



THE INTEGRATION OF SPIRITUAL VALUES IN COUNSELING INTERVENTIONS TO REDUCE BULLYING BEHAVIOR

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Abstract

Teori kesejahteraan spiritual yang dikemukakan oleh Ellison menekankan bahwa kesejahteraan individu tidak hanya bergantung pada aspek fisik dan psikologis, tetapi juga pada dimensi spiritual yang memberikan makna hidup dan keseimbangan emosional. Dalam konteks pendidikan, implementasi kesejahteraan spiritual melalui layanan bimbingan dan konseling spiritual dapat menjadi strategi efektif dalam menanggulangi perilaku perundungan. Bimbingan dan konseling spiritual tidak hanya berfokus pada penyelesaian masalah psikologis peserta didik, tetapi juga menanamkan nilai-nilai transendental seperti empati, kasih sayang, dan penghormatan terhadap sesama. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi pustaka untuk menganalisis konsep bimbingan dan konseling spiritual serta relevansinya dalam mengatasi perundungan di sekolah. Hasil kajian menunjukkan bahwa integrasi nilai-nilai spiritual dalam bimbingan dan konseling dapat membentuk karakter peserta didik yang lebih toleran, menghargai keberagaman, serta memiliki kesadaran moral yang tinggi. Selain itu, penerapan bimbingan dan konseling spiritual yang berlandaskan prinsip pluralisme agama memungkinkan peserta didik memahami nilai-nilai universal yang menolak segala bentuk kekerasan. Dengan demikian, bimbingan dan konseling spiritual tidak hanya berperan dalam meningkatkan kesejahteraan peserta didik secara menyeluruh, tetapi juga dalam menciptakan lingkungan sekolah yang harmonis dan bebas dari perilaku perundungan.

Kata Kunci: bimbingan dan konseling spiritual, kesejahteraan spiritual, perundungan, pluralisme agama.

Abstract

Ellison's theory of spiritual well-being emphasizes that an individual's well-being is not solely dependent on physical and psychological aspects, but also on the spiritual dimension that provides meaning in life and emotional balance. In the context of education, the implementation of spiritual well-being through spiritual guidance and counseling services can serve as an effective strategy to address bullying behavior. Spiritual guidance and counseling not only focus on resolving students' psychological problems, but also instill transcendental values such as empathy, compassion, and respect for others. This research employs a descriptive qualitative method with a literature review approach to analyze the concept of spiritual guidance and counseling and its relevance in addressing bullying in schools. The findings indicate that the integration of spiritual values in guidance and counseling can foster students' character

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development, making them more tolerant, appreciative of diversity, and morally aware. Furthermore, the application of spiritual guidance and counseling based on the principles of religious pluralism enables students to understand universal values that reject all forms of violence. Thus, spiritual guidance and counseling play a significant role not only in enhancing students' holistic well-being, but also in creating a harmonious school environment free from bullying.

Keywords: spiritual guidance and counseling, spiritual well-being, bullying, religious pluralism.

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INTRODUCTION

Bullying behavior in the school environment is increasing along with the rapid development of digital technology that provides wide access to various negative content. Digital media, especially social media, is widely used as a means of spreading verbal and visual violence that can affect the behavior of students. This is in line with the results of a study that found that exposure to content that contains elements of aggression, insults, and harassment can increase an individual's tendency to commit acts of bullying in the real world. In addition, weak supervision of digital media consumption makes students more vulnerable to internalizing negative values that are contrary to social and ethical norms. This condition demands a more comprehensive strategy in efforts to prevent bullying, one of which is through strengthening guidance and counseling services that not only focus on psychological aspects, but also include the spiritual dimension of students. (Ananda & Marno, 2023) (Anatasya et al., 2024)

