

## A Humanistic Approach to Preventing Bullying: Collaboration Between School Counselors and Homeroom Teachers at Vocational High School

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### Abstrack

Bullying in vocational schools, which involves late adolescents with complex psychosocial dynamics, requires a holistic prevention approach. This study examines the implementation of a humanistic approach through collaboration between Guidance and Counseling Teachers and Homeroom Teachers to prevent bullying at State Vocational High School 1 Narmada, West Lombok. Using a qualitative case study design, data are collected through observation, interviews, and document analysis. The results show that structured collaboration through regular coordination meetings, informal communication, and joint interventions, such as home visits, is highly effective for early detection and case management. The humanistic approach, embodied in empathy, unconditional acceptance, and reflective dialogue, is consistently applied in counseling services and learning interactions. School policy support through the Duta Sahabat and Teman Curhat programs strengthens the creation of an inclusive and safe school climate. This collaborative model not only reduces incidents of bullying but also promotes emotional awareness, peer support, and a culture of mutual respect. This study concludes that the synergy between humanistic approaches and teacher cooperation, supported by school leadership, is an effective strategy for building a positive learning environment in vocational schools.

**Keywords:** humanistic approach, guidance and counseling, homeroom teachers, bullying, vocational schools

### Abstrak

*Perundungan di sekolah kejuruan, yang melibatkan remaja akhir dengan dinamika psikososial kompleks, memerlukan pendekatan pencegahan yang holistik. Penelitian ini mengkaji implementasi pendekatan humanistik melalui kolaborasi antara Guru Bimbingan dan Konseling dan Wali Kelas untuk mencegah perundungan di Sekolah Menengah Kejuruan Negeri 1 Narmada, Lombok Barat. Dengan desain studi kasus kualitatif, data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kolaborasi terstruktur melalui rapat koordinasi rutin, komunikasi informal, dan intervensi bersama seperti kunjungan rumah sangat efektif dalam deteksi dini dan penanganan kasus. Pendekatan humanistik, yang diwujudkan dalam bentuk empati, penerimaan tanpa syarat, dan dialog reflektif, diterapkan secara konsisten dalam layanan konseling dan interaksi pembelajaran. Dukungan kebijakan sekolah melalui program Duta Sahabat dan Teman Curhat memperkuat terciptanya iklim sekolah yang inklusif dan aman. Model kolaborasi ini tidak hanya mengurangi insiden perundungan, tetapi juga meningkatkan kesadaran emosional, dukungan sebaya, dan budaya saling menghargai. Penelitian ini menyimpulkan bahwa sinergi antara pendekatan humanistik dan kerja sama guru yang didukung kepemimpinan sekolah merupakan strategi efektif dalam membangun lingkungan belajar positif di sekolah kejuruan.*

**Kata kunci:** pendekatan humanistik, bimbingan dan konseling, wali kelas, perundungan, sekolah kejuruan

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## **INTRODUCTION**

Education serves not only to transmit knowledge but also to shape values, attitudes, and social skills that enable students to participate meaningfully in society (Nursikin & Nugroho, 2020; Mahmudin, 2023). Schools are expected to provide a safe and supportive environment in which students can develop academically, emotionally, and socially (Çalik et al, 2011; Nugroho, Sariyatun, & Ediyono, 2021). However, this expectation is often disrupted by the persistent issue of bullying, which involves repeated aggressive acts intended to harm peers physically, verbally, or psychologically (Naveed et al, 2019; Yosep et al, 2022; Sukidin & Giyantoro, 2024). Its impact can be severe, leading to fear, social withdrawal, depression, and even suicidal thoughts (Holt et al., 2015; Chan et al., 2019).

The challenge becomes more complex in vocational high schools, which predominantly serve older adolescents. Adolescence is a vulnerable period characterized by identity exploration, a strong drive for peer group affiliation, and a tendency to experiment with new behaviors that can lead to deviant actions such as bullying (Horváth et al., 2018; Xu et al, 2020; Huang et al, 2024). In such circumstances, educational interventions that emphasize a humanistic approach are particularly relevant for addressing both behavioral and emotional needs (Gao et al, 2024).

