The Role of Islamic Counseling Guidance in Preventing and Handling Bullying in College Students

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Abstract
This research aims to answer the main question of how the role of Islamic Guidance and Counseling (BPI) is in handling cases of bullying experienced by students at the Faculty of Da'wah and Communication, UIN Sumatera Utara. This study is motivated by the lack of Islamic value-based approaches in addressing psychological violence in higher education settings. The research uses a descriptive qualitative method with in-depth interviews, observation, and documentation techniques. The informants consisted of four people: one supervising lecturer and three students who had previously been victims of bullying and participated in BPI services. The data was analyzed using a thematic approach. The results show that the forms of bullying experienced include verbal, relational, and institutional, with psychological impacts such as stress, anxiety, and social withdrawal. BPI contributes to recovery through a spiritual approach based on the values of patience, trust in God, and self-purification, which is realized through mentoring, religious discussions, and character development. Although not yet supported by a strong institutional system, this service is considered practically beneficial in building students' mental resilience. The limitations of this study lie in the limited number of informants and the narrow scope of the study, so further research with a broader scope and stronger methodological design is recommended to strengthen the validity of the findings.
Keywords: Bullying, Da'wah Students, Islamic Guidance, Campus Counseling

Introduction

The phenomenon of bullying in higher education is now a serious issue that impacts students' mental health, social relationships, and study continuity. While campuses are supposed to be places where students live healthier, more productive, and fulfilled lives, and where they can actively participate in academic and non-academic activities, harassment disrupts students' balance and well-being (Coloroso, 2005). This problem cannot be ignored, especially in universities that prioritize Islamic religious aspects in every line of learning, such as the Faculty of Da'wah and Communication (FDK) UIN North Sumatra.

Bullying among students often occurs with even more vicious intensity, usually carried out by groups or individuals based on envy and hatred (Hesti et al., 2024). Perpetrators usually utilize dominant positions to pressure weaker or different victims (Andayani et al., 2023). This bullying is usually carried out by a stronger individual or group, without taking responsibility for their actions, and is often done directly (Sa'adah, 2024). Victims usually experience psychological distress such as inferiority complex, anxiety, loss of desire to study, and even leaving campus.

The impact of bullying is very worrying, ranging from emotional disturbances to suicidal thoughts, especially for those who are victims of physical or repeated bullying. Physical bullying can usually be recognized by the presence of signs of violence such as bruises and cuts (Ramadan 2022). Victims of bullying were also at higher risk of depression, insomnia, feelings of hopelessness, loneliness, low self-esteem, and suicidal ideation and suicide attempts on a mental health level. Bullies were also at higher risk

of suicidal behavior and suicidal ideation (Erlindawati & Irman, 2022). In addition to affecting the victims and perpetrators, bullying is also detrimental to educational institutions and society. Therefore, it is important for university residents, lecturers and students, to ensure a healthy learning environment that is free from all forms of violence.

Several previous studies have tried to examine various bullying prevention strategies Sakban et al., (2021) showed that bullying prevention training for student organizations at Muhammadiyah Mataram University was able to significantly increase students' understanding of the dangers of bullying. Meanwhile, Hannin & Jannah (2024) emphasizes the importance of religious guidance in shaping students' morals, empathy, and tolerance as a way to create a harmonious educational environment free from bullying. In line with that, Syahreny et al. (2020) found that Islamic guidance conducted through social approaches and group discussions is effective in reducing verbal and physical bullying behavior in an elementary school environment.

The phenomenon of bullying has been widely discussed by several previous studies, there are still relatively few that discuss the application of Islamic spiritual values through the function of Islamic Guidance and Counseling (BPI) as an approach to preventing and handling bullying in higher education, especially at the Faculty of Da'wah and Communication (FDK) UIN North Sumatera. This approach is also important for the need for in-depth understanding of how the organizational culture and interaction patterns between students at FDK UIN North Sumatera. This is an opening to encourage the importance of using a social and spiritual-based approach. BPI not only acts as a counselor and student assistance, but also as a medium that internalizes Islamic values such as noble morals, tolerance, empathy, and ukhuwah Islamiyah. Islam teaches ukhuwah Islamiyah (Islamic brotherhood), which emphasizes the importance of mutual respect and maintaining the honor of others (Filosofianita et al., 2023). Islam explicitly teaches the prohibition against all forms of injustice and humiliation of others (QS. Al-Hujurat: 11), which is an important normative basis in tackling bullying behavior.

