
	Profetika: Jurnal Studi Islam P-ISSN: 14110881 E-ISSN: 25414534 Vol. 27, No. 1, 2026, pp. 93–112 https://doi.org/10.23917/profetika.v27i01.15975	
	Received August 21, 2025	

Among-Based Peer Counseling for Bullying Prevention: An SDGs-Oriented Approach to Safe and Inclusive Education

Miranti¹, Iskandar², Edi Saputra³, Mahmoud Abderaman Hassane⁴

^{1,2,3}Universitas Islam Negeri Sultha Thaha Saifuddin Jambi, Indonesia

⁴King Faycal High School, The Republic of Chad

¹rantimiran1307@gmail.com, ²iskandar@uinjambi.ac.id, ³edisaputra@uinjambi.ac.id,

⁴benabdrahman235@gmail.com

Abstract

Objective: This study aims to examine the effectiveness of Among-based peer counseling in preventing and reducing bullying behavior, while identifying key supporting and inhibiting factors in its implementation within school environments, particularly in relation to the achievement of Sustainable Development Goals (SDGs), especially SDG 4 on quality education and SDG 16 on peaceful and inclusive societies. **Theoretical framework:** The study is grounded in the Among educational philosophy of Ki Hadjar Dewantara (Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani), integrated with peer counseling theory and social interaction theory to construct a humanistic and participatory counseling model. **Literature review:** Previous studies highlight the effectiveness of peer counseling in reducing bullying and strengthening student engagement, while emphasizing the importance of integrating local wisdom values to foster empathy, moral awareness, and positive social relationships in educational settings. **Methods:** This research employs a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, documentation, and questionnaires, and analyzed using thematic analysis to explore patterns and meanings related to behavioral and cultural changes. **Results:** The findings reveal a significant reduction in verbal and relational bullying, alongside increased empathy, social awareness, and mutual respect among students. Peer counselors function effectively as agents of change, while Among values become internalized within school culture. Structural support, such as institutional commitment and teacher involvement, strengthens program success, although personal limitations and technical constraints influence sustainability. **Implications:** The study contributes to the development of a contextual, humanistic, and sustainable counseling model rooted in local wisdom, offering practical guidance for schools to create safe, inclusive, and bullying-free environments aligned with SDGs. **Novelty:** This research introduces an innovative integration of Among values into peer counseling, transforming it into a culturally grounded approach that not only mitigates bullying but also cultivates a positive, inclusive, and sustainable educational ecosystem.

Keywords: peer counseling, bullying prevention, inclusive education, sdgs, secondary education.

INTRODUCTION

The phenomenon of bullying in the school environment shows an increasingly complex tendency, both in terms of form, actors, and the psychosocial impact it causes. Schools that

should be safe and humane spaces are, in many cases, a breeding ground for symbolic, verbal, and even physical violence, which has an impact on students' mental health, social relations, and academic achievement. Global data shows that bullying is still a serious problem in the world of education, especially at the primary and secondary education levels, including in rural areas and one-stop schools that have limited resources. In line with **SDGs**, particularly the goal of ensuring inclusive and equitable quality education, this issue demands serious attention from all stakeholders [1]. In the Indonesian context, bullying is often understood narrowly as an ordinary juvenile delinquency, so its handling is more repressive and has not touched the roots of relational and cultural problems. This condition shows that there is an urgent need for a more humane, preventive, and value-based approach to education. It is not enough to be only oriented to the cognitive aspect, but also to develop students' social awareness, empathy, and self-control [2]. Therefore, efforts to prevent and handle bullying need to be placed within the framework of character education that is sustainable and contextual with school culture and the noble values of the nation. Strengthening this perspective through **SDGs** orientation further emphasizes the importance of creating safe, inclusive, and violence-free learning environments as part of global educational transformation [3].

The peer counseling approach is seen as an effective strategy in dealing with adolescent psychosocial problems because it utilizes horizontal relationships that are more egalitarian and communicative [4]. Adolescents tend to be more open to peers than to formal authorities such as teachers or parents. From the perspective of humanistic psychology, relationships based on empathy, unconditional acceptance, and authenticity are the keys to changing attitudes and behaviors. On the other hand, Ki Hadjar Dewantara's educational philosophy through the concept of values *Among ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani* offers a relevant ethical and pedagogic foundation to build an educational environment that liberates and humanizes human beings [5]. The *Among* value emphasizes example, mentoring, and empowerment, not coercion or punishment. The integration of peer counseling with *Among* values creates an approach that is not only technical-counseling, but also full of moral and cultural values. Thus, among values-based peer counseling has great potential to form a safe, inclusive, and character-development-oriented school climate, especially in suppressing bullying practices in schools.

Although conceptually, peer counseling and character education have been widely introduced, their implementation in schools, especially one-stop schools, still faces various problems [6]. Many schools do not yet have a systematic, structured, and values-based peer counseling model. Existing programs are often incidental, dependent on individual teachers' initiatives, and have not been integrated into school policies [7]. In addition, the handling of bullying still tends to be reactive, focuses on sanctions, and does not provide space for reflection for the perpetrator and recovery for the victim. In practice, victims often choose to remain silent for fear of stigma, while the perpetrator is not fully aware of the impact of his behavior. This condition is exacerbated by the school culture that is still permissive towards symbolic violence and limited counseling guidance services [8]. Therefore, the problem of this research lies in the lack of optimal peer counseling approaches based on humanist and contextual values in reducing the level of bullying and forming changes in student attitudes and behaviors in a sustainable manner. This reality demands the presence of an intervention model that is more adaptive, participatory, and rooted in the value of national education.

A number of international studies have shown the effectiveness of peer counseling in improving psychological well-being and reducing students' aggressive behavior. Research by Aisyah Dzil Kamalah with the title *Optimizing Peer Support Interventions To Improve Mental Health And Prevent Bullying In Adolescents In School Environments* found that peer-led interventions significantly reduced bullying rates and increased student empathy [9]. Meanwhile, a study by Juariah on *Inclusive Approaches in Islamic Education Guidance*

and Counseling in Senior Secondary Schools confirms that peer counseling is effective when supported by an inclusive school culture [10]. Research by Emilia Lavi with the title Cross-disciplinary system value overview towards value-oriented design shows that value-based programs and social relations have a more sustainable impact than disciplinary approaches. However, most of the research departs from a Western context and has not integrated local values or national educational philosophies [11]. In addition, the focus of the research tends to be on the effectiveness of the program quantitatively, while aspects of values, culture, and the context of marginal schools, such as one-stop schools, are still relatively minimal in depth. Thus, although the literature shows the potential of peer counseling, there is still room for development in contextualizing this approach with Indonesian educational values.

Based on the study of previous research, several research gaps can be identified. First, there have not been many studies that have examined peer counseling with a local value-based approach, especially the values of Among Ki Hadjar Dewantara, as an ethical and pedagogical foundation. Second, research on peer counseling is more conducted in urban schools with adequate resources, while the context of one-stop schools with unique characteristics still receives less attention [12]. Third, most studies focus on reducing bullying behavior, but have not comprehensively examined changes in attitudes and behaviors of victims, perpetrators, and students in general. Fourth, the integration between peer counseling, character education, and bullying prevention has not been formulated in a complete and applicable conceptual model. These gaps are an important basis for this research to present a new perspective that is more contextual, integrative, and valuable.

This research has a novelty that lies in the development and analysis of Among values-based peer counseling as a model for preventing and handling bullying in one-stop schools. This research not only tests the effectiveness of the program, but also explores the process of internalizing the values of empathy, example, and mentoring in peer relations. The integration between the concept of modern peer counseling and the educational philosophy of Ki Hadjar Dewantara is a significant theoretical contribution, as well as offering a praxis model that is contextual with Indonesian culture [13]. In addition, this study presents a holistic perspective by involving changes in the attitudes of victims, perpetrators, and the overall school climate. This approach provides methodological and substantive novelty, as it combines psychological, pedagogical, and cultural dimensions within a single analytical framework. Thus, this research is expected to be able to enrich the scientific treasures of character education and value-based counseling guidance.