Creating a safe and comfortable school environment requires the active roles of school counselors and homeroom teachers. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014, collaboration is a key component of guidance and counseling services, bringing together various school stakeholders to support students' optimal development. This collaboration is not limited to formal activities, such as preparing annual or semester-long programs, but also encompasses informal daily interactions that enable school counselors and homeroom teachers to identify and address problems early (Davis et al, 2023).

Homeroom teachers, often considered students' "second parents", maintain close emotional connections with students because they observe classroom dynamics on a daily basis. Meanwhile, school counselors provide professional expertise in individual and group counseling to address personal, social, academic, and career issues (Luca et al, 2019; Yuliza & Daulay, 2023). The synergy between these two roles is particularly important for vocational schools, where students face the unique psychosocial challenges of late adolescence, making early detection and intervention essential for preventing bullying.

Efforts to prevent bullying through this collaboration become more effective when anchored in a humanistic approach. Rooted in Carl Rogers' perspective, this approach emphasizes unconditional positive regard, empathy, and genuineness in interactions between counselors or teachers and students (Waasdorp et al, 2011; Ertesvåg, 2016; Cuesta et al., 2021). In education, a humanistic approach views students as individuals with unique potential who deserve opportunities to develop in accordance with their abilities. Teachers who apply this approach seek to understand students' feelings, provide safe spaces for sharing, and guide them in finding meaning and taking responsibility for their choices (Jungert et al, 2016).

In relation to bullying, a humanistic approach is intended not only to prevent acts of aggression but also to foster self-awareness and empathy among both victims and perpetrators (Newman-Carlson & Horne, 2004; Yuliza & Daulay, 2023). Research shows that bullying in schools can take the form of insults, intimidation, physical attacks, and even sexual harassment, all of which can cause deep trauma, low self-esteem, and



depression (Marques, 2017; Rosa & Franco, 2021; Aşantuğrul & Kara, 2025). Therefore, preventive strategies that combine a humanistic perspective with strong collaboration between Guidance and Counseling Teachers and Homeroom Teachers are essential for shaping a supportive and inclusive school climate.

Scholars have highlighted various forms of collaboration to address student issues. Rahmawati et al (2020) examined partnerships between school counselors and Islamic education teachers, while Delvino and Bahri (2022) emphasized cooperation with broader school personnel to strengthen guidance and counseling services. Other studies demonstrated that client-centered counseling can improve the resilience of bullying victims (Fitri et al, 2023) and that responsive services in junior high schools are effective in addressing bullying behaviors (Yuliza & Daulay, 2023).

Recent findings further underline the critical role of homeroom teachers in these efforts. Alqodri et al. (2023) discussed joint work between counselors, Islamic education teachers, and homeroom teachers in handling problematic behaviors, while Khasanah et al. (2023) noted that counselors cannot manage all psychological aspects of bullying alone, making close cooperation with homeroom teachers indispensable. Similarly, Alfiah et al. (2022) and Yeschisca et al. (2023) highlighted the need to explore humanistic strategies more deeply, with evidence that group guidance models such as Rational Emotive Behavior Therapy can reduce instances of verbal bullying (Alfiah et al., 2022). Collectively, these studies emphasize the importance of intentionally integrating humanistic methods and reinforcing collaboration to create safer school environments.

However, a research gap remains, as few studies have examined how a humanistic approach is implemented through collaboration between school counselors and homeroom teachers to prevent bullying in vocational schools. This is a crucial issue since vocational high school students, who are mostly in late adolescence, face complex identity development challenges that demand interventions addressing their psychological and emotional needs more directly.

Building on this gap, the present study aims to describe how Guidance and Counseling Teachers and Homeroom Teachers collaborate in implementing a humanistic approach to preventing bullying at State Vocational High School 1 Narmada, West Lombok Regency. The findings are expected to provide practical insights for creating guidance service models that are empathetic, inclusive, and student-centered, particularly for the unique context of vocational education.

## METHOD

This study employed a qualitative approach with a case study design. The case study method was chosen because it allows for a deep exploration of collaboration practices between Guidance and Counseling Teachers and Homeroom Teachers within their authentic school environment. This approach was particularly suitable for State Vocational High School 1 Narmada because it enabled researchers to capture the nuances of daily interactions, policies, and cultural factors influencing bullying prevention efforts, something that would not be fully observable through surveys or experimental designs.