This research refers to the Islamic Guidance and Counseling approach which is coaching which includes a process or method in order to provide information (understanding) about Islamic teachings (Subhi et al., 2023).Yanda & Chanifudin, (2024) explained that Islamic counseling guidance is based on four main principles: first, tawhid orientation as the basis of worship motivation; second, internalization of Islamic teachings through a continuous guidance process; third, structured, patterned, and integrated program implementation; and fourth, behavior change carried out through Islamic conditioning and modeling methods. In other words, BPI provides an approach that pays attention to the psychological and religious conditions of students. Islamic values such as compassion, justice, and noble morals become the basis for shaping students' social and moral character. This approach is very relevant for dealing with students who are victims of bullying and changing the culture of student seniority.

Considering that resolving bullying is not enough only with preventive measures, solutive measures based on moral and religious values are needed. Therefore, this study aims to explore more deeply the role of Islamic Guidance and Counseling in dealing with bullying in the student environment. The main focus of this research is to identify the forms of bullying experienced by students, the psychological and social impacts caused, and explore the role and effectiveness of Islamic Guidance and Counseling (BPI) in dealing with these problems. It is hoped that this research will provide theoretical

and practical contributions in creating a model for handling bullying that is contextual, based on Islamic values, and in accordance with the needs of modern campus society.

Methods

This research uses a qualitative approach with a descriptive design. This approach was chosen because it allows researchers to explore and understand the phenomenon of bullying and the role of Islamic counseling guidance in depth. Descriptive qualitative research aims to provide a comprehensive description of the social reality under study based on the actual situation and conditions in the field (Sugiono, 2017).

This research was conducted from February to March 2025 at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra (UINSU), which is located at Jl. William Iskandar Pasar V, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, Postal Code 2037.

Informants in this study were selected through purposive sampling technique, which is selecting informants based on certain criteria. The criteria for informants that researchers determine are active students at the Faculty of Da'wah and Communication, have experienced bullying directly in the campus environment, and are willing to be interviewed in depth.The number of informants in this study amounted to 4 people, consisting of 3 students and 1 lecturer.

Data collection techniques were carried out in three ways, namely: field observations, interviews and documentation. Direct observation is done by seeing and observing activities and interactions that occur related to bullying prevention in the campus environment. In-depth interviews were conducted with informants involved in the research focus. While documentation is obtained from documents or literature relevant to the research. The data analysis process was carried out inductively based on the Miles and Huberman model, starting from data reduction (sorting out important quotes from interviews, noting patterns of behavior, and crossing out irrelevant data), data presentation (in the form of thematic matrices and narrative summaries), and drawing preliminary conclusions.

During the data collection process, the researcher maintains reflexivity which is shown by the process of cross-verification, discussion with the supervisor, and member check-in allowing efforts to remain objective. Data validity was carried out in three ways, namely triangulation of sources, techniques, and time. Meanwhile, informants' identities were disguised to maintain research ethics. The researcher also realizes the limitations of this study, especially in terms of time and small scope of informants. However, this method is expected to be used to explore the experiences of student victims of bullying and the religious guidance that is carried out.

Results and Discussion

Based on the results of the analysis of data findings in the field, several themes, sub-themes, and a brief description of the data findings were found, which are presented in a thematic table. The main themes found include: (a) the form and impact of bullying in the student environment; (b) the role of BPI in dealing with bullying; and (c) the effectiveness of BPI in dealing with bullying.

