

## Development of islamic guidance and counseling program for bullying prevention in MTs

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### KEYWORDS

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ADDIE

### ABSTRACT

One of the social problems in the world of education is bullying. Bullying often occurs in school environments, including in Madrasah Tsanawiyah (MTs). In the context of Islamic education, bullying behavior is very contrary to Islamic values that teach about tolerance, compassion, respect for others, and avoiding cruel acts. The increasing cases of bullying in educational environments indicate the need for more effective prevention efforts. This study aims to develop a guidance and counseling program based on Islamic values to prevent bullying in Madrasah Tsanawiyah (MTs). This program is expected to strengthen the role of guidance and counseling (BK) teachers in educating and guiding students to prevent bullying behavior in the school environment. This study uses a research and development (R&D) method with the ADDIE model approach which includes five stages: analysis, design, development, implementation, and evaluation. At the field needs analysis stage, needs identification was carried out through BK teachers from various regions in Indonesia using a questionnaire distributed online. The design stage is an initial prototype which will later be continued with a development stage that is validated by three experts including language experts, Islamic religious education experts, and Islamic guidance and counseling experts. The development process continued with implementation testing on 10 BK teachers to assess the effectiveness and suitability of the program in the field. The final stage was an evaluation conducted with feedback from experts to refine the program.

The results of the study showed that BK teachers at the MTs/SMP level really needed a structured Islamic guidance and counseling program for bullying prevention. This program was proven effective after going through the validation process and implementation test, where BK teachers stated that this approach had a positive impact on reducing bullying behavior among students. In addition, the results showed that the implementation of this program can have a long-term positive impact, both in building better student character and creating a safer and more conducive school environment.

This study recommends strong collaboration between teachers, parents, and other education stakeholders to ensure the successful implementation of the bullying prevention program. In addition, it is recommended that other researchers explore other bullying prevention approaches that are appropriate to the cultural context and religious values at various levels of education.

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## Introduction

Bullying is a problem that has actually existed for a long time, but has recently become a public spotlight, especially in educational settings because of the increasing number of cases. This phenomenon is like an iceberg that looks small on the surface but has a much greater impact below. With the increasing number of bullying cases, systematic and effective efforts are needed to prevent this behavior, especially among students.

Several bullying prevention programs have been designed and implemented in schools, but have not had a significant impact. This can be seen from the cases of bullying that still occur frequently. This also indicates that the existing approaches are not fully effective in overcoming this problem. Existing prevention efforts, especially at the Madrasah Tsanawiyah (MTs) or Junior High School (SMP) level, still need strengthening and a more relevant approach, such as guidance based on religious values and spirituality.

Although there have been various efforts to prevent bullying in educational settings, there is still a lack of programs that are specifically based on Islamic guidance and counseling. This study identifies the need for a bullying prevention approach that takes into account the context of religion and moral values in Islamic-based educational settings. The lack of validation and implementation of programs that focus on this aspect is a gap that needs to be filled.

This study offers the development of an Islamic guidance and counseling program for the prevention of bullying in MTs environments using the ADDIE model. The novelty of this study lies in the integration of Islamic values with a counseling approach to suppress bullying behavior. Through expert validation and implementation testing with BK teachers, this study shows that the approach is effective and relevant to implement, contributing positively to efforts to prevent bullying behavior sustainably.

## Method

The research method used is the research and development (R&D) ADDIE model (analysis, design, development, implementation, and evaluation). The data collection technique uses a questionnaire distributed online via Google Form. The stages in this study are analysis, design, development, implementation and evaluation. At the analysis stage, an analysis of program needs and an analysis of existing bullying prevention programs are carried out. For the analysis of program needs, data is collected by distributing questionnaires to several BK teachers from various regions in Indonesia. Next is the design stage. This stage is called the initial prototype which is then carried out in the development stage. At the program development stage, data collection techniques are carried out in the form of program validation carried out by 3 experts, namely language experts, Islamic religious education experts, and Islamic guidance and counseling experts. After validation from 3 experts, the next stage is implementation, namely validation testing to users or BK teachers. The last stage is an evaluation carried out by 3 experts, namely language experts, Islamic religious education experts, and Islamic guidance and counseling experts.