The research was conducted at State Vocational High School 1 Narmada, located at Jalan Ahmad Yani No. 23, Narmada District, West Lombok Regency, West Nusa Tenggara Province. The study was carried out over three months, from January to March 2025. This school was selected based on preliminary observations indicating symptoms of bullying, particularly among male students, and on the school's commitment to



strengthening guidance services and collaborative programs between Guidance and Counseling Teachers and Homeroom Teachers.

The participants in this study included Guidance and Counseling Teachers and Homeroom Teachers, the deputy principal for student affairs, and students from class X TJAT who were directly or indirectly involved in implementing preventive measures against bullying. Data were collected using three techniques: observation, interviews, and documentation. Observations were conducted to examine firsthand how collaboration between Guidance and Counseling Teachers and Homeroom Teachers was implemented, and how the humanistic approach was reflected in interactions with students. Interviews were conducted semi-structuredly with Guidance and Counseling Teachers and Homeroom Teachers to explore their perspectives, roles, experiences, and the dynamics of cooperation in preventing bullying. Interviews with students who had experienced or witnessed bullying incidents were also conducted to understand their psychological experiences and perceptions of the guidance provided. Additionally, interviews with the deputy principal provided an institutional perspective on policy support and the creation of a school culture oriented towards empathy and inclusivity.

Documentation was obtained from various sources, including meeting notes between Guidance and Counseling and homeroom teachers, records of student cases handled by the Guidance and Counseling unit, photographs of guidance activities, and documents on anti-bullying programs such as Duta Sahabat and Teman Curhat. These documents strengthened the data obtained from observations and interviews.

The data analysis technique used in this study followed the interactive model proposed by Miles and Huberman, which comprises three concurrent activities: data reduction, data display, and conclusion drawing/verification (Schlunegger et al, 2024). Data reduction involved selecting and focusing on information relevant to the research objectives, such as collaboration patterns and humanistic practices. Data from interviews and documentation were manually coded and organized in Microsoft Excel spreadsheets for theme grouping and matrix development. Data display involved presenting these coded themes in descriptive narratives, supported by tables and thematic diagrams (Vivek et al, 2023). Finally, conclusions were drawn by verifying patterns and meanings that emerged from the data to answer the research questions.

To ensure the trustworthiness of the research, triangulation was applied in two forms: triangulation of techniques and triangulation of sources (Bilkis et al, 2024). Triangulation of techniques was achieved by comparing data from observations, interviews, and documentation; for instance, information from counselor interviews about handling bullying cases was cross-checked against meeting notes and corroborated through classroom observations. Meanwhile, triangulation of sources was conducted by cross-verifying statements from Guidance and Counseling Teachers, Homeroom Teachers, students, and the deputy principal (Ajemba & Arene, 2022). This process ensured the credibility of the findings. It confirmed that the results accurately reflected the real practices of collaboration and the use of a humanistic approach at State Vocational High School 1 Narmada.

## **RESULT AND DISCUSSION**

### **Results**

Based on observations, interviews, and documentation, several key findings emerged regarding the collaboration between Guidance and Counseling Teachers and Homeroom Teachers employing a humanistic approach to prevent bullying at State

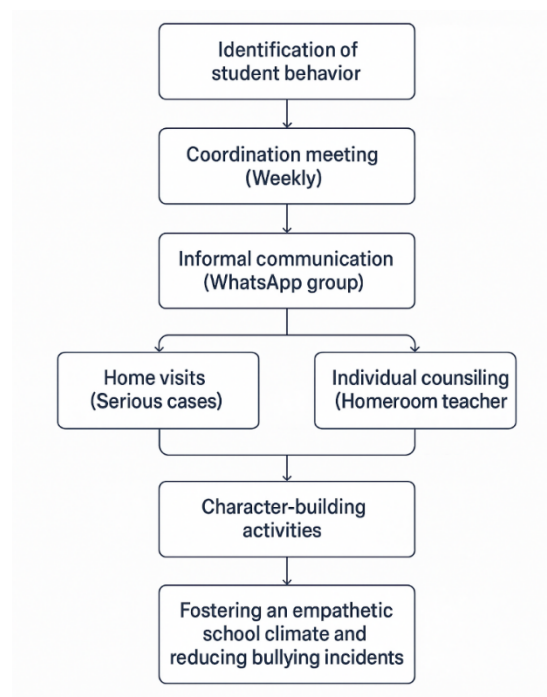


Vocational High School 1 Narmada. These findings will be elaborated on in the subsequent subsections.