Traditional guidance and counseling are generally oriented towards solving students' academic, emotional, and social problems with a psychological approach based on behavioral and developmental theories. Meanwhile, spiritual guidance and counseling not only help students in overcoming social and emotional problems, but also strengthen students' spiritual awareness to be able to face life pressures more wisely. This approach is based on transcendental values that instill virtue, empathy, and deeper moral responsibility. Spirituality-based interventions can reduce the tendency to aggressive behavior and increase prosocial behavior among adolescents. Therefore, the application of spiritual guidance and counseling in schools is an urgent need to form the character of students who are not only academically intelligent, but also have a strong moral and ethical awareness in their social life. (From there et al., 2021) (Ashari, 2023) (Cholil, 2024)

METHODS

This research is a descriptive qualitative research with a literature study method that aims to analyze the integration of spiritual values in guidance and counseling as an effort to overcome bullying behavior in schools. Research data was obtained from a variety of relevant literature sources, including scientific journals, books, research reports, as well as other documents that discuss spiritual guidance and counseling, spiritual well-being theory, and bullying prevention.

The data collection technique was carried out through the search and selection of credible literature, then analyzed using qualitative data analysis techniques with a content analysis approach to identify patterns, concepts, and relationships between spiritual values and efforts to overcome bullying in the context of guidance and counseling.

Literature searches were conducted against two databases consisting of Google and Google Scholar. Both databases were chosen because they provide free access to the articles needed in this study, and have a search feature that makes it easy to search for articles that are relevant to this study.

The determination of keywords in this study was carried out by applying a Boolean search strategy, which is a technique that uses logical operators such as *AND*, *OR*, *NOT*, and quotation marks (") to confirm certain terms and narrow down search results on various scientific databases. Through this approach, the search is focused on concepts related to the practice of counseling guidance, the integration of spiritual values, and the phenomenon of bullying behavior. Based on this, the keywords used in the literature search process in this study are ("*spiritual values*" *OR* "*spirituality*" *OR* "*spiritual intervention*") *AND* ("*counseling*" *OR* "*guidance counseling*" *OR* "*school counseling*") *AND* ("*bullying*" *OR* "*peer victimization*" *OR* "*school bullying*") *NOT* "*cyberbullying*"; and in the Indonesian version is ("*spiritual values*" *OR* "*spirituality*" *OR* "*integration of spiritual values*") *AND* ("*counseling guidance*" *OR* "*counseling services*" *OR* "*school counseling*") *AND* ("*bullying*" *OR* "*bullying*" *OR* "*peer violence*") *NOT* "*cyberbullying*".

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The determination of the literature used as data for this research was carried out by referring to the following inclusion and exclusion criteria:

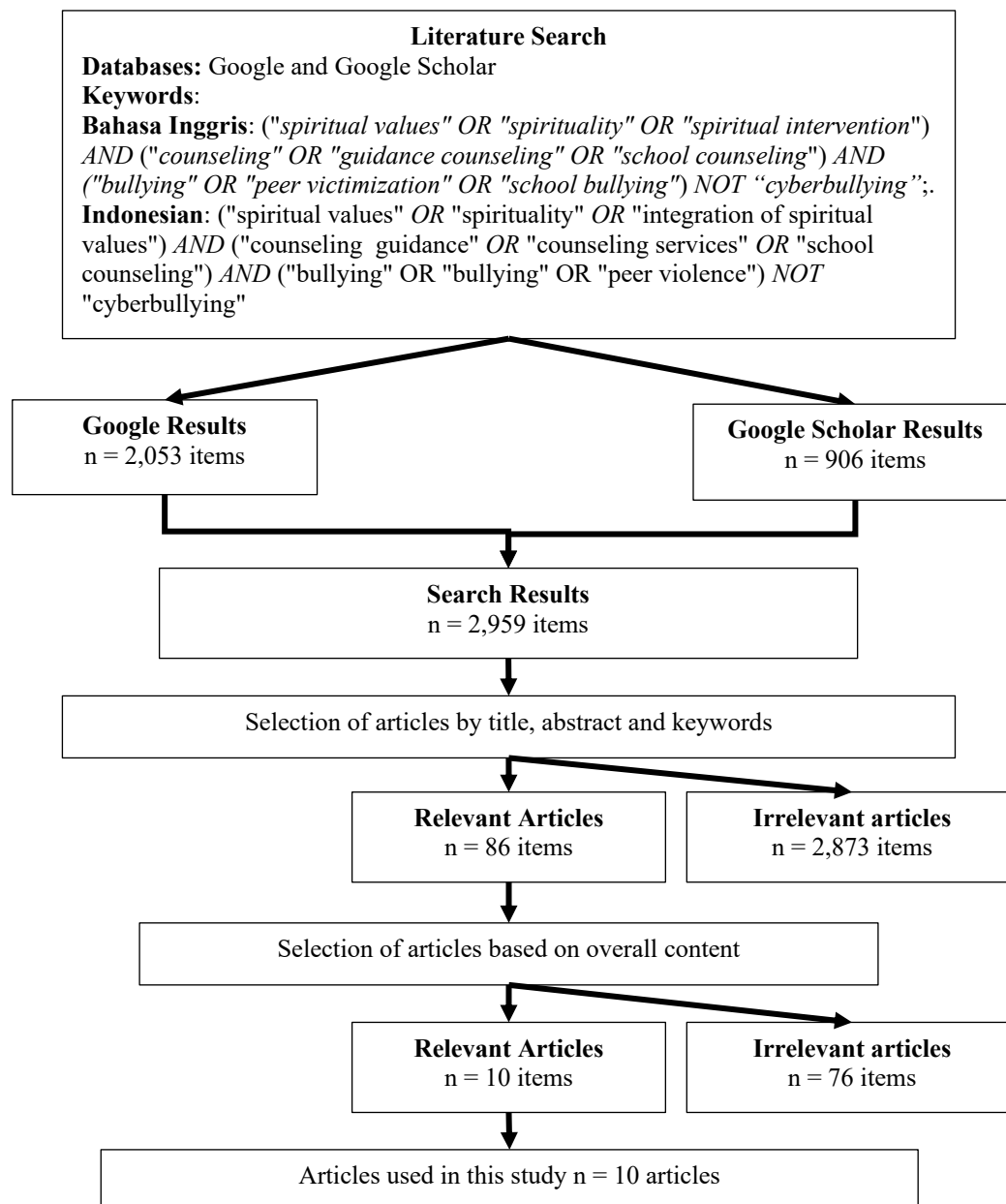
Table 1. Research Inclusion Criteria

Kriteria Inklusi	Information
Types of publications	Journal articles and conference proceedings that have been published
Year of publication	Last 5 years (2020-2025)
Research focus	Implementation of counseling guidance, integration of spiritual values, prevention and overcoming bullying, school environment
Publication language	Indonesian and English
Accessibility	Available in <i>full-text</i> and accessible via Google or Google Scholar

Table 2. Research Exclusion Criteria

Exclusion Criteria	Information
Types of publications	Opinion articles, editorials, short reviews
Year of publication	Published before 2020
Research focus	Focus on in addition to the implementation of counseling guidance, the integration of spiritual values, preventing and overcoming bullying, the school environment
Publication language	Use languages other than Indonesian and English
Accessibility	Abstract-only <i>articles</i> without access to <i>full-text</i> and cannot be accessed through Google or Google Scholar

The flow diagram of PRISMA of this study can be described as follows:



Picture 1. Research PRISM Diagram

RESULT AND DISCUSSION

Results

The literature search process in this study was carried out through two main sources, namely Google and Google Scholar. The initial stage of the search utilizes English and Indonesian keywords that are relevant to the topics of spiritual value integration, counseling guidance, and

bullying behavior. At this stage, a search through Google yielded 2,053 articles, while Google Scholar yielded 906 articles, bringing the total number of articles identified in the early stages to 2,959 articles.

The next stage is the selection of articles based on titles, abstracts, and keyword matches. At this stage, an initial screening of the entire article was carried out to ensure compliance with the focus of the research, namely efforts to integrate spiritual values in the context of counseling guidance on bullying behavior in the school environment. Through this initial selection process, as many as 86 articles were declared relevant, while 2,873 articles were eliminated because they did not meet the criteria that had been set.