Table 1. Thematic Findings

Main Theme	Subtema	Findings data
The Phenomenon of Bullying in the Student Environment	Forms of bullying	Bullying verbal, bullying relasional, bullying institusional
	Impact of bullying	Heartache, low self-esteem, loss of motivation to study (MHS); withdrawal from social environment, restraint, decreased motivation to study (FA); decreased motivation to organize, social pressure (AM)
BPI's role in tackling bullying	Islamic values education as prevention	Fostering students through anti-bullying seminars, thematic moral studies, FGDs, and empathic communication training.
	Islamic Counseling	Providing space for dialogue with victims, Islamic counseling, and Qur'anic therapy
Effectiveness of BPI in Dealing with Bullying	BPI Impact	Counseling provided to students provides a safe space and slowly increases self-esteem (MHS, FA, AM)

Based on the thematic table of findings above, a full description of some of the themes and sub-themes will be explained below.

The Phenomenon of Bullying in the Student Environment

Based on the results of interviews with three informants, it was found that the forms of bullying that occur are mostly verbal and social rather than physical. Verbal forms are the most recognisable type of bullying in campus life. One of the informants, MHS, said that she was often teased because of her fat and short body shape, and her photo was even used as a meme by her classmates. This phenomenon shows that verbal bullying is one of the bullying that is often done unintentionally because people feel that the mockery is just a joke (R. A. Putri et al., 2021). In fact, this verbal bullying can be a precursor to other forms of bullying.

Another form is relational bullying or social exclusion, which is also a common phenomenon in student relations. FA, one of the informants, said that he had been subtly ostracized by classmates because he was considered too active in class discussions. He is no longer invited to group work and is often the target of insinuations on social media.

"They don't say rude things directly, but there are always disparaging tones. In WhatsApp stories, they are also often sarcastic, and that makes me uncomfortable." (Interview, 2025)

According to Coloroso, (2005), Relational bullying is the systematic undermining of a victim's self-esteem through neglect, ostracisation, exclusion or avoidance. Relational bullying is the most difficult type to detect from the outside (Khaira, 2023).

The third form of intimidation encountered in the field is institutional intimidation, namely social pressure originating from organizations or formal structures within higher education. One informant, AM, explained that he simply wanted to develop and gain experience by joining two organizations simultaneously. However, his good intentions ended in rejection and intimidation from one of the organizations. He was ostracized, disqualified from activities, and even pressured to choose only one. Ultimately, his enthusiasm for organizing faded.

""I just wanted to learn and join an organization. But it ended up being a dilemma. I was shunned, not invited to meetings, and even asked to leave if I didn't choose one." (Interview, 2025)

This form of bullying involves power, where the senior feels they have power over the organization. According to Bourdieu and Ningrum (2018) Bullying or violence in the practice of power occurs when one class controls or controls another class below it. Such actions clearly contradict Islamic values that should be implemented in the organizational culture of Islamic-based universities.

As found in the field, mental or psychological disorders were the dominant impact of bullying experienced by the three informants. For example, MHS felt hurt, low self-esteem, and even lost confidence. This even made MHS want to drop out of college because he could not bear the mental burden he was carrying. Meanwhile, FA chose to slowly leave his social environment because he was afraid of being ostracized again. During the course of their studies, FA also tried to refrain from standing out too much compared to their classmates. This attitude had a negative impact on their level of motivation to learn. A similar experience was felt by AM, who experienced a decline in motivation to participate in organisational activities because they felt unappreciated. The various psychological impacts experienced by the three informants clearly affected their social and academic lives.

he bullying phenomenon occurring in the university environment involves various elements, not only the victims and perpetrators but also the closed, hierarchical, and highly competitive university culture. Therefore, it is important to recognise the various forms of bullying experienced by students, as any form, whether mild or severe, still has an impact on the victim's mental well-being.

One example is the bullying experienced by AM from his seniors in the organisation he joined. This experience shows the existence of a social hierarchy system that makes seniors more dominant than juniors. This is in line with the social hierarchy in social dominance theory Sidanius & Pratto Paranti & Hudiyana (2022), where there are more powerful groups and less powerful groups. In student organisations, this type of relationship often triggers bullying.

On the other hand, MHS experienced verbal bullying from his friends. R. A. Putri et al. (2021) explains that verbal bullying is often considered a mild form of bullying, even though its impact can be equivalent to or even more severe than physical bullying. In fact, regardless of its form, bullying is a serious problem that has psychological and

social consequences for both the victim and the perpetrator (Artanti & Novianti, 2021; Denanda et al., 2021)

Figure 1. interview coding

According to Pace, Lynm, & Glass, bullying has effects that last a lifetime. Olweus also states that older bullies engage in more types of bullying behaviour, ranging from verbal, physical, and discrimination to the use of technology, compared to younger bullies (S. O. Putri & Silalahi, 2017).