Based on the background and gaps of the study, the purpose of this study is to analyze the effectiveness of Among values-based peer counseling in reducing bullying rates in one-stop schools. This study also aims to describe changes in attitudes and behaviors of students, both victims and perpetrators, and students in general, after the implementation of Peer Counseling based on Amos values. In addition, this study aims to identify supporting and inhibiting factors for program implementation and formulate a contextual, humanistic, and sustainable peer counseling model. More broadly, this research is expected to make a theoretical contribution to the development of character education and counseling guidance, as well as a practical contribution to schools in creating a safe, inclusive, and civilized learning environment.

LITERATURE REVIEW

Bullying prevention has become a central concern in global education discourse, particularly in relation to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). A safe and inclusive learning environment is recognized as a fundamental prerequisite for effective education, as emphasized by UNESCO, which highlights that violence-free schools are essential for students' well-being and academic success. Bullying, in its various forms—verbal, social, physical, and cyber—undermines these objectives by creating fear,

reducing participation, and negatively affecting students' psychological development. Consequently, contemporary educational research increasingly focuses on preventive, participatory, and value-based approaches that align with the SDGs framework.

One widely studied approach is peer counseling, which has been proven effective in addressing adolescent psychosocial issues, including bullying. Peer counseling leverages horizontal relationships among students, fostering openness, trust, and mutual understanding. Studies indicate that students are more likely to disclose personal problems and seek support from peers rather than authority figures such as teachers or school counselors. Research demonstrates that peer-led interventions significantly reduce bullying incidents, enhance empathy, and improve students' social competence. From a humanistic counseling perspective, the effectiveness of peer counseling lies in its emphasis on empathy, authenticity, and non-judgmental communication, which are crucial for behavioral change and emotional healing. In addition to peer counseling, character education plays a significant role in bullying prevention. Character education focuses on developing moral values such as empathy, respect, responsibility, and self-control. Scholars argue that bullying behavior often stems from a lack of emotional literacy and moral awareness. Therefore, integrating character education into school programs is essential for fostering positive social interactions and preventing aggressive behavior. This approach is closely aligned with SDG 4.7, which emphasizes education for sustainable development, including the promotion of values such as human rights, peace, and global citizenship.

However, much of the existing literature is grounded in Western contexts and tends to overlook the importance of local cultural values in shaping students' behavior. In the Indonesian context, the educational philosophy of Ki Hadjar Dewantara offers a relevant framework through the concept of *Among*, which emphasizes guidance through example (Ing Ngarso Sung Tulodho), motivation (Ing Madyo Mangun Karso), and empowerment (Tut Wuri Handayani). These principles reflect a humanistic and culturally rooted approach to education, focusing on nurturing students rather than controlling them. Integrating *Among* values into peer counseling provides a unique model that combines modern psychological approaches with indigenous wisdom. Despite its potential, research on the integration of local values and peer counseling remains limited. Existing studies often focus on program effectiveness in quantitative terms without deeply exploring cultural, relational, and contextual dimensions. Furthermore, there is a lack of research conducted in marginalized educational settings, such as one-stop schools in rural areas, where resources are limited and social dynamics are more complex. Therefore, this study seeks to fill these gaps by examining *Among*-based peer counseling as a holistic, SDGs-oriented approach to bullying prevention that is both culturally grounded and socially transformative.

METHODOLOGY

This study uses a qualitative approach with a descriptive method to understand in depth the phenomenon of the role of *Among* value-based peer counseling in reducing the rate of bullying in the junior high school environment. The qualitative approach was chosen because this research emphasizes process, meaning, and naturally occurring social dynamics in school settings. It also aligns with the principles of the Sustainable Development Goals (SDGs), particularly SDG 4 on inclusive and quality education and SDG 16 on peaceful and safe social environments. Through this approach, the researcher seeks to comprehensively reveal social reality by interacting directly with research subjects and interpreting the experiences, attitudes, and behaviors of informants. Qualitative research is not directed to test hypotheses but to describe and understand phenomena contextually. Theory is used as a conceptual framework to maintain alignment between empirical realities and SDG-oriented educational values [14].

The unit of analysis in this study is the practice of *Among* value-based peer counseling conducted at SMP Negeri Satu Atap Betung Bedara Barat, Tebo Ilir District, Tebo Regency, Jambi Province. This includes interactions between peer counselors and students, the role

of guidance and counseling teachers, homeroom teachers, and broader student social dynamics in bullying prevention. The selection of this site reflects diverse student backgrounds, limited counseling services, and complex social interactions relevant to SDG-based inclusive education. Primary data were obtained from teachers and students through interviews and observations, while secondary data were derived from institutional documents such as school profiles and policies. These data sources support the analysis of how local wisdom-based counseling contributes to safe, inclusive, and sustainable educational environments in line with SDGs.

Data collection was conducted through systematic interviews, observations, and documentation. Interviews explored informants' experiences and perceptions of Among-based peer counseling and its role in reducing bullying. Observations focused on student interactions and peer counseling practices, while documentation provided complementary written and visual data. Data analysis followed qualitative descriptive procedures: data reduction, data display, and conclusion drawing. The validity of data was ensured through credibility, transferability, dependability, and confirmability using triangulation techniques. Additionally, the analysis considered SDG indicators related to student well-being, inclusion, and safe learning environments, ensuring that findings contribute to evidence-based strategies for achieving sustainable and inclusive education outcomes [14].

RESULTS AND DISCUSSION

Overview of the Level of Bullying at the One-Stop State Junior High School in Betung Bedara Barat

Based on the results of initial observations, interviews, and documentation studies, bullying at SMP Negeri Satu Atap Betung Bedara Barat is still found in various forms with varying intensities. One-stop schools located in rural areas with heterogeneous socioeconomic backgrounds, the majority of which come from farming families and informal sector workers, create a distinctive social interaction dynamic. The pattern of relationships between students shows a tendency to dominate certain groups against students who are considered weak physically, academically, and socially [15]. This condition indicates that bullying is not only triggered by individual character, but also by the social culture of students who have not been fully supported by the values of empathy and mutual respect. From the perspective of Olweus' theory, bullying is aggressive behavior that is carried out repeatedly with an imbalance of power between the perpetrator and the victim. These preliminary findings confirm that bullying practices in schools cannot be separated from the social and cultural context of the school that surrounds them, thus requiring a comprehensive and contextual approach to treatment.



Figure 1. Students engaged in collaborative classroom learning, demonstrating discipline, interaction, and inclusive educational practices together.

The results of data collection showed that the most common forms of bullying were verbal and social bullying, while physical bullying was found at a lower intensity. Verbal

bullying is generally in the form of ridicule, giving negative nicknames, and insults to the physical condition and family background of students. Social bullying appears in the form of exclusion, the formation of exclusive groups, and the spread of negative stigma against certain students. To clarify the picture, the findings are presented in Table 1 below.

Table 1. Forms and Frequency of Bullying Found

Forms of Bullying	Examples of Behavior	Frequency
Verbal	Ridicule, negative nicknames, insults	Height
Social/Relational	Exclusion, abandonment, humiliation	Medium–High
Physical	Pushing, threatening, light physical contact	Low
Cyber	— (not yet dominant)	Very Low

The dominance of verbal and social bullying shows that some students still view this behavior as a joke, not as an act that hurts the victim psychologically. This is in line with the findings of character education research, which states that low emotional literacy of students contributes to the normalization of non-physical bullying behavior.

Judging from the actors involved, the perpetrators of bullying are generally students who have a stronger social influence, both due to age, physical, and peer group support. Meanwhile, victims of bullying tend to be quiet students, have low self-confidence, or are different from the majority of their classmates. One student said that, *"In class, usually the quiet one is often the subject of ridicule, but it is considered to be a joke with his friends"*. This statement was reinforced by the BK teacher, who stated, *"Most cases of bullying are not reported because students feel afraid or think it is normal"*. This pattern shows an unequal power relationship and weak value-based social control mechanisms among students [16]. Within the framework of *Olweus' bullying* theory, this condition shows that bullying will continue to recur if the school environment does not actively build social norms that reject aggressive and discriminatory behavior.