## Result and Discussion

### 1. *Definition bullying, forms of bullying, causes of bullying, and impacts of bullying*

#### a. *Definition of bullying*

The word bullying comes from English, namely bully, which has the translation of gertertak, meaning a person who disturbs a weak person. This word has an equivalent word in Indonesian, namely perundungan. According to Olweus in Yandri et al. (2013) defines "Bullying can consist of any action that is used to hurt another child repeatedly and without cause" which means bullying is an action that hurts another child repeatedly and without reason. According to Coloroso in Saifullah (2015) bullying is a hostile act that is carried out consciously and intentionally with the aim of hurting, such as frightening through threats of aggression and causing terror. Bullying can be planned or spontaneous, can be overt or hidden, in front of the public or individually, either latently or visibly, carried out individually or in groups.

According to Rigby (2002) bullying is when a person or group of people want to hurt others and oppress others. This action is a very painful act because of the imbalance of power between the perpetrator and the victim. This imbalance of power is an injustice in the use of power. Finally, this action is repeated or often done.

Bullying behavior is a negative action. This behavior is very hurtful and detrimental to the victim. This makes the school environment unsafe for students or victims of bullying. The impact affects the growth and development of students in learning. If this often happens in schools, there will be many victims who add to the list of victims of bullying.

#### b. *Forms of bullying*

Semai Jiwa Amini Foundation (2008) states that there are three types of bullying, namely: physical, verbal, and psychological. Meanwhile, according to Coloroso in Yuliani (2019), there are four forms of bullying, namely; physical, verbal, relational, and electronic. Physical bullying such as: hitting, slapping, and extorting or asking by force for something that is not theirs. Verbal bullying in the form of hurtful words such as: cursing, gossiping, and mocking. Psychological bullying such as: intimidating, isolating, ignoring, and discriminating. Relational bullying behavior in the form of ignoring, isolating or avoiding. Psychological and relational bullying are more or less the same in their actions. This behavior includes hidden attitudes such as aggressive glances, eye contact, sighs, sneers, mocking laughter and mocking body language. Relational bullying behavior is the most difficult to detect from the outside. Relational bullying reaches its peak in early adolescence, because at that time there are physical, mental, emotional and sexual changes in adolescents. This is a time when teenagers are trying to find themselves and fit in with their peers.

Electronic Bullying is a form of bullying behavior that is carried out by the perpetrator through electronic means. Examples include computers, mobile phones, the internet, websites, chat rooms, e-mail, SMS and other social media. This is intended to terrorize the victim by using writing, animation, images and video recordings or films that are intimidating, hurtful or cornering through electronic media. This type of bullying is usually carried out by groups of teenagers who already have a fairly good understanding of information technology and other electronic media.

#### c. *Causes of bullying*

Bullying that is rampant does not just happen. There are many factors behind it. In general, Rosen in Darmayanti (2019) explains that there are two factors that cause bullying,

namely internal and external factors. Internal factors come from within the perpetrator. While external factors come from outside the perpetrator.

Riauskina, et al. in Yuliani (2019) conducted a study that explained the reasons why someone bullies. The first reason is the perception of tradition. The perception of tradition is the thinking of someone who was once a victim of bullying in the past, then he bullies in this case he is the perpetrator of bullying, not the victim. He takes revenge because he was bullied in the past.

The second reason is wanting to show power. Feeling stronger. Feeling on top. The third reason is being angry because the victim did not behave as expected. The perpetrator in this case cannot control his emotions. The perpetrator wants the victim to behave according to what he wants.

The fourth reason is wanting to get satisfaction. In this case, the perpetrator has a deviant mental disorder, namely feeling satisfied if someone suffers because of his actions. This reason is the seed of violence and crime. The fifth reason is envy. The perpetrator feels jealous of the victim's achievements. The perpetrator is not happy if someone else surpasses him.

Another opinion according to psychologist Seto Mulyadi in Yuliani (2019), the first cause of bullying is that teenagers in Indonesia are full of academic pressure. This pressure is due to a dense curriculum and teaching techniques that are too rigid. The effect on these teenagers is that they cannot channel their non-academic talents so that they do mischief and torture. The second cause is the culture of feudalism, namely the emergence of a culture of seniority, the lower must obey the upper.

From the many reasons above, it is very possible for teenagers to commit bullying without guidance and counseling. All causes, both internal and external factors, can of course be prevented with guidance from adults, be it parents, teachers or peers. With awareness of the importance of understanding the causes of bullying, bullying can be reduced to some extent.