The fact that bullying occurs in the Faculty of Da'wah and Communication shows that moral values are still not reflected in student behaviour. This indicates a discrepancy between what students do in the university environment and what is taught in Islamic communication ethics in the classroom.

The Role of Islamic Guidance and Counselling in Addressing Bullying

Based on the findings, bullying that occurs at the Faculty of Da'wah and Communication at UIN Sumatera Utara not only affects the mental health of victims but also indicates a crisis in the application of Islamic values within the university environment. Here, Islamic Guidance and Counselling (IGC) plays a crucial role in preventing and addressing bullying through educational, counselling, and religious counselling approaches aimed at fostering moral awareness and ethical conduct among students.

Field findings indicate that bullying among students Field findings indicate that the bullying experienced by research informants takes the form of verbal and relational abuse, such as insults, sarcasm, exclusion, and pressure from organisations. Through the BPI approach, Islamic values and morals are taught to students to instil the understanding that insulting others is contrary to Islamic and social teachings, as stated in Allah SWT's verse in Surah Al-Hujurat, verse 11.

The role of lecturers at FDK UIN Sumatera Utara is also crucial in addressing bullying cases among students. One lecturer at the Faculty of Da'wah and

Communication, EY, revealed that they can identify signs of bullying victims when students begin to frequently skip classes, appear sad, or withdraw from social interactions. This was as stated by EY in the following interview:

""We sometimes only know there's a problem when students start showing frequent absences, seem depressed, or suddenly withdraw from their friends. That's a signal for us to approach them and open up a conversation." (Interview, 2025)

This statement indicates that lecturers must be sensitive to changes in student behaviour in order to detect bullying. This is intended so that lecturers can provide heartfelt and empathetic support to students who are facing difficulties, especially bullying.

In addition, BPI is also active in prevention through various coaching activities such as anti-bullying seminars, thematic studies on morals, focus group discussions (FGD), and empathetic communication training. In these activities, students are equipped with an understanding of Islamic values that teach compassion, tolerance, and a strict prohibition against harming others. Additionally, students learn how to communicate assertively and empathetically, so that differences of opinion do not escalate into conflicts or bullying.

Furthermore, BPI not only disseminates values but also directly assists in bullying cases and acts as a healer. In real-life cases on the ground, the role of mentors is crucial in assisting students who are victims of bullying. For example, when AM faced social pressure from seniors in an organisation due to his active participation in two different groups. In this case, the mentor facilitated dialogue, self-reflection, and re-explained the organisation's objectives from an Islamic perspective through reflection without blaming any party.

Similarly, in the case of MHS, a student who was a victim of body shaming, repeated physical taunts caused him to withdraw from social interactions and consider dropping out of university. In this context, BPI used Islamic counselling and Qur'anic therapy to restore his self-esteem and motivation. This approach aligns with transpersonal counselling theory, which states that humans transcend their conscious state and recognise themselves as part of a spiritual unity (Putri Pramestia Ningrum & Dahlan, 2023). With an empathetic approach based on Islamic values, students will learn that campus is not only a place to gain knowledge, but also a place to learn to respect others, strengthen themselves, and grow into mature and wise individuals. (Aufa et al., 2025).

Kurnianto et al. (2025) also stated that religious activities can reduce student anxiety. However, it was also acknowledged that not all students feel comfortable reporting or sharing their experiences. Therefore, many parties are pushing for improvements to the reporting system, such as providing anonymous counselling channels. Lecturers also suggest that materials on bullying and ethics be further strengthened in the curriculum, so that students truly understand that degrading others is not part of academic culture, let alone Islamic teachings.