The picture of the level of bullying before the intervention shows that reactive and repressive handling has not been able to touch the root of the problem. An approach that only focuses on sanctions tends not to build students' moral awareness and empathy. Therefore, an intervention model is needed that emphasizes character education and strengthening human values. *The Among* values based on the principles of *honing, loving, and nurturing* have strong relevance to the peer counseling approach, because it places students as subjects who educate and guide each other. From the perspective of character education, internalizing the values of empathy and social care is the key to sustainably suppressing bullying behavior [17]. Thus, mapping the level of bullying at this early stage not only serves as a description of empirical conditions, but also as an argumentative basis for the importance of implementing value-based peer counseling *Among* in creating a safe, inclusive, and civilized school climate.

Implementation of Among Values-Based Peer Counseling in the School Environment

Implementation of value-based peer counseling in *Stuttgart* at SMP Negeri Satu Atap Betung Bedara Barat begins with the process of internalizing values *Nurture, Love, and Nurture* as the foundation of students' social relations. Value *Sharpen* translated in the form of strengthening students' critical awareness of the impact of bullying, *Love, Love, Love* is manifested through empathy and social concern, while *Stuart* implemented in a mentoring pattern that does not judge, but guides. Teacher BK stated, *"We do not only teach counseling techniques, but rather shape the character of students to care, not judge, and want to accompany their friends"*. This approach shows that peer counseling is not positioned simply as a technical method, but as a cultural movement that shapes a new social ethos in

the school environment [18]. From the perspective of character education, the integration of local values such as *Stuttgar* strengthens the moral dimension of education, so that counseling is not only curative, but also preventive. This implementation shows that cultural values can be a strategic basis in building a contextual and sustainable psychosocial assistance system.

Table 2. Stages of Peer Counselor Student Development

Stages	Activities	The Values of the Dominant Ones
Selection	Teacher recommendations and attitude observations	Foster Care
Training	Empathetic communication and counseling basics	Sharpen
Mentoring	Counseling practice with supervision	Love–Nurture
Evaluation	Reflection and feedback	Sharpen

Students who are selected as peer counselors are students who have good social capacity, confidence, and interpersonal communication skills. They are not positioned as "substitutes for BK teachers", but rather as early companions for their peers. One of the student counselors stated, *"We were taught how to listen, not judge, so friends felt more comfortable telling us stories"*. This role shows that peer counselors become a psychosocial bridge between students and the formal school system. Counseling practices are carried out informally, flexibly, and based on friendships, making it easier for students to accept. In the context of values *Stuttgart*, this role reflects the principles of *Stuart*, namely mentoring that is guided, not punitive [19]. Pedagogically, this model builds a social learning ecosystem, where students are not only the object of education, but also the subjects shaping the school climate. Thus, peer counselors function as agents of cultural change that reinforce the values of empathy, solidarity, and social responsibility in the school environment.



Figure 2. Peer counseling activities fostering empathy, reducing bullying, and supporting inclusive education.

The implementation of peer counseling does not run separately from the formal counseling guidance system. BK teachers play the role of coaches, facilitators, and directors, while peer counselor students become mentors at the grassroots level. Teacher BK stated, *"We guide them, give direction, and monitor, but do not take over their role as peer companions"*. This synergy pattern creates a layered mentoring structure that is more adaptive to students' social dynamics. From the perspective of BK service management, this model expands the range of school psychosocial services without adding to the structural burden [20]. Value integration *Stuttgart*, making the teacher-student relationship more humane, non-hierarchical, and participatory. Sociologically, this model forms a collaborative culture in solving social problems in schools. Peer counseling is no longer

seen as an additional program, but as part of a school culture system based on human values and social concern.

Table 3. Components of the Implementation of Value-Based Peer Counseling Among

Components	Form of Implementation	Main Actors	The Value of Among
Peer counselor recruitment	Selection of students with good social character	BK Teacher	Sharpen
Basic counseling training	Empathy, communication, ethics	BK Teacher	Love-Love.
Student mentoring	Informal counseling	Peer counselor	Love, Love, Love
Supervision	Monitoring and evaluation	BK Teacher	Foster Care
School culture	Strengthening social values	All school staff	Nurture–Love–Nurture

Successful implementation of value-based peer counseling *in Stuttgart* is inseparable from the support of school culture, which has begun to lead to strengthening the values of empathy, tolerance, and togetherness. The Principal stated, "We are trying to build a child-friendly school atmosphere, not only academic focus, but also character". A supportive school culture becomes an ecosystem that enables grades to grow organically. Peer counseling does not run in an empty space, but interacts with school norms, habits, and traditions. In the theory of educational ecology, the school environment is a determining factor in the formation of student behavior [21]. Therefore, value-based peer counseling *in Stuttgart* works not only at the individual level, but also at the level of the school's social system. This model shows that school culture transformation is an important prerequisite for the success of sustainable bullying prevention.

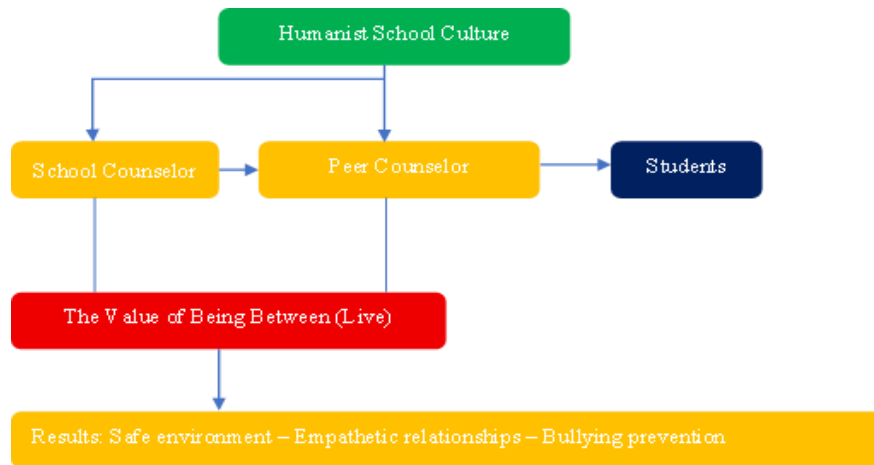


Figure 3. Implementation Model of Value-Based Peer Counseling Among

Value-based peer counseling *in Stuttgart*. In this school, it forms an integrative model that connects values, actors, and systems. One student stated, "Now if there is a problem, it's better to tell your friends first, then if it's hard, to the BK teacher". This statement indicates a change in the pattern of seeking help (*help-seeking behavior*) among students. This model not only lowers the psychological distance between students and the school system but also builds a culture of caring for each other. From the perspective of humanistic counseling theory, this approach reinforces the relational dimension in the process of social healing [22]. Thus, the implementation of value-based peer counseling *in Stuttgart* is not

just an intervention program, but develops as a social education system that builds the moral and social resilience of students.

The Role of Peer Counselors in Creating a Safe and Humane School Environment

Peer counselors have a strategic role in creating a safe and humane school environment through preventive functions inherent in friendship relationships. The presence of peer counselors allows for early detection of potential bullying before it develops into an open conflict. One of the BK teachers stated, "*With peer counselors, we can know more quickly if there are problems between students*". This statement suggests that peer counselors serve as the school's social eyes and ears. In the context of prevention, peer counselors do not work through rigid formal mechanisms, but rather through natural everyday interactions [23]. This approach is aligned with social prevention theory that emphasizes the importance of community-based interventions. Value *Stuttgart* reinforces this role through the principle *Sharpen*, namely, fostering students' collective awareness of the negative impact of bullying. Thus, peer counselors not only technically prevent bullying but also build a culture of ongoing moral vigilance in the school environment.

Empathy is the main foundation of value-based peer counseling practices in *Stuttgart*. Peer counselors are trained to listen without judgment and understand the feelings of their peers from the victim's point of view. A student of the victim said, "*I am more daring to tell my friends, because they don't immediately blame me.*" This quote confirms that empathy creates a sense of psychological security for students. In humanistic counseling theory, empathy is the main prerequisite for the development of therapeutic relationships. Value *Love, Love, Love* in concept *Stuttgart* serves to strengthen this dimension, so that peer counseling is not only a problem-solving process, but also a space for emotional recovery. An empathetic approach allows victims of bullying to feel acknowledged, valued, and not alone [24]. Thus, the role of peer counselors in building a humanist environment not only impacts the individual victim but also shapes new social norms that are more caring and inclusive.

