermore, parental support is also a crucial factor; some parents still do not understand their role in supporting bullying prevention at home and at school. These challenges require guidance counselors to adopt a collaborative, innovative, and ongoing approach so that anti-bullying programs can be effective and have a real impact on changing student behavior.

5. Implications for Guidance and Counseling Management at SMKN 3 Cimahi

To make guidance counselors more effective in shaping students into upstanders, several forms of support and further development are needed. First, training and capacity-building for guidance counselors in bullying prevention strategies, counseling skills, and experiential learning techniques will help teachers become more confident and creative in guiding students. Second, support from schools and management, in the form of firm policies, dedicated time for program implementation, and adequate facilities and resources, such as counseling rooms and educational materials, is crucial. Third, the involvement of subject teachers, homeroom teachers, and parents needs to be increased so that the program runs collaboratively and consistently, allowing the values of empathy, courage, and social responsibility to be applied in students' daily lives. Fourth, developing a more varied peer counseling program and practice-based activities, such as simulations, creative projects, or anti-bullying campaigns, can strengthen students' roles as agents of change. With a combination of teacher capacity-building, school support, cross-stakeholder collaboration, and interactive activities, the guidance counselor's role in shaping students into upstanders will become increasingly effective and positively impact school culture.

CONCLUSION

The anti-bullying program was designed systematically based on the results of previous program evaluations, student needs assessments, and the legal basis of Permendikbud Number 82 of 2015. Program planning was carried out by combining empirical data, input from various stakeholders, and a preventive approach to foster empathy, awareness, and mutual respect among students. In its implementation, guidance and counseling teachers use classical, group, individual, and collaborative services to instill anti-bullying values and transform students from passive bystanders to active advocates (upstanders).

However, this program still faces obstacles such as a lack of awareness among some students, limited implementation time, and less-than-optimal support from other teachers and parents. Therefore, the program's sustainability requires support from school management, training for guidance and counseling teachers, and cross-party collaboration to ensure more effective and sustainable implementation. Overall, the anti-bullying program at SMKN 3 Cimahi demonstrates that careful planning, strong collaboration, and a participatory learning approach can foster a positive school culture and enable students to play an active role as upstanders in preventing and addressing bullying.

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