#### **d. Impact of bullying**

Bullying has a negative impact on all parties involved. The parties involved in bullying according to Djuwita in Junita (2020) are: Bully, Bully Assistant, Reinforcer, Victim, Defender and Outsider. Bully is the perpetrator who is categorized as the leader of bullying. He is the one who takes the initiative and is actively involved in bullying behavior. Bully Assistant is someone who is also actively involved in bullying behavior, but he tends to depend on or follow the bully's orders.

The next party involved in bullying is Reinforcer. Reinforcers are people who are at the scene of the bullying. They witness the bullying incident, laugh at the victim, provoke the bully, invite other students to watch and so on.

Next is Victim. Victim is the person who is the target of bullying. In other words, the victim is the victim of bullying. Then there is Defender, namely someone who tries to help or defend the victim. Unfortunately, they sometimes become the next target of the victim. Lastly is Outsider. Outsiders are people who know about the bullying incident, but do nothing. They seem not to care and act apathetic or indifferent. Of the five perpetrators involved in bullying, all have their own impacts.

Yayasan Semai Jiwa Amani (2008) wrote several early symptoms of the impact of bullying, namely; Locking oneself up (School Phobia) the victim feels afraid to go to school; Locking oneself up at home or in a place that he/she thinks is safe; Crying; Asking to change schools; Children's concentration decreases; Learning achievement decreases; Not wanting to play/socialize; Likes to bring certain items (as requested by the "bully"); Children become fearful; Angry/sulky; Restless; Crying; Lying; Carrying out bullying behavior towards others; Bruises/contusions; Not enthusiastic; Becoming quiet; Easily sensitive; Becoming inferior;

Being alone; Becoming rude and vengeful; Bedwetting; Cold sweats; Lack of self-confidence; Easily anxious; Crying (for young children); Nightmares; and easily offended.

According to the results of a study conducted by the National Youth Violence Prevention Resource Center, Sanders in Yuliani (2019) showed that bullying can make teenagers feel anxious and afraid, affect their concentration in school and lead them to avoid school. If bullying occurs over a long period of time, it can affect students' self-esteem, increase social isolation, lead to withdrawn behavior, make teenagers vulnerable to stress and depression, and feel insecure. In more extreme cases, bullying can cause teenagers to act recklessly, even kill or commit suicide. Ratna Juwita et al in Yuliani wrote that the impact of bullying causes the social self-concept of bullying victims to become more negative. In this case, the victim feels unaccepted by his friends, besides that he also has a continuous experience of failure in building friendships, namely being bullied by his own close friends.

## **2. Understanding and Urgency of Islamic Guidance and Counseling**

### **a. Understanding Islamic Guidance and Counseling**

Guidance and counseling are a combination of two English words, namely 'Guidance' and 'counseling'. The origin of the word guidance is 'to guide' which means to guide. The word guide has the equivalent words pointing, guiding, pressing, pushing, etc. In the dictionary of John M. Echols and Hassan Shadily, the translation of guidance is leadership, guidance, guidelines, instructions. Anas (2010) defines guidance as the process of providing assistance carried out by an expert to one or several individuals in terms of understanding themselves, connecting their understanding of themselves with the environment, choosing, determining and making plans according to their self-concept and environmental demands based on applicable norms. Arifin in Baidi Bukhori (2014) defines guidance as showing, giving way, or guiding others towards goals that are more beneficial for their lives in the present and the future. Another opinion according to Walgito in Baidi Bukhori (2014) defines guidance as assistance or help given to individuals or groups of individuals in avoiding or overcoming difficulties in their lives so that individuals or groups of individuals can achieve their welfare.

In relation to Islamic guidance, Musnamar in Baidi Bukhori (2014) provides an explanation of Islamic guidance, namely the process of providing assistance to individuals so that they are able to live in harmony with Allah's provisions, so that they can achieve happiness in the world and in the hereafter. Thus, it can be understood that there is no difference in the process of providing assistance to individuals, but in Islamic guidance the concept is based on the Qur'an and al-Hadith.