The next stage was a thorough review of the content of 86 articles that had passed the initial selection stage. This review includes the appropriateness of the context of the intervention, the relevance of spiritual values, the focus on the practice of counseling guidance, and the relationship to bullying behavior in the educational setting. Based on the content review, 10 articles were obtained that met all inclusion criteria, while 76 articles were excluded at this stage because they did not meet the methodological or substantial requirements of the research. The final stage shows that the 10 articles are the source of the literature used in this study. These articles are considered the most relevant, accessible in *full-text form*, and include the focus of studies related to counseling guidance that contain the integration of spiritual values in the context of preventing or overcoming bullying behavior in students. The following is a summary of the 10 articles:

Table 3. Summary of Previous Research

Yes	Title / Author / Year	Research Objectives	Types of Research	Data Collection Methods	Research Results
1	<i>Silent Bullying and Character Education in Madrasahs</i> – Nurhasan et al. (2023)	Examine moral practices and religious discourse used to legitimize hidden bullying in madrassas	Qualitative – Case study	Interviews, observations, documentation. The informant consists of teachers & students at MA Darul Lughah	Religious values that are conveyed normatively can turn into a tool of social control that suppresses the diversity of students. The study emphasizes the need for a more inclusive, empathetic spiritual approach and protects students' psychological well-being so as not to trigger covert bullying.
2	<i>The Strategic Role of Teachers</i>	Analyze the form of bullying and	Qualitative	Interviews, observations,	The school integrates

Yes	Title / Author / Year	Research Objectives	Types of Research	Data Collection Methods	Research Results
	<i>in Handling Bullying Cases at MTs Attaufiq Padaelo</i> – Shaleh et al. (2023)	the role of teachers in prevention		documentation. The informants consist of teachers, homeroom teachers, BK, principals, parents	spiritual values in bullying prevention programs as well as provides intensive counseling. Religious values are used to strengthen students' self-control, empathy, and positive behavior so that they can effectively reduce the incidence of bullying.
3	<i>Humanistic Approach of PAI Teachers in Enhancing Religious Intelligence to Mitigate Bullying</i> – Abdillah et al. (2023)	Assessing the effectiveness of a humanistic approach based on religious values in preventing bullying	Mixed-method	Interviews and questionnaires to 4 PAI teachers & 110 students	The integration of religious values through a humanistic approach enhances students' religious intelligence and empathy. Students with high religious intelligence tend to avoid bullying. Spirituality is the foundation for the formation of prosocial character and a deterrent to bullying.
4	<i>Using a Spiritual Approach to Address Bullying Behavior</i> –	Explore teachers' perspectives on using spiritual	Qualitative	Interview with School Teacher	Teachers use mindfulness exercises, moral stories, and

Yes	Title / Author / Year	Research Objectives	Types of Research	Data Collection Methods	Research Results
	Anidaisma & Ahmad (2022)	approaches to reduce bullying			spiritual dialogue (empathy, compassion, forgiveness). The spiritual approach increases self-awareness, a sense of community, and reduces bullying.
5	<i>Spiritual and Cultural Approach to Prevent Bullying in Elementary School</i> – Arrasikh et al. (2021)	Identify the types of bullying and spiritual-cultural approaches to prevention	Qualitative – Case study	Observations, interviews, documentation. The informants consist of teachers and elementary school students	Spiritual integration through the Imtaq program and religious messages in learning effectively fosters love, wisdom, and self-control so that it is able to prevent bullying.
6	<i>Spiritual Approach to Improve Anti-Bullying Based Learning</i> – Astutik & Nurdianzah (2022)	Analyzing spiritual approaches in anti-bullying learning	Qualitative – Case study	Interviews, observations, documentation. The informants consist of the principal, teachers, students	Strengthening spiritual-based learning materials is more effective than just integrating materials. The spiritual approach builds the internalization of religious teachings, forms good behavior, and reduces bullying tendencies.
7	<i>BK Strategies in Preventing Psychological</i>	Analyzing BK strategies to prevent	Qualitative – Case study	Interviews, observations, documentation.	BK's strategy includes religious values education,