In addition to empathy, peer counselors carry out a continuous social assistance function. This assistance is carried out through informal interactions, such as accompanying victims, helping to build confidence, and becoming mediators in minor conflicts. A peer counselor stated, "*We usually accompany first, so that he doesn't feel alone*". This kind of mentoring reflects the principle of *Stuart* in the value *Stuttgart*, which is to guide and protect without pressure. From the perspective of developmental psychology, social assistance plays an important role in building student resilience. Peer counselors are significant figures who help victims cope with social trauma due to bullying [25]. With this assistance, schools are not only a place of academic learning, but also a safe space for students' psychosocial growth. This reinforces the argument that peer counselors contribute directly to creating a child-friendly and civilized school environment.

The role of peer counselors is also reflected through exemplary daily attitudes and behaviors. Peer counselors are expected to be models of social interaction that respect differences and reject violence. The Principal said, "*The children who become peer counselors are slowly becoming an example for their friends*". This example has a strong symbolic effect in shaping the school's culture. In Bandura's social learning theory, individual behavior can be imitated by others through the process of observation. When peer counselors exhibit an empathetic and inclusive attitude, these values spread indirectly among students. Value *Sharpen* and *Love, Love, Love* in *Stuttgart* serves as a moral framework for such an exemplary. Thus, peer counselors not only play a role in handling bullying cases, but also become agents of internalizing human values in the school environment.



Figure 4. Teacher counseling session supporting peer guidance, preventing bullying, and strengthening students' emotional well-being and character development.

In practice, peer counselors often act as mediators in conflicts between students that have the potential to lead to bullying. Mediation is carried out dialogically, by encouraging both parties to understand each other and take responsibility for their behavior. Prof. BK stated, *"Many problems can be solved at the student level without having to be sanctioned"*. This mediation approach shows a paradigm shift from punishment to restoration. From a character education perspective, peaceful conflict resolution is an important indicator of a humane school environment [26]. Value *Stuttgart* strengthens this approach by emphasizing dialogue and coaching. The role of peer counselors as mediators not only reduces conflicts but also teaches social skills that are essential for students' future lives.

The existence of peer counselors has a significant impact on increasing students' sense of security in the school environment. Students feel they have a place to share and seek help without fear. One student stated, *"Now if there's a problem, I know who to turn to"*. This sense of security is the main indicator of a child-friendly school. In school climate theory, psychological safety is a prerequisite for an effective learning process. Peer counselors act as social buffers that strengthen this positive climate. Value *Stuart* in *Stuttgart* makes sense of security as a result of a caring and protective relationship [27]. Thus, the contribution of peer counselors is not only individual, but also systemic in building a conducive school environment.

Table 4. The Role of Peer Counselors in Creating a Safe School Environment

The Role of Peer Counselors	Form of Activity	Main Impact
Prevention	Early detection, peer education	Suppressing potential bullying
Empathy	Listening, understanding the victim	Psychological security
Mentoring	Friends sharing, social support	Student resilience
Mediation	Conflict dialogue	Peaceful settlement
Example	An inclusive attitude	Humanist school culture

The role of peer counselors in creating a safe and humane school environment is multidimensional, including prevention, mentoring, mediation, and example. The BK teacher emphasized, *"This peer counselor is not just a program, but part of the school culture"*. This statement affirms that value-based peer counseling in *Stuttgart* has transformed into a social system of education. From the perspective of humanistic counseling and character education, this model shows that student behavior change is more effective when it involves empathic and meaningful peer relationships [28]. Thus, peer counselors make a significant contribution to reducing bullying while building schools as safe, humane, and civilized educational spaces.

Changes in Students' Attitudes and Behaviors After the Implementation of Value-Based Peer Counseling *Among*

The results of the study showed that there was a gradual change in students' attitudes and behaviors after the implementation of grade-based peer counseling *in Stuttgart*. These changes are not instantaneous, but come about through a process of repetitive and continuous social interaction. The BK teacher said, "*Compared to before the program started, now the classroom atmosphere is calmer, and students are more respectful of each other*". This statement indicates a shift in the school's social climate in a more positive direction. From a behavioral change theory perspective, peer relationship-based interventions tend to be more effective because they involve a process of social identification. Value *Stuttgart* serves as a moral framework that leads students to reflect on their behavior [29]. This change in attitude is seen in students' increased awareness of the impact of their speech and actions on others. Thus, peer counseling not only reduces bullying behavior but also builds collective moral awareness in the school environment.

In students who were previously victims of bullying, behavioral changes were seen in increased confidence, courage to speak up, and openness in social interactions. A student of the victim stated, "*Now I'm not afraid to go to school anymore, because I have friends who accompany me*". This quote suggests that peer counseling provides a significant sense of psychological security. Empathy and value-based mentoring, *Love, Love, Love*, helping victims recover their self-esteem that had been eroded by bullying. From the perspective of educational psychology, a sense of security is a major prerequisite for students' social and academic development. With peer counselors, victims no longer position themselves as weak and isolated. This change shows that value-based peer counseling *in Stuttgart* serves as an effective social recovery mechanism, while preventing the long-term impact of bullying on students' mental health.

Interestingly, changes in attitudes were also found in students who were previously identified as bullies. After participating in the dialogue and mentoring process, the student perpetrators showed a decrease in aggressive behavior and an increase in self-control. A student of the perpetrator revealed, "*I just realized that if I joke, I actually hurt my friends*". This reflection signifies the emergence of moral awareness and empathy. In character education theory, behavioral changes that stem from internal awareness are more sustainable than changes triggered by punishment. Value *Sharpen* in concept *Stuttgart* functions to hone students' critical awareness of the social consequences of their actions. Peer counseling provides a non-judgmental dialogue space, so that the perpetrator does not feel stigmatized, but is guided to take responsibility [30]. Thus, this approach is able to change the orientation of student behavior from dominance to more egalitarian and respectful relationships.

In addition to victims and perpetrators, changes in attitudes are also seen in students in general. Students become more sensitive to the social situation around them and are more courageous to reprimand behaviors that could potentially lead to bullying. One student stated, "*Now if a friend is ridiculed, usually someone immediately reprimands*". This statement shows the formation of a new social norm that rejects bullying. In school climate theory, changes in collective norms are indicators of the success of social interventions [31]. Value *Stuttgart* acts as an ethical foundation that strengthens mutual care and respect. Peer counseling not only changes specific individuals, but it also affects the dynamics of student groups. This confirms that values-based and peer relations approaches have a wide reach in shaping an inclusive and humanist school culture.

Changes in student behavior are also reflected in increased empathy and self-control in interacting. The teacher said, "*Children are now better able to contain emotions and think before acting*". Strengthening empathy and self-control are important indicators of successful character education. Value *Love, Love, Love*, and *Stuart* in *Stuttgart* encourage students to consider the feelings of others before acting. From the perspective of social

psychology, self-control is closely related to the quality of social relationships. Peer counseling provides a space for reflection that allows students to learn from real experiences, rather than just normative advice [32]. Thus, this change in attitude not only has an impact on reducing bullying but also on improving the overall quality of students' social interactions.

Changes in students' attitudes and behaviors after the implementation of value-based peer counseling in *Stuttgart* demonstrate the success of an approach that emphasizes empathy, mentoring, and exemplary behavior. The BK teacher emphasized, *"The change is slow, but real and consistent"*. This statement emphasizes that behavior change that internalizes values requires a process, but it is more sustainable. From the perspective of character education and humanistic counseling, this approach places students as subjects of moral learning [33]. Thus, value-based peer counseling in *Stuttgart* not only lowers bullying, but it also shapes a generation of students who have stronger empathy, self-control, and social awareness.