Next is an explanation of counseling. The term counseling comes from English, namely counseling. The word counseling means giving advice/counseling. The word counseling comes from the word to counsel which means giving advice or giving suggestions to others face to face (facing each other) and can also be interpreted as advice, which means advice or advice. According to the American Counseling Association (ACA) in Habsy (2017) counseling is the application of mental health principles, psychological or human development, through cognitive, affective, behavioral, or systemic interventions, and strategies that promote well-being, personal growth, or career development, and also pathology. According to Walgito in Zainal Aqib (2020) counseling is assistance provided to individuals in solving their life problems, in ways that are appropriate to the individual's circumstances faced to achieve their well-being. Another opinion from Gleen E. Smith in Zainal Aqib (2020) counseling is a process in which counselors help clients in making interpretations of facts related to the choices, plans, or adjustments they need. Gistod in

Husni & Muhammad (2016) emphasizes that Guidance and Counseling is a process that is oriented towards learning, learning to understand more about oneself, learning to develop and effectively various understandings. Explanation of Islamic Counseling according to Musnawar in Agus Riyadi (2013) is the process of providing assistance to individuals to re-realize their existence as creatures of Allah who should be in harmony with the provisions and guidance of Allah so that they can achieve happiness in the world and in the hereafter. Evi Aeni Rufaedah (2015) explains that Islamic Counseling Guidance is a process of providing continuous and systematic assistance to individuals or groups of people who are experiencing physical and spiritual difficulties to be able to understand themselves and be able to solve the problems they face so that they can live harmoniously in accordance with the provisions and guidance of Allah and His Messenger in order to achieve worldly and hereafter happiness. According to Agus Riyadi (2013) Islamic Guidance and counseling can help individuals prevent problems from arising, both within individuals (intra-personal conflict) interpersonal, intra-group, inter-group and inter-organization.

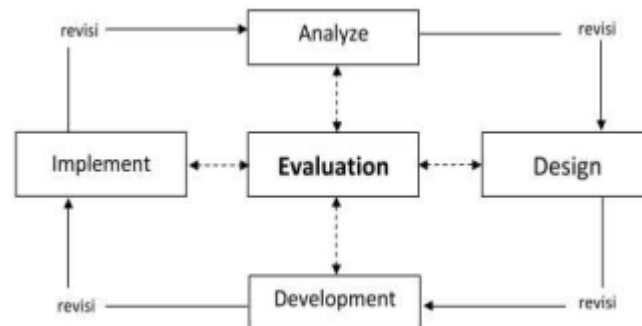
### **b. Urgency of Islamic Guidance and Counseling**

The word urgency comes from Latin, namely "urgere" which is included in the verb category which means to push. While in English, namely "urgent" is included in the adjective category which means important. While in Indonesian, the word "urgent" is included in the noun category which means very urgent in its implementation. Urgency, namely the basic word of "urgen" gets the suffix "i" which means something very important. In other words, "urgency" is something that is very important to be implemented immediately.

Some teenagers who have problems and can solve their own problems, then this has a positive value. However, on the other hand, if teenagers who have problems and cannot solve them themselves and vent them through negative actions, this means they need help or guidance from others. Some characteristics of teenagers that can trigger problems include; feeling restless, conflicted, like to daydream, like group activities, the desire to try everything, so it is important for teenagers to be given direction and guidance in the hope that they understand what to do (Fekrat et al., 2024). This is where the urgency of guidance and counseling must be present in school institutions. Some other problems faced by adolescents as explained by Zaini (2013) are as follows: problems with the future, problems with relationships with parents, moral problems, religion and other problems, this requires guidance and counseling for adolescents in dealing with their problems. In accordance with the purpose of guidance and counseling services, it is an effort to help counselees plan activities in completing their studies, career development and future life of counselees, develop all their potential and strengths to be optimal, adjust themselves to the educational environment, society and work environment, overcome obstacles and difficulties faced, both in studies, and in terms of adjusting themselves in the educational environment, society and workplace (Dini, 2021). From the several conditions above, adolescent problems are urgent to get guidance so that adolescents who have problems can overcome their problems with things that have a positive impact.

## Discussion

This study uses the ADDIE RnD Model method developed by Branch in Hidayat and Muhammad (2021). These stages can be seen in the following image:



A brief explanation of the ADDIE development procedure that the author has carried out can be seen in the following table:

Development steps	Development procedures
1. <i>Analyze</i> Conducting analysis of bullying problems, needs analysis and analysis of bullying prevention programs.	a. Analyze the needs in the field related to bullying prevention programs. b. Analyze previous programs related to bullying prevention.
1. <i>Design</i> Create a new program from the analysis of the three previous programs	a. Compile a new program b. Determine the experts who will validate the program
2. <i>Development</i> Produce new products and validate new programs Program	Program validation by 3 experts: - - linguist - - Islamic religious education expert - - Islamic guidance and counseling
4. <i>Implementation</i> Prepare the program to be implemented	a. Create a google form for users. b. The product is implemented to the user, namely the BK teacher who works at the MTs/SMP level.
5. <i>Evaluation</i> Make final improvements according to suggestions and processing	the data obtained Conduct program assessments from 3 experts (linguist, Islamic religious education expert and Islamic guidance and counseling expert.