Yes	Title / Author / Year	Research Objectives	Types of Research	Data Collection Methods	Research Results
	<i>Violence – Fithriyah et al. (2022)</i>	psychological violence		The informants consisted of BK teachers and students	humanistic counseling, and character development based on local Islamic values. The integration of spiritual values in BK services has been proven to prevent verbal bullying and ostracism.
8	<i>Pesantren Ramadan Programs in Preventing Bullying – Jenuri et al. (2023)</i>	Assessing the impact of the Ramadan Islamic Boarding School program on empathy and bullying	Qualitative	Observations, interviews, documents. The informant consisted of 10 participating teachers and students	Spiritual activities (congregational prayers, iftar together, social service) have been shown to increase empathy and reduce bullying. The values of compassion, respect, and care are central to shaping anti-bullying behavior.
9	<i>Pesantren Strategies in Anti-Bullying Education – Junaidi & Sahrandi (2022)</i>	Analyzing pesantren strategies in bullying prevention	Qualitative	Observations, interviews, documentation, informants consist of Islamic boarding school leaders, teachers, students	Pesantren implements a spiritual approach through the example of ustadz, moral training, and mediation with religious nuances. Religious values play a role in emotional recovery and the

Yes	Title / Author / Year	Research Objectives	Types of Research	Data Collection Methods	Research Results
					termination of the cycle of bullying.
10	<i>Administrative Approaches to Eradicate Bullying in Higher Education</i> – Mora & Saladin (2021)	Examining the phenomenon of bullying in higher education and its solutions	Literature review	Literature study	The study emphasizes the need for a moral and spiritual values approach in institutional policy to create a humane academic culture. The integration of ethical and spiritual values helps reduce toxic power and aggressive behavior on campus.

Discussion

A. Spiritual Well-Being Theory

The theory of spiritual well-being put forward by Craig W. Ellison in 1983 aims to understand and measure the spiritual aspects of human life. Ellison defines spiritual well-being as a concrete embodiment of spiritual health that reflects the quality of an individual's relationship with God and the surrounding environment. This concept emphasizes that spiritual well-being is not only related to religious aspects, but also includes existential dimensions that affect the meaning and purpose of one's life (Ellison, 1983).

Within the framework of his theory, Ellison identifies two main dimensions of spiritual well-being, namely *Religious Well-Being* (RWB) and *Existential Well-Being* (EWB). RWB refers to the quality of an individual's relationship with God or a transcendental force, while EWB deals with an individual's sense of satisfaction and understanding of the meaning and purpose of his or her life. These two dimensions interact with each other and contribute to a person's overall level of spiritual well-being (Tumanggor, 2019).

Measures of spiritual well-being are carried out using the *Spiritual Well-Being Scale* (SWBS) developed by Ellison with Raymond F. Paloutzian in 1982. The SWBS consists of 20 items divided equally between RWB and EWB, designed to assess an individual's perception of his or her spiritual well-being. This measuring tool has been widely used in a wide range of cross-cultural and linguistic research because it has high validity and reliability for measuring spiritual well-being (Bufford & Paloutzian, 2023).

Ellison argues that spiritual well-being has an important role in shaping an individual's mental health and quality of life. High spiritual well-being can help a person cope with stress,

increase life satisfaction, and plan clear life goals. Conversely, low spiritual well-being can be the main cause of feelings of emptiness, depression, and dissatisfaction in life (Tumanggor, 2019).

The Theory of Spiritual Well-Being developed by Ellison paved the way for further research and the development of interventions aimed at improving the spiritual aspects of an individual's life. A deep understanding of the dimensions of RWB and EWB enables professionals in the fields of psychology, theology, and health to design comprehensive programs in support of the spiritual well-being of communities.