Table 5. Changes in Students' Attitudes and Behaviors After the Implementation of Peer Counseling

Aspects of Change	Pre-Condition	Condition After
Mutual respect	Low–Medium	Medium–High
Social empathy	Low	Increase
Self-control	Weak	More stable
Victim confidence	Low	Increase
Perpetrator awareness	Low	Increase
Students' social norms	Tolerant of bullying	Reject bullying

The Effectiveness of Among Values-Based Peer Counseling in Reducing the Rate of Bullying

The effectiveness of value-based peer counseling in *Stuttgart* in reducing the level of bullying at SMP Negeri Satu Atap Betung Bedara Barat was analyzed through a comparison of conditions before and after the implementation of the program. Indicators of effectiveness include a decrease in the frequency of bullying, changes in the attitudes of perpetrators and victims, and shifts in students' social norms. Teacher BK stated, *"If you look at it now, the cases that have reached teachers have been much reduced compared to before"*. This statement shows that there are quantitative and qualitative changes in the dynamics of bullying. From the perspective of educational program evaluation, effectiveness is measured not only from a decrease in cases but also from changes in school behavior and culture [34]. Value *Stuttgart*. It serves as a key variable that distinguishes this peer counseling from conventional approaches, as it emphasizes the internalization of the values of empathy and social responsibility. Thus, the effectiveness of this program needs to be understood as a process of social transformation, not just an instant result.

The results showed a decrease in the intensity of bullying after the implementation of value-based peer counseling in *Stuttgart*. Before the program runs, verbal and social bullying are relatively frequent and tend to be normalized by students. After the program is running, these behaviors begin to decrease both in terms of frequency and escalation of conflicts. One student stated, *"Now there is rarely an outrageous ridicule, because it is immediately reminded"*. These findings suggest that social control mechanisms among students become stronger. In theory, *Bullying Olweus*, environments that have clear anti-bullying norms tend to see a significant decrease in cases. Value-based peer counseling in *Stuttgart* catalyzes the formation of such norms [35]. Thus, the effectiveness of this program

appears in real behavior changes as well as in the strengthening of social norms that reject bullying.

In quantitative-descriptive observations, the decrease in bullying can be seen in the reduction in case reports that come to BK teachers and the decrease in conflicts that lead to disciplinary sanctions. The BK teacher said, "*In the past, there were reports almost every week; now, at least once a month*". This decline suggests that peer counseling can resolve many problems at the initial level before they develop into serious bullying. From a primary prevention perspective, the program's success lies in its ability to intervene in problems early on. Value *Sharpen* in *Stuttgart* helps students' awareness to recognize and stop deviant behavior early on [36]. Thus, the effectiveness of peer counseling is not only measured by the reduction of recorded cases, but also by the reduction of the escalation of conflicts that damage the school climate.



Figure 5. Guidance session fostering empathy, communication, and support to reduce bullying behaviors effectively

The effectiveness of peer counseling can also be seen from its impact on the psychosocial condition of victims of bullying. Victims show an increased sense of security, confidence, and courage to interact socially. A student of the victim stated, "*Now I'm calmer, no longer afraid of being ridiculed*". In humanistic counseling theory, victim recovery occurs when individuals feel accepted and emotionally supported. Value *Love, Love, Love*, and *Stuart* in *Stuttgart*, strengthening this process through empathetic and ongoing mentoring [37]. Thus, the effectiveness of this program is not only reflected in the reduction in the rate of bullying, but also in the restoration of the dignity and psychological well-being of the victim. This emphasizes that value-based peer counseling in *Stuttgart* has a holistic impact.

In addition to the victim, significant changes were also seen in students who previously played the role of bullies. After going through the process of dialogue and reflection, the perpetrator shows increased empathy and self-control. A student of the perpetrator revealed, "*I now think more before talking to friends*". In character education theory, behavioral changes based on internal awareness tend to be more lasting. Peer counseling provides a reflective space that does not stigmatize the perpetrator, so that they can learn to take responsibility for their actions [38]. Value *Sharpen* function to hone moral awareness, while *Love, Love, Love* Avoid punitive approaches. Thus, the effectiveness of this program is also seen in the transformation of actors from the source of problems to part of social solutions in the school environment.

The effectiveness of value-based peer counseling in *Stuttgart* is not only individual, but also systemic in building a safer and more humane school climate. The Principal stated, "*Now the school atmosphere is more conducive, children take better care of each other*". In school climate theory, a sense of security and positive social relationships are key indicators of a healthy learning environment. Peer counseling contributes to the formation of a school culture that rejects violence and upholds human values [39]. Value *Stuttgart* is strengthening this cultural dimension by making empathy and care the common norm.

Thus, the effectiveness of the program is reflected in a change in the school culture that is more inclusive and civilized.

From a theoretical perspective, the effectiveness of value-based peer counseling in *Stuttgart* can be explained through the integration of bullying theory, humanistic counseling, and character education. The BK teacher emphasized, "This peer approach is more applicable to children". Olweus' bullying theory emphasizes the importance of a social environment that actively prevents bullying, while humanistic counseling emphasizes empathic relationships [40]. Value *Stuttgart* is a bridge that integrates the two approaches in the context of local culture. Thus, the effectiveness of this program is not a coincidence, but rather the result of an intervention design that is aligned with the developmental needs of students and the social context of the school.



Figure 6. The Effectiveness of Value-Based Peer Counseling

Value-based peer counseling in *Stuttgart* has proven effective in reducing bullying rates through a humanistic, participatory, and value-based approach. Teacher BK concluded, "This program deserves to be continued because the impact is real". The effectiveness of the program is reflected in the reduction of cases, changes in the behavior of victims and perpetrators, and improvements in the school climate. By practical implication, this model can be replicated in other schools with similar characteristics [41]. Thus, value-based peer counseling in *Stuttgart*. Not only is it empirically effective, but it is also relevant as a model of character education and ongoing bullying prevention.

Table 6. Comparison of Bullying Rates Before and After the Program

Indicator	Before the Program	After the Program
Frequency of verbal abuse	Height	Downward
Social bullying	Medium–High	Low
Report to BK teachers	Frequent	Rare
Students' sense of security	Low	Increase
Anti-bullying norms	Weak	Strong

Supporting and Inhibiting Factors for the Implementation of Value-Based Peer Counseling Among

The success of the implementation of Among values-based peer counseling in one-stop schools is greatly influenced by structural factors, especially policy support and institutional commitment of schools. Schools that consciously integrate peer counseling programs into school regulations, character-building programs, and counseling guidance agendas demonstrate a higher level of program sustainability [42]. Principals, BK teachers, and homeroom teachers are key actors in creating safe spaces for peer counselors to carry out their roles. As revealed by one of the informants of the BK teacher, "When schools provide

formal spaces, children feel that this peer counseling is not a joke, but part of the school system". This statement suggests that structural legitimacy strengthens the confidence of peer counselors and increases student participation. However, on the other hand, the limitations of written regulations and the absence of standard operating procedures (SOPs) in some one-stop schools are inhibiting factors. Without clear structural support, programs tend to be dependent on specific individuals and are at risk of stalling when a change of leadership occurs. This is in line with Gaffney's view that the sustainability of educational innovation is highly determined by the system, not just individual actors. *"Educational change depends on institutional coherence, not heroic individuals".*

In addition to policy, another structural factor that affects the effectiveness of Among value-based peer counseling is the availability of human resources and supporting facilities. One-stop schools that have active BK teachers, peer counselor coaches, and proper counseling rooms tend to be able to run programs consistently. Adequate facilities are not only physical, but also symbolic, because they reflect the seriousness of the school in dealing with bullying problems. A student peer counselor stated, *"We feel more appreciated when there is a dedicated space for counseling, not necessarily secretly".* This quote confirms that facilities contribute to a sense of security and psychological comfort. However, budget constraints in one-stop schools, especially in rural areas, are often a major obstacle. Many schools still prioritize formal academic needs over psychosocial services. In fact, according to UNESCO, *"Safe and inclusive learning environments are prerequisites for meaningful learning".* When facilities and resources are limited, peer counseling risks becoming an incidental activity, rather than a systemic program. Therefore, structural support needs to be understood holistically, including mutually reinforcing policies, human resources, and infrastructure [43].