### 1. Analysis Stage

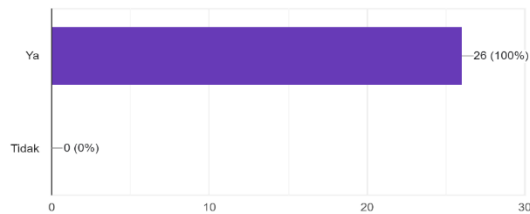
At this stage, the author conducted two stages of analysis, namely: analysis of the needs of bullying prevention programs, and analysis of existing bullying prevention programs. At the stage of analyzing the needs of bullying prevention programs, the author distributed a questionnaire in the form of a Google Form to 26 teachers in several cities in Indonesia by asking three questions, namely:

- a. *Do you think that student bullying behavior in Indonesia is concerning?*
- b. *Is there a need for efforts to prevent bullying behavior?*

c. *Is a formulation of a bullying prevention program for MTs/SMP students needed*

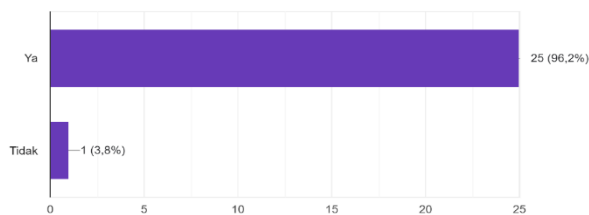
The results of the answers to question number 1 from 26 respondents who answered the question were 100% answered that bullying behavior in Indonesia is very concerning. The following is a picture of the Google Form results for question number 1:

1. Apakah menurut Anda perilaku bullying siswa di Indonesia memprihatinkan?  
26 jawaban



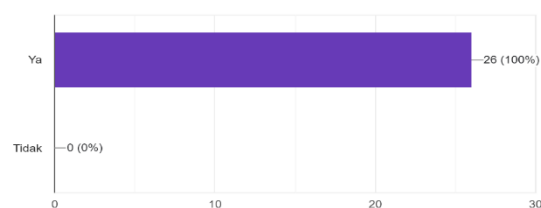
The results of the answers to question number 2 are 96.2% answered that there needs to be an effort to prevent bullying behavior. The remaining 3.8% answered that there needs to be an effort to prevent bullying behavior. Here is a picture of the Google Form results for question number 2:

2. Apakah perlu ada upaya untuk mencegah perilaku bullying?  
26 jawaban



The answer result for question number 3 is 100% answering the need for a bullying prevention program formulation for junior high school/Islamic junior high school students. The following is a picture of the results from the google form for question number 3:

3. Apakah diperlukan rumusan program pencegahan bullying untuk siswa SMP/MTS?  
26 jawaban



The second stage of analysis is the analysis of existing bullying prevention programs. The author analyzed 3 programs, namely the ROOTS program, the Teenagers "STOP" bullying program, and the GAP program. The results of the analysis of the three programs above, the author came to the conclusion that the main weakness of the three programs is that these programs have not instilled Islamic values.

## 2. Design Stage

In the design stage, the author designs a new program clearly and in detail regarding the design of an Islamic guidance and counseling program for bullying prevention. The design of the program is:

Program Name	Objective	Activities	Implementers	Target	Execution Time	Success Indicators
Seminar for Teachers, School Staff, and Parents	Raise awareness and involve teachers, staff, and parents in bullying prevention based on Islamic values	- Seminar on the role of family and school in preventing bullying based on Islamic teachings - Workshop on bullying handling strategies for teachers and staf	- BK Teachers - School Management	Teachers, school staff, parents	1 day (seminar) Twice at the beginning of each semester	Increased awareness and active involvement of teachers, staff, and parents in preventing verbal bullying
2. Bullying Awareness Program	Raise student awareness about the negative impacts of verbal bullying	- Socialization on verbal bullying - "Stop Bullying" campaign	- BK Teachers - School mosque management	All students	100-120 minutes	Students are more aware of the importance of stopping verbal bullying
3. Understanding Bullying in Islamic Perspective	Increase student understanding of the prohibition and impact of bullying from an Islamic perspective	- Islamic lecture on communication ethics in Islam - Group discussion on Hadith and Quran verses related to verbal behavior	- Religion Teachers - BK Teachers	Middle school/high school students	1 month (weekly sessions)	Students better understand communication ethics in Islam and the harmful effects of bullying
4. Enhancing Assertiveness of Students	Teach assertiveness skills to help students speak up firmly without hurting others	- Assertiveness training through role-play	- BK Teachers - Peer Counselors	Students who are often victims or witnesses of verbal bullying	Twice a week for 3 months	Increased assertiveness and positive communication among students
5. Enhancing Emotional Maturity of Students	Improve students' ability to control their emotions to avoid engaging in bullying	- Emotional literacy class based on Islamic values - Individual counseling on emotional regulation	- BK Teachers - School Psychologist (if available)	Students at risk of bullying or those who are often emotional	1 month (4 sessions)	Students are able to better manage their emotions
6. Developing Noble Character in Students	Instill noble character values in students' daily interactions	- Character building through lectures and	- Religion Teachers - Student	All students	6 months (ongoing)	Students demonstrate more polite behavior and