In Indonesia, the handling of bullying is regulated in the ITE Law, which provides a legal basis for dealing with bullying crimes. Several articles in the ITE Law that regulate bullying issues and impose sanctions on perpetrators include Article 45 paragraph 1, Article 27 paragraph (1), Article 45 paragraph 3, Article 27 paragraph (3), Article 45 paragraph 4, Article 27(4), Article 45A(2), Article 2(2), and Article 45B. The penalties

imposed include imprisonment for 4 to 6 years and fines ranging from hundreds of millions to billions of rupiah, with the aim of ensuring justice and deterring perpetrators (Oetary & Hatauruk, 2021). Bullying cases can be handled by providing various protection and legal assistance activities for witnesses and victims, offering medical services by doctors, and providing psychological and legal assistance to teenagers who are victims of bullying (Rudy, Greace, & Ginting, 2023).

The Effectiveness of Islamic Guidance and Counselling in Addressing Bullying

Islamic Guidance and Counselling (IGC) is quite effective in helping students who are victims of bullying to recover mentally, although its implementation is not yet systematic within the Faculty of Da'wah and Communication at UIN Sumatera Utara. Based on interview results, students who are victims of bullying stated that guidance based on Islamic values provides a space for psychological and spiritual recovery that they do not receive from other formal systems.

MHS, one of the informants who was a victim of verbal bullying in the form of body shaming, admitted that he had lost his motivation to study. She said:

"At first, I didn't know who to talk to. But after attending counselling sessions, I felt more listened to and began to be able to forgive, even though I haven't fully recovered." (Interview, 2025).

Similar sentiments were also expressed by FA and AM, who experienced relational and institutional bullying, and felt helped by the Islamic counselling approach provided. They felt a safe space to express their feelings and gained strength from religious values, such as the importance of patience, trust in God, and interpreting trials as a form of God's love.

The success of BPI is attributed to its focus on moral guidance and the spiritual aspects of human nature. Al-Ghazali emphasised that the purification of the soul (tazkiyatun nafs) is the primary path to spiritual and mental healing, as it addresses the heart, mind, and soul (Zatrahadi et al., 2020). This approach is appropriate for students with low self-esteem, as it promotes self-awareness, thereby fostering positive feelings, self-identity, and ultimately restoring self-esteem. Although the counselling process at FDK UIN Sumatera Utara is not yet structured, it has implemented the principles of tazkiyatun nafs through religious mentoring, group discussions, and character development integrated into specific organisational programmes and courses.

This success is not without challenges, particularly regarding the consistency of implementation and the professionalism of counsellors. The faculty does not yet have a standardised curriculum or procedures in line with SOPs, so the quality of interventions heavily depends on the individual efforts of lecturers or mentors. Additionally, formal spaces for psychospiritual guidance remain limited, leading to many cases not being adequately addressed. However, spiritual counselling has proven effective in helping students reduce anxiety and stress (Amalia et al., 2025).

It can be concluded that Islamic Guidance and Counselling greatly assists in the mental recovery of students who are victims of bullying because it combines psychological and spiritual aspects. However, because this approach is not yet supported by a structured system, the results are not yet optimal. Therefore, it is crucial to strengthen the institutional framework of Islamic Counselling and Guidance in Islamic higher education institutions so that this guidance is not merely temporary but becomes an official, reliable component of the higher education community.

Conclusion

This study concludes that Islamic Guidance and Counselling (BPI) holds a crucial role in addressing and preventing various forms of bullying verbal, relational, and institutional within the student community at UIN Sumatera Utara Medan. These acts of bullying not only damage victims' social relationships but also lead to serious psychological consequences such as stress, anxiety, withdrawal, and loss of motivation. The BPI approach contributes meaningfully to mental recovery by instilling spiritual values like patience, tawakkul (trust in God), and religious meaning-making, which serve as therapeutic resources for students. Interventions such as religious mentoring, group discussions, and character-building activities have shown promise, although their impact is limited by the absence of a standardized and professionally supported system. Despite these challenges, BPI retains strong potential as a faith-based psychological support mechanism on campus. However, the study's scope restricted to a single university with limited informants calls for broader, more representative research. It is therefore recommended that campuses develop structured BPI units supported by trained professionals in Islamic psychology and counselling, while future studies should evaluate program effectiveness quantitatively and explore the influence of peer and digital environments in the dynamics of campus bullying.

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