This study revealed a comprehensive pattern of collaboration between Guidance and Counseling Teachers and Homeroom Teachers in addressing and preventing bullying at State Vocational High School 1 Narmada. This collaboration extended beyond mere administrative coordination to include formal meetings, informal communication, joint interventions, and character development activities consistently centered on a humanistic approach. To provide a clearer overview prior to the detailed discussion of each thematic aspect, the overall flow of this collaborative model is presented in Graph 1.

**Graph 1.**

Collaboration between the Guidance and Counseling Teachers and the Homeroom Teacher in preventing bullying



This study found that Guidance and Counseling Teachers at State Vocational High School 1 Narmada collaborate with Homeroom Teachers to prevent bullying in a structured and active manner. This collaboration occurs not only within formal forums but also through informal channels that facilitate swift and responsive communication. Such conditions are critical to fostering a safe and supportive school climate that promotes students' psychosocial development.

Based on observations and interviews, it was found that Guidance and Counseling Teachers and Homeroom Teachers regularly hold weekly meetings to discuss student progress, with particular attention to students exhibiting deviant behavior or suspected of involvement in bullying. Additionally, a WhatsApp group was established as an informal communication channel for the daily exchange of information on students' conditions. One Guidance and Counseling Teachers explained:

“We have a structured communication mechanism. We use a WhatsApp group for quick exchanges, and we also maintain a weekly coordination schedule in which we discuss directly students who require special attention. Besides that, we also conduct joint home visits if necessary for more serious cases”.





*“Kami memiliki mekanisme komunikasi yang terstruktur. Kami menggunakan grup WhatsApp untuk bertukar informasi secara cepat, lalu kami punya jadwal koordinasi mingguan untuk membahas siswa yang membutuhkan perhatian khusus. Selain itu, kami juga melakukan kunjungan rumah bersama jika diperlukan untuk kasus yang lebih serius”.*

(SA/GBK/20-1-2025)

This collaborative practice extends beyond communication; it also manifests in concrete actions, such as joint home visits, when cases of bullying or other serious problems arise. Homeroom Teachers observed that this collaborative pattern facilitates monitoring of students experiencing difficulties and enables the development of more targeted intervention strategies. One Homeroom Teacher emphasized:

*“I routinely communicate with the counselor, especially to exchange information about students. We design intervention strategies together”.*

*“Saya rutin berkomunikasi dengan guru BK, terutama untuk bertukar informasi terkait kondisi siswa. Kami bersama-sama merancang strategi pembinaan.”*

(SR/WK/3-2-2025)

Another teacher added:

*“We also conduct character development programs collaboratively, such as small-group peer discussions and anti-bullying campaigns during class sessions”.*

*“Kami juga melaksanakan program pembinaan karakter secara kolaboratif, seperti diskusi teman sebaya dalam kelompok kecil dan kampanye anti-perundungan di dalam kelas”.*

(SR/WK/3-2-2025)

Thus, the structured collaboration between Guidance and Counseling Teachers and Homeroom Teachers at State Vocational High School 1 Narmada, which combines regular coordination meetings, ongoing informal digital communication, and direct follow-up through home visits, constitutes a significant development that enriches existing models of collaborative guidance and counseling services in schools. Such a model is particularly pertinent for vocational high schools, considering the complex psychosocial dynamics of late adolescence and the heightened risk of bullying behaviors. Overall, this study contributes to the existing body of knowledge by highlighting the importance of formal-informal synergy in strengthening preventive efforts against bullying within the school setting.

The collaboration between Guidance and Counseling Teachers and Homeroom Teachers at State Vocational High School 1 Narmada is manifested not only through formal coordination and intensive communication but also through the explicit application of a humanistic approach to student guidance. This approach serves as the core of the assistance process, both when Guidance and Counseling Teachers provide individual counseling services and when homeroom teachers interact daily with students in the classroom. In this context, the humanistic approach is reflected in efforts to cultivate warm, empathetic relationships characterized by unconditional acceptance and to encourage students to recognize their feelings and personal responsibilities.