discussions on manners in Islam - Mentoring program on noble character with senior students	Council Management	noble character
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This design is an initial prototype to then enter the development stage which will be validated by 3 experts.

### 3. Development Stage

The third stage is the development stage. The program design that has been made at the design stage will be validated by three experts who are experienced in their fields. The three experts are a language expert, an Islamic religious education expert, and an Islamic guidance and counseling expert. After the validation stage is carried out, there will be a new product result, this product is called development. This validation uses an assessment sheet for the three experts mentioned above. The following is a validation assessment sheet by three experts.

#### a. Linguist Assessment Sheet

Aspect Assessed	Criteria	Score	Notes
Clarity of Language	Sentences are clear, easy to understand, and free from ambiguity.	4	
Grammar Accuracy	The grammar used complies with the rules of proper and correct language.	4	
Word Choice Accuracy (Diction)	Word choice is accurate and appropriate to the context of the product.	4	
Language Consistency	Consistency in the use of terms, words, and sentences is well-maintained throughout the product.	4	
Spelling and Punctuation Accuracy	The use of spelling and punctuation complies with the applicable Indonesian Spelling Guidelines.	4	
Suitability for Target Readers	The language used is appropriate for the readers' age, background, and level of understanding.	5	
Relevance of Content to Topic	Content and language are relevant to the topic being conveyed.	5	

#### b. Islamic Religious Education Expert Assessment Sheet

Aspect Assessed	Criteria	Score	Notes
Alignment with Islamic Values	Program content aligns with Islamic moral principles, teaching compassion, respect, and mutual help.	5	
Clarity and Accuracy of Material	Material presented is clear, easy to understand, and relevant to verbal bullying issues in an Islamic context.	5	

Use of Relevant Quranic Verses and Hadith	Quranic verses and Hadith included in the material support the concept of bullying prevention in an Islamic way.	5
Effectiveness of Delivery Method	Methods used are engaging, involve participants, and align with religious education practices.	4
Appropriateness for Target Age and Understanding	Content and methods are tailored to the age and understanding level of students in school.	5
Character and Moral Development	The program focuses on fostering positive character traits and noble morals, such as respecting others and politeness.	5
Availability of Real-Life Examples and Case Studies	The program includes real-life examples or case studies to help students understand and apply bullying prevention.	4
Evaluation and Follow-Up Implementation	There is a clear evaluation mechanism and follow-up actions for students after the program.	5

c. Lembar Penilaian Ahli Bimbingan dan Konseling Islam

Aspect Assessed	Criteria	Score	Notes
Alignment with Islamic Counseling Principles	The program reflects Islamic values in preventing bullying behavior and guiding students towards positive behavior.	2	
Clarity of Program Objectives and Goals	The objectives and goals of the program are clearly stated, aligned with verbal bullying prevention in Islam.	3	
Effectiveness of Approach Methods	The approach used aligns with Islamic guidance principles, such as compassion, advice, and patience.	2	
Character Building Material	The material supports good character development, including self-control, respect for others, and empathy.	3	
Use of Quranic Verses and Hadith	The program uses relevant Quranic verses and Hadith for verbal bullying prevention and moral reinforcement.	4	
Suitability for Student Understanding Level	The content and methods are adapted to the age and understanding level of students.	3	
Student Involvement in the Process	The program involves students in activities that enhance understanding, reflection, and self-control.	4	
Availability of Self-Control Strategies	The program includes effective Islamic strategies to help students control emotions and negative verbal behavior.	2	
Evaluation and Follow-Up Mechanism	The program provides mechanisms to evaluate outcomes and follow up with students needing further counseling.	2	

**Rating Scale:**

- 1: Very Inadequate
- 2: Inadequate
- 3: Sufficient
- 4: Sufficient
- 5: Very Sufficient

Suggestions and Recommendations from Language Experts are:

Please adjust the size of the cover, and there must be a page in the table of contents. In the numbering of points (chapters, sub-chapters) there are still some that are not appropriate after A. that is 1..etc.. then a....etc.. 1)...a)...(1)..(a)...