B. Bullying Behavior

Bullying, or better known as *bullying*, is aggressive behavior that is repeatedly carried out by individuals or groups against other individuals who are considered weaker, both physically and psychologically. This behavior occurs because there is a perception of the imbalance of power and/or power between the perpetrator and the victim, which the perpetrator uses to hurt or intimidate the victim. Bullying can occur in a variety of settings, starting at school, workplace, and other social communities (Yatimah & Malisi, 2024).

There are several types of bullying that are common, including physical, verbal, social, and cyber bullying. Physical bullying involves violent acts such as hitting, kicking, or pushing. Verbal bullying includes insults, ridicule, or verbal threats. Social bullying aims to damage a person's reputation or social relationships, for example by spreading rumors or excluding victims from groups. Cyberbullying occurs through digital media such as social media, text messages, or emails, for example in the form of spreading negative content or intimidation of victims online (Izza & Wahyuningsih, 2023).

Bullying has a huge impact, both for victims and perpetrators. For victims, bullying can cause various psychological problems such as fear, anxiety, depression, and long-term trauma. In addition, the victim may experience decreased academic achievement, social isolation, and in extreme cases, the victim may also have suicidal thoughts. As for the perpetrator, the bullying that is carried out also has negative consequences that must be endured, for example in the form of emotional disturbances, a tendency to engage in criminal behavior, and difficulties in establishing healthy social relationships (Rati et al., 2024).

The factors that cause bullying are very diverse and complex, ranging from individual, family, school, and social environment factors. Some of the factors that can trigger bullying behavior include the perpetrator's need to dominate or control others, lack of empathy, and the influence of a violence-tolerant environment. In addition, group and cultural dynamics that support power hierarchies can also reinforce bullying behavior (Rahmatullah, 2023).

Efforts to prevent and handle bullying require the involvement of various parties, including individuals, families, educational institutions, and the wider community. Education about empathy, social skills, and conflict resolution early on can help reduce incidents of bullying. Schools need to implement clear and consistent anti-bullying policies, as well as provide support for victims and perpetrators to change their behaviour. In addition, public awareness of the negative impact of bullying must continue to be increased through campaigns and educational programs to create a safe and inclusive environment for all individuals (Sari et al., 2024).

C. Coping With Bullying Behavior Through Spiritual Counseling Guidance

The results of previous research shows that bullying behavior in the school environment is still a phenomenon that needs to be considered and immediately addressed completely. This is because of its very destructive impact on students, especially those who are victims of bullying. One of the efforts that can be made to overcome this is to integrate spiritual values in the

implementation of guidance and counseling. This effort is one of the approaches that is increasingly recognized for its relevance in dealing with bullying in the educational environment. Counseling services that incorporate a spiritual dimension emphasize the formation of moral awareness, empathy, and self-regulation, which further play a role in preventing the emergence of aggressive behavior and social exclusion. Various studies in the scope of elementary schools, madrasas, Islamic boarding schools, and higher education show that spiritual values managed in a reflective and inclusive manner are able to strengthen students' prosocial character as a bulwark against bullying behavior.

Research shows that spiritual values taught normatively can turn into a social control tool that suppresses diversity if not conveyed through an empathetic approach. These findings serve as a reminder that spiritual education should not function as a rigid moral doctrine. To be truly effective, spiritual values need to be conveyed in a way that encourages reflection, dialogue, and acceptance of differences. This approach allows counseling services to avoid the emergence of covert bullying that often arises due to imbalances in understanding or applying these values.

Research shows that teachers play an important role in developing bullying prevention programs based on spiritual values. Through regular counseling, strengthening empathy, and setting a moral example in school activities, the level of bullying can be optimally suppressed. These findings confirm that spiritual counseling guidance is not enough to be structured in the form of concepts, but must be implemented in an ongoing manner through teacher communication patterns, parental involvement, and policy support from school principals ([Shaleh et al., 2025](#)).