Cultural factors play a central role in determining the success or failure of Peer Counseling based on Amo values. A school culture that upholds family values, mutual respect, and open dialogue is a fertile ground for the growth of peer counseling practices. The Value of Among. *On the other side of the aisle, in front of the crowd, there is a waiting list* in line with the school's humanist and participatory culture. A teacher said, *"In this school, children are used to being talked to, not scolded, so peer counseling is easily accepted".* On the contrary, a school culture that is still authoritarian and normalizes verbal violence is often a serious hindrance. In certain contexts, bullying is considered a "joke" or part of the maturation process, so peer counseling efforts do not receive social support. This is reinforced by the findings of Olweus' research, which states, *"Bullying thrives in school cultures that tolerate aggression as normal behavior".* Therefore, changing school culture is an important prerequisite so that peer counseling does not run contrary to the values that live in the school environment.

In addition to the school's internal climate, cultural factors also include student and parent acceptance of Among value-based peer counseling. This acceptance greatly determines the effectiveness of mentoring, especially for victims and perpetrators of bullying. Students who come from communicative and supportive family environments tend to be more open to participating in counseling. One of the victim's students stated, *"I dare to tell the story because the counselor is my own friend and does not judge".* This quote shows that the peer approach and the value of empathy are the program's main strengths. However, resistance also emerged, especially from some parents who still view the problem of bullying as a personal affair of the child or a family disgrace. This view often makes bullying cases not handled thoroughly. In line with that, Bronfenbrenner emphasized, *"Child development is influenced by multiple systems, including family and school culture".* Without family support, peer counseling has the potential to lose its long-term impact. Therefore, socializing among values to parents is an important strategy to create continuity between education at school and at home.

Personal factors, especially the competence and motivation of peer counselors, are direct determinants of the success of Among's value-based peer counseling program. Peer

counselors who have empathic communication skills, emotional control, and exemplary attitudes tend to be more effective in accompanying their peers. Continuous training is the key to forming these competencies. A peer counselor revealed, *"After training, I learned to listen without interrupting and not immediately blaming"*. This statement shows the process of internalizing among values in real practice. However, not all students are psychologically ready to carry out the role of a counselor. Lack of confidence, academic burden, and peer pressure can be inhibiting factors. Without intensive assistance from BK teachers, peer counselors are at risk of experiencing emotional exhaustion. This is in line with Rogers' opinion, which emphasizes, *"Helping relationships require personal congruence and emotional readiness"*. Therefore, the selection and coaching of peer counselors must carefully consider personal aspects.

The success of Among values-based peer counseling is also influenced by the personal attitudes of victims and perpetrators. Victims who dare to speak up and trust in peer counselors tend to recover more quickly. One of the victims stated, *"I feel heard, not interrogated"*. In contrast, bullies often show initial resistance, such as denial or justification of behavior. The value of Among plays an important role in changing this attitude through a persuasive and exemplary approach, not just punishment. One teacher noted, *"When the perpetrator is invited to reflect, not scolded, they begin to realize their mistake"*. However, personal factors such as a problematic family background or previous experiences of violence can hinder the process of behavior change [44]. Bandura emphasized, *"Behavior is learned through observation and interaction with the environment"*. This means that peer counseling needs to be supported by broader interventions so that changes in the attitudes of perpetrators and victims can sustainably take place.

Table 7. Supporting and Inhibiting Factors of Value-Based Peer Counseling Among

Aspects	Supporting Factors	Inhibiting Factors
Structural	School policy, support of school principals, and active BK teachers	SOP is not yet standard, budget limitations
Cultural	Humanist culture, student admissions	Normalization of bullying, parental resistance
Personal	Competent and motivated peer counselors	Lack of confidence, emotional exhaustion

The implementation of Among values-based peer counseling is influenced by the complex interaction between structural, cultural, and personal factors. The three do not stand alone, but strengthen or weaken each other. Schools that have clear policies, humanist cultures, and competent personnel tend to succeed in significantly reducing bullying. Conversely, weaknesses in one of the factors can hinder the overall effectiveness of the program [45]. The principal concluded, *"Peer counseling is successful not because of one factor, but because it all moves together"*. This statement is in line with the systems approach in education management. Thus, among values-based peer counseling, it needs to be positioned as a strategic program that is integrated into a one-stop school ecosystem. As Senge affirmed, *"Organizations learn only through individuals who learn, but individual learning does not guarantee organizational learning"*. Therefore, synergy between factors is the main key to the sustainability and success of the program.

Analysis

This study's findings demonstrate that Among values-based peer counseling constitutes a transformative approach to bullying prevention by integrating cultural, psychological, and social dimensions within the school ecosystem. In line with SDGs, particularly Goal 4 on quality education, the program not only reduces bullying incidents but also strengthens inclusive and equitable learning environments. The dominance of verbal and relational

bullying prior to intervention reflects a deficit in students' emotional literacy and social awareness. However, the introduction of peer counseling grounded in Among values—emphasizing empathy, nurturing, and moral guidance—effectively shifts student behavior from normalization of harm toward collective responsibility and respect.

The implementation process reveals that peer counselors function as informal yet influential agents of change who bridge gaps between students and formal counseling systems. Their roles in prevention, mediation, and emotional support align with humanistic counseling theory, which prioritizes empathy and relational trust. In the middle dimension of analysis, SDGs orientation is evident in how the program fosters psychosocial well-being, student participation, and community-based conflict resolution. These elements contribute to a sustainable school climate where safety is co-constructed through shared values rather than imposed discipline. Importantly, the integration of local wisdom enhances contextual relevance, making the intervention culturally resonant and more readily accepted by students.

Nevertheless, the sustainability of this model depends on the interaction of structural, cultural, and personal factors. Limitations such as inadequate resources, inconsistent policy support, and varying parental perceptions indicate that systemic reinforcement is essential. At the concluding level, the alignment with SDGs underscores the broader significance of this approach as a replicable model for holistic education reform. Ultimately, Among-based peer counseling not only addresses bullying as a behavioral issue but also redefines education as a humanizing process that cultivates empathy, resilience, and social responsibility among students.

CONCLUSION

This study explores the important role of Among value-based peer counseling in an effort to reduce the level of bullying in SMP Negeri Satu Atap Betung Bedara Barat, contributing to SDG 4 on inclusive and quality education. Based on the results of the research, it can be concluded that this approach has a significant positive impact in creating a safer and more humane school environment. Through peer counseling, students who were previously involved in bullying, both as victims and perpetrators, experienced profound behavioral changes. At the behavioral level, a significant decrease in the frequency of verbal and social bullying was found after the peer counseling program was implemented. Students become more empathetic and socially aware, and better able to restrain emotions and think before acting. Not only that, the role of peer counselors as agents of change is also getting stronger, serving as a bridge between students and counseling guidance teachers, as well as being a companion that is easier to accept by students because of the horizontal and egalitarian relationship. Interestingly, among values internalized in peer counseling, such as the principles of hoarding, loving, and nurturing, have been proven to strengthen a school culture that is more inclusive and respectful of each other, in line with SDG 16 on peaceful and inclusive societies. The values of exemplary, mentoring, and empowerment, which are at the core of the Among concept, are able to form a more positive and non-permissive social environment towards bullying. This process not only helps victims feel safe and valued, but it also provides space for the abuser to reflect on their actions and take responsibility for their behavior. Support from schools, whether in the form of policies, facilities, or a culture that prioritizes human values, plays an important role in the success of this program. However, obstacles such as limited resources and resistance from some parents can be obstacles that affect the continuity of the program. Therefore, a strong synergy between structural, cultural, and personal factors is needed to ensure the sustainability and effectiveness of Among's value-based peer counseling program. This research makes a significant contribution to the development of character education and counseling guidance in Indonesia, especially in efforts to prevent bullying. Among values-based peer counseling has not only succeeded in reducing bullying behavior, but has also played a role in shaping a generation that is more empathetic, respectful, and ready to face

future social challenges. The program shows that sustainable social change can be achieved through a more humanist and strong local values-based approach, while also strengthening SDG 3 on good health and well-being.

Acknowledgments

The authors would like to express sincere gratitude to all parties who supported this research, especially Universitas Islam Negeri Sultha Thaha Saifuddin Jambi, Indonesia, and King Faycal High School, The Republic of Chad. Their academic support and collaboration greatly contributed to this study. Hopefully, this research will benefit the development of safe and inclusive education globally.