**Conclusion:**

Based on the assessment results above, the product is declared:

Suitable for use

Catatan perbaikan dari ahli Bahasa bisa dilihat pada tabel berikut:

No	Notes	Correction Remarks
1	Adjust the cover size	The cover size has been adjusted according to the applicable rules.
2	Page numbering in the table of contents	Page numbering has been corrected.

Suggestions and Recommendations from Islamic Religious Education Experts:

It is very good, my suggestion is please write the Distinction and excellence of the product that has been made from existing products

**Conclusion:**

Based on the assessment results above, the product is stated:

Suitable for use

Notes on improvements from Islamic Religious Education experts can be seen in the following table:

No	Notes	Correction Remarks
1	Create distinctions and excellency of the product.	Distinctions and excellency of the prevention program have been added.

Suggestions and Recommendations from Islamic Guidance and Counseling Experts:

There are several things that need to be considered in the program:

1. There needs to be a quote from the Qur'an or hadith directly, not just a translation.
2. The content of the material presented needs to be sharpened and developed so that it is complete and comprehensive

## Conclusion:

Based on the results of the assessment above, the product is declared:

Eligible with revision

Catatan perbaikan dari ahli BKI bisa dilihat pada tabel berikut:

No	Notes	Correction Remarks
1	Direct quotes from the Qur'an and Hadith, not just translations.	Direct quotes from the Qur'an and Hadith have been added.
2	The content needs to be sharpened and developed to be complete and comprehensive.	The content has been improved to be sharper and more comprehensive

## 4. Implementation stage

After the program was developed according to the direction of the experts, the author revised it according to the direction of the experts. The next step is the implementation of the program. At this stage, the author conducted a trial stage for users. The purpose of this stage is for the program to be tested on several BK teachers who work at the MTs/SMP level. The author created a Google form for users/BK teachers to be asked to assess the Islamic guidance and counseling program for bullying prevention.

The Google form contains the following questions:

- What do you think about the Islamic guidance and counseling program for bullying prevention for MTs level students?
- In your opinion, is this prevention program feasible to be implemented for MTs level students?
- Please provide suggestions or opinions for this bullying prevention program.

Based on the results of the questionnaire for answer number 1 from the user is 100% very good. Here is a picture of the results from the google form for question number 1:

1. Bagaimana pendapat Bapak/Ibu terkait Program Bimbingan dan Konseling Islam untuk pencegahan bullying untuk anak Tingkat MTs?  
6 jawaban



Based on the results of the questionnaire for answer number 2 from the user is 100% very feasible to be applied to MTs level children. Here is a picture of the results from the google form for question number 2:

2. Menurut Bapak/Ibu apakah program pencegahan ini layak untuk diterapkan untuk siswa Tingkat MTs?  
6 jawaban



Based on the results of the user opinion questionnaire about this program are: this program is very much needed to prevent bullying against others, this program is suitable for use in schools, and this program can create child-friendly schools. Here is an image of the results from the google form for question number 3:

3. Mohon berikan saran atau pendapat untuk program pencegahan bullying ini.  
6 jawaban

Pencegahan bullying ini sangat di butuhkan, setidaknya program ini jika tidak berfungsi mencegah orang lain membuli diri sendiri, program ini bisa mencegah diri sendiri membuli orang lain,

Program seminar guru dan siswa tentang bullying

Programnya sangat bagus, layak untuk digunakan di sekolah, untuk mencegah terjadinya bullying, sehingga dapat tercipta sekolah yang ramah anak

Programnya sudah sangat baik

Anak anak di nasehatin jangan ada bullying apalagi keberadaan ada pasalnya

Program yang dibuat sudah sangat layak digunakan untuk mengurangi tingkat kejadian bilying yang ada di sekolah.