Based on interviews with Guidance and Counseling Teachers, the implementation of the humanistic approach is clearly evident in the counseling services provided to students. Guidance and Counseling Teachers consistently strive to create a calm, safe,



and nonjudgmental atmosphere so that students feel comfortable opening up. One Guidance and Counseling Teachers emphasized:

“We are not here to punish, but to help students understand and resolve their problems”.

*“Kami di sini bukan untuk menghukum, tetapi untuk membantu siswa memahami dan menyelesaikan masalah mereka”.*

(SA/GBK/20-1-2025)

This illustrates how Guidance and Counseling Teachers position themselves as empathetic listeners and facilitators of self-reflection, making it easier for students to recognize their mistakes without feeling pressured. Even in bullying cases, Guidance and Counseling Teachers do not immediately assign negative labels to the students involved; instead, they engage them in dialogue to help them understand the impact of their behavior on their peers.

Another teacher described their approach:

“We invite students to dialogue, we listen actively, and we provide space for them to realize their mistakes without being judged”.

*“Kami ajak siswa berdialog, kami dengarkan mereka secara aktif, dan kami beri ruang untuk menyadari kesalahan tanpa merasa dihakimi”.*

(SA/GBK/20-1-2025)

The humanistic approach is also evident in the pattern of daily interactions between Homeroom Teachers and students. Homeroom teachers actively monitor students’ emotional well-being, foster personal connections, and provide a safe space for them to share their concerns. One homeroom teacher explained:

“I try to understand each student’s condition personally without judgment. I listen to their complaints with empathy and help them find solutions to their problems”.

*“Saya berusaha memahami kondisi siswa secara pribadi tanpa menghakimi. Saya mendengarkan keluhan mereka dengan empati dan berusaha membantu mereka menemukan solusi atas masalahnya”.*

(SR/WK/3-2-2025)

This finding is reinforced by testimonies from students who had experienced bullying, who stated that they initially chose to confide in their Homeroom Teacher because they felt more comfortable and trusted them. One student expressed:

“I first told my homeroom teacher because I felt comfortable and trusted them”.

*“Saya pertama kali cerita ke wali kelas karena merasa nyaman dan percaya dengannya”.*

(RA/SI/13-2-2025)

Another student added:

“I feel protected and not blamed. It makes me stronger in facing everything”.

*“Saya merasa dilindungi dan tidak disalahkan. Itu membuat saya lebih kuat menghadapi semuanya”.*

(SA/SI/13-2-2025)

The vice principal also highlighted the importance of humanizing students in disciplinary efforts:



“We encourage every case to be handled through dialogue and in a way that humanizes students. It is not about imposing punishment outright, but more about guidance”.

*“Kami mendorong agar setiap kasus ditangani melalui dialog dan dengan cara yang memanusiakan siswa. Bukan sekadar memberi hukuman, tetapi lebih kepada pembinaan”.*

(MR/WAKASIS/23-2-2025)

To further substantiate these findings, Table 1 summarizes key interview excerpts from Guidance and Counseling, Homeroom Teachers, students, and the Vice Principal.

**Table 1**

Selected Key Quotes from Interviews with the Counselor, The Homeroom Teacher, The Student, and The Vice Principal

<b>Respondent</b>	<b>Key Quote</b>
<b>Guidance and Counseling Teachers</b>	“We are not here to punish, but to help students understand and resolve their problems”.
<b>Homeroom Teacher</b>	“I try to understand each student’s condition personally without judgment. I listen to their concerns with empathy and help them find solutions”.
<b>Student (victim)</b>	“I feel protected and not blamed. It makes me stronger in facing everything”.
<b>Vice Principal for Student Affairs</b>	“We encourage every case to be handled through dialogue and in a way that humanizes students, not merely by imposing punishment”.

This table illustrates how the humanistic approach is concretely embodied in the statements of Guidance and Counseling Teachers and Homeroom Teachers, as reported by the vice principal. All the quotes reflect empathy, unconditional acceptance, and a focus on personal development, which serve as essential foundations in preventing bullying.