Author Contribution

All authors contributed equally to this study, including conceptualization, data collection, analysis, and manuscript preparation. Each author played important roles as researcher, coordinator, reviewer, and editor. The collaborative work ensured the academic quality and integrity of the research. All authors have read and approved the final manuscript and agreed to its submission.

Conflicts of Interest

The authors declare that there are no conflicts of interest related to this study. This research was conducted independently without any financial or commercial influence. All findings and interpretations presented in this paper are objective and based on academic principles. This ensures the credibility, transparency, and integrity of the research in supporting ethical scholarly standards.

REFERENCES

- [1] W. Puspitasari, Hitta Alfi Muhimmah, Mochammad Nursalim, Nurul Istiq'faroh, and Budi Purwoko, "Tinjauan Literatur Sistematis Tentang Perundungan Di Sekolah Dasar: Pola, Penyebab, Dan Intervensi Pencegahan," *AL IBTIDAIYAH J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 6, no. 1, pp. 1–13, 2025, <https://doi.org/10.46773/ibtidaiyah.v6i1.1884>.
- [2] A. A. Alamsyah, "Antara Otentisitas Humanisme Islam dan Nihilisme Modern: Rekonstruksi Filosofis untuk Pendidikan Islam," *PROGRESSA J. Islam. Relig. Instr.*, vol. 9, no. 1, pp. 13–26, 2025, <https://doi.org/10.32616/pgr.v9.1.497.13-26>.
- [3] I. Mahmudah, M. A. Fahreza, and H. Akhsan, "Konsep Sistem Among dalam Membentuk Pendidikan Karakter di Sekolah Dasar Menurut Pemikiran Ki Hadjar Dewantara," *Al Madrasah J. Pendidik. Madrasah Ibtidaiya*, vol. 8, no. 3, p. 1113, 2024, <https://doi.org/10.35931/am.v8i3.3539>.
- [4] M. Muslihati, "Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter di Sekolah Menengah Kejuruan," *J. Kaji. Bimbing. dan Konseling*, vol. 4, no. 3, p. 101, 2019, <https://doi.org/10.17977/um001v4i32019p101>.
- [5] A. Aswar, D. E. Wibowo, B. Amsal, M. F. Anugerah, and S. P. Ayu, "Pelatihan Konseling Model KIPAS Berbasis Nilai Tudang Sipulung dalam Upaya Peningkatkan Kapasitas Konseling Multibudaya Guru Bimbingan Konseling," *J. Altifani Penelit. dan Pengabd. Kpd. Masy.*, vol. 5, no. 6, pp. 1300–1309, 2025, <https://doi.org/10.59395/altifani.v5i6.903>.
- [6] A. D. Kamalah, H. Nafiah, and R. Ratnawati, "Optimizing Peer Support Interventions To Improve Mental Health and Prevent Bullying in Adolescents in School Environments," *J. Keperawatan Malang*, vol. 10, no. 2, pp. 174–185, 2025, <https://doi.org/10.36916/jkm.v10i2.427>.
- [7] S. Juariah and D. Nugroho, "Pendekatan Inklusif dalam Bimbingan dan Konseling Pendidikan Islam di Sekolah Menengah Atas," *Glob. J. Lentera BITEP*, vol. 3, no. 01, pp. 26–33, 2025, <https://doi.org/10.59422/global.v3i01.762>.
- [8] E. Lavi and Y. Reich, "Cross-disciplinary system value overview towards value-oriented design," *Res. Eng. Des.*, vol. 35, no. 1, pp. 1–20, 2024, <https://doi.org/10.1007/s00163-023-00418-2>.
- [9] J. Cleland, A. MacLeod, and R. H. Ellaway, "The curious case of case study research," *Med. Educ.*, vol. 55, no. 10, pp. 1131–1141, 2021, <https://doi.org/10.1111/medu.14544>.

-
- [10] A. Priya, “Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application,” *Sociol. Bull.*, vol. 70, no. 1, pp. 94–110, 2021, <https://doi.org/10.1177/0038022920970318>.
- [11] I. S. Borualogo, S. Kusdiyati, and H. Wahyudi, “Keyakinan yang mendukung tindak kekerasan perundungan berdasarkan perspektif perbedaan jenis kelamin,” *J. Psikol. Sos.*, vol. 21, no. 1, pp. 83–97, 2023, <https://doi.org/10.7454/jps.2023.10>.
- [12] Cahaya Suksma, Adinda Ramadhanti, Mahendra Agus H., Miftahus Surur, and Dyan Yuliana, “Analisis Tindak Perundungan Verbal Pada Proses Pembelajaran: Dampak Pada Motivasi dan Prestasi Belajar Siswi Kelas X Studi Kasus di Madrasah Aliyah Negeri 2 Situbondo,” *J. Kaji. Penelit. Pendidik. Dan Kebud.*, vol. 2, no. 2, pp. 103–115, 2024, <https://doi.org/10.59031/jkppk.v2i2.318>.
- [13] A. Rifki, D. Haruna, S. Zakir, and S. I. Wahyuni, “Transformasi Karakter Siswa SMK dengan Pendekatan Disiplin Positif,” *Al-Marsus J. Manaj. Pendidik. Islam*, vol. 2, no. 2, pp. 167–178, 2024, <https://doi.org/10.30983/al-marsus.v2i2.8858>.
- [14] M. Salmona and D. Kaczynski, “Qualitative data analysis strategies,” in *How to Conduct Qualitative Research in Finance*, D. Kaczynski, M. Salmona, and T. Smith, Eds., Edward Elgar Publishing, 2024, pp. 80–96. <https://doi.org/10.4337/9781803927008.00012>.
- [15] M. A. Budiansyah *et al.*, “Dari Hati ke Bumi: Merajut Empati Anti-Bullying dan Menumbuhkan Kepedulian Melalui Praktek Daur Ulang Sampah Anorganik di SD PEKAUMAN,” *J. Pengabd. Nas. Indones.*, vol. 7, no. 1, pp. 336–348, 2026, <https://doi.org/10.63447/jpni.v7i1.1687>.
- [16] R. P. Cahya, Y. Achdiani, and M. N. A. Abdullah, “Trisilas Local Wisdom: Eksplorasi Upaya Orang Tua dalam Pembiasaan Nilai Silih Asih, Silih Asah, dan Silih Asuh bagi Anak Autis,” *JiIP - J. Ilm. Ilmu Pendidik.*, vol. 8, no. 8, pp. 9448–9453, 2025, <https://doi.org/10.54371/jiip.v8i8.8874>.
- [17] T. Oral, A. Ceyhan, M. E. Çakmak, and A. Gün, “The Effect of Group Psychological Counseling Based on Solution-Focused Psychological Counseling Approach on the Level of Peer Bullying Experienced by Primary School Students Who Have Experienced Peer Bullying,” *Res. Educ. Psychol.*, vol. 7, no. 1, pp. 1–14, 2023, <https://doi.org/10.54535/rep.1247521>.
- [18] Abdul Munir, Miswanto, and Nur Arjani, “Development of a Local Wisdom-based Religious Counseling Model in Reducing Student Bullying Behavior,” *Britain Int. Linguist. Arts Educ. J.*, vol. 5, no. 2, pp. 153–166, 2023, <https://doi.org/10.33258/biolae.v5i2.901>.
- [19] D. A. Fuadi *et al.*, “Ki Hadjar Dewantara and the Philosophy of Education,” *Indones. J. Innov. Multidisipliner Res.*, vol. 3, no. 1, pp. 430–441, 2025, <https://doi.org/10.69693/ijim.v3i1.324>.
- [20] H. Gaffney, M. M. Ttofi, and D. P. Farrington, “Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis,” *Campbell Syst. Rev.*, vol. 17, no. 2, 2021, <https://doi.org/10.1002/cl2.1143>.
- [21] M. Hufron and M. Juanedi, “Reflection of Ki Hajar Dewantara’s Character Education Philosophy on Independent Learning,” *Edukasia Islam*, vol. 6, no. 2, pp. 226–243, 2021, <https://doi.org/10.28918/jei.v6i2.2625>.
- [22] H. N. Aqillah, K. Suhaemi, and M. Monalisa, “The Effectiveness of Peer Counseling in Addressing Cyberbullying Among Students in Islamic Boarding School,” *Bull. Couns. Psychother.*, vol. 7, no. 1, 2025, <https://doi.org/10.51214/002025071334000>.
- [23] S. Widiyanto and B. Purnomo, “Freedom to Learn in Ki Hajar Dewantara’s Perspective: Historical Studies and Their Relevance to Character Education,” *Int. J. Business, Law, Educ.*, vol. 4, no. 2, pp. 837–844, 2023, <https://doi.org/10.56442/ijble.v4i2.185>.
- [24] F. Rahayuningsih, “Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila,” *Soc. J. Inov. Pendidik. IPS*, vol. 1, no. 3, pp. 177–187, 2022, <https://doi.org/10.51878/social.v1i3.925>.
- [25] S. Topal and D. Kayiran, “The Role of Values Education in Addressing Peer Bullying Among Refugee Students: Challenges and Educational Strategies in Primary School,” *Interciencia*, 2025, <https://doi.org/10.59671/hhkua>.
- [26] A. Asnawan, “Exploring Education Character Thought of Ki Hajar Dewantara and Thomas Lickona,” *Int. J. Adv. Sci. Educ. Relig.*, vol. 3, no. 3, pp. 164–174, 2020, <https://doi.org/10.33648/ijoaser.v3i3.83>.
- [27] R. Hikmat, I. Yosep, T. Hernawaty, and A. Mardiyah, “A Scoping Review of Anti-Bullying Interventions: Reducing Traumatic Effect of Bullying Among Adolescents,” *J. Multidiscip. Healthc.*, vol. 17, pp. 289–304, 2024, <https://doi.org/10.2147/JMDH.S443841>.
- [28] R. Sasti and S., “Rediscovering the Basic Values of Ki Hajar Dewantara’s Education for Civic Education Learning,” *Int. J. Multidiscip. Res. Anal.*, vol. 08, no. 01, 2025, <https://doi.org/10.47191/ijmra/v8-i01-14>.
-