## 5. Assessment stage

The purpose of this evaluation stage is to assess the quality of the new program that has gone through the four stages above by three experts. So that the shortcomings of the new product can be identified and fixed. In other words, the resulting product meets expectations or not. At this stage, the author created a Google form to test the feasibility of the program that had been implemented to previous users. So, after the implementation stage, the new product was re-validated by three experts, namely a language expert, an Islamic religious education expert, and an Islamic guidance and counseling expert. The Google form contains questions:

1. Provide an assessment of the Islamic guidance and counseling program product for bullying prevention with the following assessment criteria (choose one)

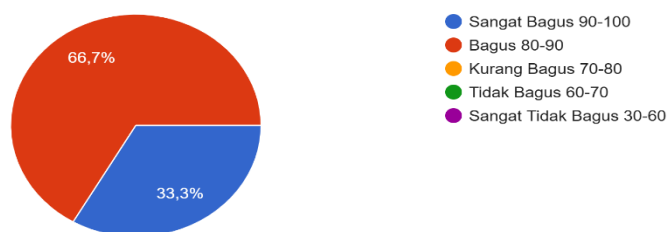
Tabel 3.2: Ketentuan Penilaian

Criteria	Score
Excellent	90-100
Good	80-90
Fair	70-80
Poor	60-70
Very Poor	30-60

## 2. Please give your suggestions and comments!

Based on the results of the product assessment questionnaire from 3 experts, one person answered with a value range of 90-100 which means very good, two other people answered good with a value range of 80-90. This shows that the Islamic guidance and counseling prevention program for bullying prevention is very feasible to be implemented in MTs level schools. The following are the results of the questionnaire for question number 1

Berikan penilaian terhadap produk program bimbingan dan konseling Islam untuk pencegahan bullying dengan kriteria Penilaian sebagai berikut (pilih salah satu)  
3 jawaban



Next, for the second assessment of the experts' suggestions and comments, you can see the following image:

### 2. Mohon berikan saran dan Komentar Anda.

3 jawaban

Program sudah baik dalam arti tujuan dan sasaran nya, namun perlu diperkaya dengan teori dan pendekatan konseling yang Islami.

Produk ini sangat bagus, selanjutnya tinggal diimplementasikan dengan sebaik mungkin

Dalam penyusunan program ini sudah sistematis dan sesuai tata bahasa

## Conclusion

### 1. Conclusion

- Analysis of the needs for developing an Islamic guidance and counseling program for preventing bullying in MTs was carried out by analyzing field needs and analyzing existing prevention programs. From the results of the field analysis, researchers obtained information that a bullying prevention program is very important considering the increasing cases of bullying every day. If prevention is carried out as early as possible, it can reduce cases of bullying in the future. After analyzing field needs, an analysis of existing prevention programs was carried out, namely the ROOTS program, the 'STOP' bullying youth program and the GAP (Anti-Bullying Movement) program. From the results of the analysis of the 3 programs, all three did not emphasize Islamic guidance and counseling based on the Qur'an and Hadith.
- The design of the Islamic guidance and counseling program for preventing bullying is prepared by providing guidance to students regarding the negative impacts of bullying, building

assertive attitudes, managing emotions well, and improving healthy communication and social skills.

Through individual and group counseling, educational activities, awareness campaigns, and collaboration between teachers, students, and parents, this program seeks to reduce bullying behavior. With an approach based on Islamic values, students are expected to be able to understand the importance of mutual respect, love for others, and build solidarity in the madrasah environment. The entire program aims to shape the character of students with noble morals and create a school culture that is free from violence.

- c. The results of the prevention program design assessed by 3 experts, assessed that this program is good and feasible to be applied to students at the Mts level. The results of the product assessment questionnaire from 3 experts stated that: one person answered with a value range of 90-100 which means very good, two more people answered good with a value range of 80-90. This shows that the design of the Islamic guidance and counseling program for bullying prevention is very feasible to be applied in MTs level schools.

## 2. Suggestion

This Islamic guidance and counseling development program for bullying prevention is very important to implement. In order to get good results, several things need to be considered, including:

1. The role of parents at home is very important in the framework of cooperation between schools and homes to prevent bullying.
2. The role of teachers is very necessary considering that the responsibility for preventing bullying is not only on the BK teacher but all teachers at school.
3. For further researchers, it is hoped that they can develop prevention programs at other levels such as phases A-B and E-F with more in-depth development of material content.
4. For education stakeholders, it is hoped that they can support this program considering the costs of carrying out prevention program activities at school.

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