In contrast, the present study illustrates how the humanistic approach is deeply internalized in the daily interactions between counselors and homeroom teachers, thereby fostering emotional safety and facilitating students’ self-awareness, which is a key strategy for preventing bullying within the vocational school context. This finding offers an important extension to the existing literature by demonstrating that the synergy of empathy, acceptance, and consistent informal engagement plays a critical role in addressing the complex psychosocial dynamics typical of vocational high school students.

The successful implementation of collaboration between Guidance and Counseling Teachers and Homeroom Teachers, guided by a humanistic approach, in preventing bullying at State Vocational High School 1 Narmada cannot be separated from the strategic role of school leadership. In this regard, leadership support, particularly from the vice principal for student affairs, is a crucial factor in establishing effective coordination systems, implementing preventive programs, and cultivating a school culture that emphasizes dialogical guidance over mere punishment. School leadership





acts both as a director and a reinforcer of the commitment of all parties in creating a safe, inclusive learning environment that respects the dignity of every student.

Interviews with the vice principal for student affairs revealed that the school actively encourages collaboration between Guidance and Counseling Teachers and Homeroom Teachers in addressing and preventing bullying. The vice principal stated:

“We encourage every case to be handled through dialogue and in a way that humanizes students. It is not about imposing punishment outright, but more about guidance”.

*“Kami mendorong agar setiap kasus ditangani melalui dialog dan dengan cara yang memanusiakan siswa. Bukan sekadar memberi hukuman, tetapi lebih kepada pembinaan”.*

(MR/WAKASIS/23-2-2025)

This support is realized through regular policies such as weekly coordination meetings and intensive communication via a WhatsApp group, which facilitate the swift detection and management of cases. He added:

“Information about troubled students is quickly conveyed and promptly followed up. We have built a responsive and collaborative system”.

*“Informasi tentang siswa yang bermasalah cepat tersampaikan dan langsung ditindaklanjuti. Kami telah membangun sistem yang responsif dan kolaboratif”.*

(MR/WAKASIS/23-2-2025)

In addition, the school has initiated various preventive and promotive programs, such as establishing “*Duta Sahabat*” (Friendship Ambassadors) and “*Temannya Curhat*” (Peer Listeners), as well as implementing inspiration classes to instill values of empathy and mutual care among students. These efforts are not merely symbolic; they are integrated into daily school routines.

When asked about the school’s commitment to these programs, the vice principal emphasized:

“There is a strong commitment from the school leadership to support counselors and homeroom teachers both morally and structurally”.

*“Adanya komitmen dari pimpinan sekolah untuk mendukung guru BK dan wali kelas secara moral dan struktural sangat berpengaruh.”*

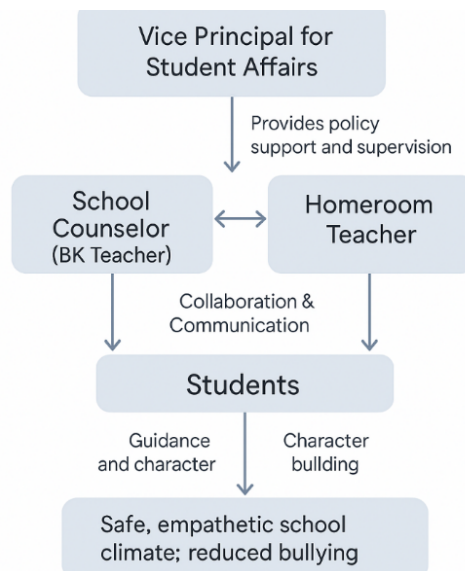
(MR/WAKASIS/23-2-2025)

Internal school documentation indicates a decline in bullying cases over the past year, suggesting the effectiveness of the synergy between school leadership and the implementation of humanistic-based collaboration between Interviews with the vice principal for student affairs revealed that the school actively encourages collaboration between Guidance and Counseling Teachers and Homeroom Teachers.

Graph 2 illustrates more clearly the roles and interrelationships of these parties in the structural support for bullying prevention at State Vocational High School 1 Narmada.