-
- [29] Wahyu Sihab and Mukhsin Achmad, "Relevansi Pemikiran Pendidikan Ki Hajar Dewantara dalam Konteks Sistem Pendidikan Nasional di Indonesia," *J. Kaji. Penelit. Pendidik. Dan Kebud.*, vol. 3, no. 1, pp. 237–249, 2025, <https://doi.org/10.59031/jkppk.v3i1.559>.
- [30] I. Burhani, D. H. Rahman, and N. Hidayah, "Uji Inter Rater Agreement pada Panduan Konseling Kelompok Kognitif Perilaku Bermuatan Nilai-Nilai Ta'lim Muta'alim untuk Mereduksi Perilaku Bullying Siswa MA," *Indones. J. Couns. Dev.*, vol. 7, no. 1, pp. 115–128, 2025, <https://doi.org/10.32939/ijcd.v7i1.5682>.
- [31] T. Firizbrilian Purbasafir and S. Suminarti Fasikhah, "Peer Counseling: Addressing Bullying Issues Among Adolescents," *KnE Soc. Sci.*, 2024, <https://doi.org/10.18502/kss.v9i5.15200>.
- [32] D. Andrianto and W. Kurniawan, "The Character of Early Childhood Education: Perspectives of Ki Hajar Dewantara and Maria Montessori," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 9, no. 1, pp. 117–129, 2025, <https://doi.org/10.31004/obsesi.v9i1.6316>.
- [33] Nana Fatima Ibrahim And Abraham Fain Sakwain, "Impact of Peer Counseling on Managing Bullying Behaviour Among Students in Public Boarding Secondary Schools in Kaduna State," *International Journal of Education Effectiveness Research*. 2025. <https://doi.org/10.70382/hijeer.v06i8.015>.
- [34] D. S. Suyanto and J. Jumintono, "Excellence of Ki Hajar Dewantara's Character Education for the Education System in Indonesia," *Divers. Log. J. Multidiscip.*, vol. 3, no. 1, pp. 1–11, 2025, <https://doi.org/10.61543/div.v3i1.110>.
- [35] A. Rofiq, "Integrasi Layanan Bimbingan Konseling Islami dalam Pembentukan Karakter dan Akhlak Peserta Didik," *Irsyaduna J. Stud. Kemahasiswaan*, vol. 5, no. 2, pp. 451–462, 2025, <https://doi.org/10.54437/irsyaduna.v5i2.2560>.
- [36] J. Murillo-Moraño, J. Raya-González, C. García-Fernández, and J. de D. Benítez-Sillero, "Different Effects of Two Interventions Based on Cooperative Learning and PREBULLPE on Social and Emotional Competencies and Motivation in Physical Education," *Eur. J. Sport Sci.*, vol. 26, no. 3, 2026, <https://doi.org/10.1002/ejsc.70136>.
- [37] S. Irshad and A. I. Amjad, "Bullying experiences and coping strategies of special needs students in inclusive education: A qualitative study from a resource-constrained country," *Acta Psychol. (Amst)*, vol. 262, 2026, <https://doi.org/10.1016/j.actpsy.2025.106101>.
- [38] L. Rodríguez-Pérez, R. Del Rey, N. García-Sanjuán, and N. Muñoz-Fernández, "Psychometric Properties of the Teachers' Responses to Bullying Questionnaire (TRBQ) in Spanish Students; [Propiedades Psicométricas del Teachers' Responses to Bullying Questionnaire (TRBQ) en Estudiantes Españoles]," *Psicothema*, vol. 38, no. 1, pp. 46–57, 2026, <https://doi.org/10.70478/psicothema.2026.38.05>.
- [39] M. Hofleitner, J. Muth, F. Fassel, and M. Lüftenegger, "The mediating role of schadenfreude between malicious envy and bullying in school," *Sci. Rep.*, vol. 16, no. 1, 2026, <https://doi.org/10.1038/s41598-025-34408-2>.
- [40] J. Eilts and J. Wilke, "The moderating role of moral disengagement on the relation between bullying and school well-being in adolescents," *BMC Psychol.*, vol. 14, no. 1, 2026, <https://doi.org/10.1186/s40359-025-03832-4>.
- [41] L. Menabò, C. Mameli, F. Roga, E. Renda, and A. Guarini, "Who Stands Up? Analyzing Students' Drawings of the Ideal Bullying Defender," *Sch. Psychol. Int.*, vol. 47, no. 1, pp. 53–82, 2026, <https://doi.org/10.1177/01430343251389576>.
- [42] S. Richters, M. H. W. van Zalk, R. Veenstra, and L. Laninga-Wijnen, "The role of defenders' and victims' popularity in the effectiveness of defending in bullying interactions: A longitudinal social network study," *J. Res. Adolesc.*, vol. 36, no. 1, 2026, <https://doi.org/10.1111/jora.70126>.
- [43] M. Bakoeva and Y. Zhang, "When and How Does School Climate Reduce the Adverse Effects of Bullying Victimization? The Role of Covitality; [¿Cuándo y Cómo Reduce el Clima Escolar los Efectos Adversos de la Victimización por Acoso Escolar? El Papel del Covitalidad]," *Int. J. Educ. Psychol.*, vol. 15, no. 1, pp. 1–24, 2026, <https://doi.org/10.17583/ijep.18887>.
- [44] S. Varlık, S. Akpınar, Ö. Akpınar, and R. M. Görünü, "Bullying plays a moderated mediation role in the association between emotional intelligence and school engagement through self-esteem," *Sci. Rep.*, vol. 16, no. 1, 2026, <https://doi.org/10.1038/s41598-026-37764-9>.
- [45] P. Riera-Serra *et al.*, "Evaluation of the effectiveness of SOM-RIU, a multifaceted, school-based, suicide prevention intervention targeted to Spanish adolescents: study protocol for a cluster-randomised controlled trial," *BMC Psychiatry*, vol. 26, no. 1, 2026, <https://doi.org/10.1186/s12888-025-07570-0>.
-