A humanistic approach combined with spiritual values has also been shown to be effective in increasing students' religious intelligence and empathy. Research has found that a humanistic approach based on spiritual values makes it easier to understand the moral reasons behind an action, rather than simply avoiding punishment. Students with higher levels of spiritual intelligence tend to avoid bullying behaviors because they are able to internalize the values of compassion, trust, and respect for others. These findings confirm that the integration of spiritual aspects in counseling services is not only limited to the delivery of moral rules, but also a deeper and internal character building process ([Abdillah et al., 2025](#)).

Research shows that teachers use moral story exercises and spiritual dialogue to improve students' self-awareness. This method has been proven to help reduce bullying behavior because students not only understand moral teachings theoretically, but also undergo the process of emotional control and self-reflection. Through this process, prosocial abilities develop more strongly so that students are better able to resist aggressive urges and choose more empathetic actions ([Anidaisma & Ahmad, 2023](#)).

Research shows that the union of spiritual values with local cultural traditions is effective in fostering mutual respect in students from an early age. Through routine activities such as moral habituation and the insertion of spiritual values in the learning process, students become more sensitive to their social environment. This approach helps children practice self-control, understand the feelings of others, and stay away from aggressive behaviors because these positive values are embedded through daily activities ([Arrasikh et al., 2023](#)).

Research shows that strengthening learning materials based on spiritual values is much more effective than just occasionally inserting moral messages in activities that are not carried out in a sustainable manner. When spiritual values are consistently integrated into the learning process and counseling activities, students gain a clearer understanding of the meaning of good behavior and the impact of negative actions. This process helps to form character more thoroughly so that the

tendency to commit bullying decreases as students better understand the moral consequences of such aggressive behavior (Astutik & Nurdianzah, 2024).

Research shows that counseling guidance strategies to prevent psychological violence focus on strengthening spiritual values, applying humanistic counseling, and character development based on spiritual teachings. The integration of spiritual values in BK services helps victims recover a sense of security and self-esteem, while encouraging the perpetrator to understand the moral consequences of his actions. This approach makes the process of awareness take place more deeply because behavior change is not only driven by rules, but also by the inner drive to do good. Restorative efforts based on spiritual values have proven to be effective in creating healthier relationships between individuals and reducing the chances of bullying re-occurring in the school environment (Fithriyah et al., 2025).

Research shows that student involvement in activities with spiritual nuances can increase empathy while reducing bullying behavior. These spiritual activities that are carried out regularly and together form a strong sense of togetherness among students. The social bonds that grow through these collective spiritual experiences make students more sensitive to the feelings of friends and more reluctant to commit actions that can hurt others. This can create a more inclusive, comfortable, and safe school atmosphere for all students (Jenuri et al., 2024).

Research shows that pesantren implement bullying prevention through teacher examples, moral training, and mediation processes based on spiritual values. The mediation emphasizes reconciliation, empathy development, and the cultivation of a sense of moral responsibility. This approach helps to stop the pattern of reciprocity, while strengthening students' ability to manage conflicts in a healthy manner. The findings confirm that integrated spiritual values in counseling services can be a means of effective and sustainable emotional recovery. Research shows that administrative policies that incorporate moral and spiritual values play an important role in creating a more humane academic environment. Institutions that implement ethical and spiritual-based policies tend to have lower levels of aggressive behavior, abuse of power, and (Junaidi & Sahrandi, 2025; Mora & Saladin, 2025) toxic culture.

Table 4. Integration of Spiritual Values in Guidance and Counseling Services

Yes	Research Source	Focus of Findings	Forms of Spiritual Value Integration	Impact on Bullying
1	Nurhasan et al. (2025)	Normative spiritual values can trigger covert bullying	Empathetic, dialogical, inclusive delivery	Preventing negative social control and implicit bullying
2	Shaleh et al. (2025)	The role of teachers is very strategic	Regular counseling, moral exemplary, spiritual school programs	Significantly reduces the intensity of bullying
3	Abdillah et al. (2025)	Humanistic-spiritual enhances religious intelligence	Moral discussions, reflections on spiritual values	Students are better able to avoid bullying
4	Anidaisma & Ahmad (2023)	Effective moral and spiritual dialogue exercises	Spiritual mindfulness, moral stories, self-reflection	Improves emotional control and empathy

5	Arrasikh et al. (2023)	Cultural-spiritual integration for mutual respect	Habitual routine, local cultural values	Children are more socially sensitive and less aggressive
6	Astutik & Nurdianzah (2024)	Consistency of value integration	Strengthening spiritual materials in learning and BK	More stable and anti-bullying character formation
7	Fithriyah et al. (2025)	Spiritual BK for psychological violence	Humanistic counseling, local moral values	Victim recovery and change in perpetrator behavior
8	Jenuri et al. (2024)	Collective spiritual activities foster empathy	Joint prayers, Ramadan activities, social services	Lowering students' aggressive behavior
9	Junaidi & Sahrandi (2025)	Spiritual mediation and example	Reconciliation based on religious values	Stopping patterns of resentment and conflict
10	Mora & Saladin (2025)	Need for institutional policies	Campus ethical-spiritual policy	Aggressive and toxic culture decreased

Overall it can be stated that the integration of spiritual values in guidance and counseling services can work through three important mechanisms that complement each other. First, an internal strengthening mechanism that focuses on developing self-awareness, empathy, spiritual intelligence, and students' moral reflection skills. This reinforcement helps reduce aggressive tendencies as students learn to understand the impact of their behavior, manage emotions, and cultivate an internal drive to do good. Second, external mechanisms that arise through examples and social-spiritual activities in the school environment. Moral habituation, religious and social activities carried out together, as well as positive examples from teachers and educators create an environment that encourages prosocial behavior. This inclusive and humanist school culture indirectly suppresses the emergence of bullying behavior. Third, structural mechanisms are realized through institutional policies that incorporate ethical and spiritual values into school rules and programs. Consistent and socially harmonious-oriented policies create an educational ecosystem that is safe, healthy, and free from aggressive cultures. These three mechanisms work simultaneously to shape students' character, create more positive social relationships, and continuously reduce bullying behavior.

CONCLUSION

Conclusion

The results of a review of various previous studies show that the integration of spiritual values in guidance and counseling services has high effectiveness in overcoming bullying behavior in schools. Spiritual values applied through strengthening self-awareness, empathy, moral reflection, and spiritual intelligence have been proven to be able to suppress students' tendency to commit aggressive actions. In addition, an approach that emphasizes dialogue, exemplarism, and moral habituation allows for the formation of prosocial character in a more profound way. The findings of the study also confirm that the spiritual approach works through three important mechanisms, namely internal strengthening mechanisms, external mechanisms through social-spiritual examples and activities, and structural mechanisms through institutional policies that support a safe and inclusive school culture.

The findings of this study confirm that spiritual guidance and counseling not only play a role in preventing bullying, but also help restore students' psychological state, strengthen positive social relationships, and foster a more harmonious school culture. This approach has proven to be relevant in various educational contexts and is able to produce sustainable behavior change.

Suggestion

Based on the findings of the research, schools and teachers are advised to apply spiritual values consistently in guidance and counseling services, both through strengthening counseling materials, reflective activities, and moral habituation in daily activities. Teachers and counselors need to build empathic communication, provide moral examples, and carry out interventions that foster empathy, emotion regulation, and self-awareness in students. Educational institutions are also expected to create an inclusive and humanist school culture through programs that encourage togetherness, diversity, and respect for others.

Educational institutions are advised to develop anti-bullying policies based on spiritual values that are preventive and restorative. Further research needs to develop a theoretical model of the integration of spiritual values in BK more systematically and test it through quantitative approaches or mixed research so that its effectiveness is more measurable. In addition, future research can expand the focus on students' different cultural and religious backgrounds so that the spiritual approach developed is more contextual and appropriate to the diversity of the school environment in Indonesia.

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