**Graph 2.**  
Organizational Structure of Support in Preventing Bullying at Vocational School



Graph 2 illustrates how the vice principal for student affairs plays a role in providing policies and supervision that support intensive collaboration between Guidance and Counseling Teachers and Homeroom Teachers. This collaboration is subsequently translated into guidance and character-development efforts for students, ultimately fostering a safe, empathetic school climate and reducing the risk of bullying.

Therefore, the leadership support evident at State Vocational High School 1 Narmada does not merely establish coordination structures but also cultivates a school climate marked by empathy and personal guidance, moving beyond rigid disciplinary models. This finding enriches the discourse on bullying prevention by illustrating how synergy among leadership policies, collaborative efforts between counselors and homeroom teachers, and the deep internalization of humanistic values can collectively create an educational environment that genuinely nurtures students' psychosocial development.

The implementation of collaboration between Guidance and Counseling Teachers and Homeroom Teachers through a humanistic approach, fully supported by school leadership at State Vocational High School 1 Narmada, has proven not only effective in addressing existing bullying cases but also has had a significant impact on shaping a more inclusive, supportive, and student-centered social climate within the school. This approach is not merely oriented toward halting bullying behaviors in the short term; it also fosters collective awareness of the importance of empathy and respect for peers' dignity, thereby laying a strong foundation for long-term bullying prevention.

Based on interview findings, students who had experienced bullying reported substantial improvements in their emotional and social conditions after being supported through the humanistic approach by Guidance and Counseling Teachers and Homeroom Teachers. One student stated:

"I feel protected and not blamed, which makes me stronger in facing everything".  
"*Saya merasa dilindungi dan tidak disalahkan, itu membuat saya lebih kuat dalam menghadapi semuanya*".  
(RA/SI/13-2-2025)



Another student shared:

“I feel more confident now and am no longer afraid to socialize with my other friends”.

*“Saya lebih percaya diri sekarang dan tidak lagi takut untuk bergaul dengan teman-teman saya yang lain”.*

(SA/SI/13-2-2025)

From the perspective of the counselor, the effects of this approach have been evident in students' growing openness:

“Students now feel safer and more open. They come to us not only when they are bullied but also when they see others being mistreated”.

*“Siswa sekarang merasa lebih aman dan terbuka. Mereka datang ke kami bukan hanya saat menjadi korban, tetapi juga ketika melihat temannya diperlakukan tidak adil”.*

(SA/GBK/20-1-2025)

The vice principal affirmed these changes by noting:

“There has been a visible decrease in bullying cases. More importantly, students are now more willing to speak up, and the school feels safer”.

*“Ada penurunan yang terlihat dalam kasus perundungan. Yang lebih penting, siswa sekarang lebih berani bicara, dan suasana sekolah terasa lebih aman”.*

(MR/WAKASIS/23-2-2025)

Additionally, school documentation indicated a decline in bullying cases over the past year following the intensified implementation of collaborative programs and a humanistic approach. Activities such as “*Duta Sahabat*” (Friendship Ambassadors) and “*Teman Curhat*” (Peer Listeners) also created broader channels of communication among students, enabling them to support each other and report bullying incidents, thereby strengthening early prevention mechanisms.

## Discussion

The phenomenon of cross-role collaboration observed in this study is consistent with the emphasis on collaborative guidance services outlined in Regulation of the Minister of Education and Culture (Permendikbud) No. 111 of 2014, which underscores the importance of synergy between Guidance and Counseling Teachers and other school stakeholders, including homeroom teachers, in delivering practical guidance and counseling. This finding also aligns with the insights of Delvino and Bahri (2022), who highlighted the critical need for collaboration between counselors and other school personnel to optimize counseling services.

However, the collaborative model at State Vocational High School 1 Narmada reveals unique characteristics. Unlike the collaboration pattern described by Rahmawati et al. (2020), which primarily involved partnerships between counselors and Islamic education teachers through routine religious activities, the collaboration here does not rely solely on formal meetings but also leverages daily informal communication. This informal digital interaction facilitates the faster identification of problems and more responsive interventions.

Moreover, these findings extend prior studies that emphasize the importance of collaborative efforts among homeroom teachers in managing student issues (Alqodri et



al., 2023; Khasanah et al., 2023). They also build upon research emphasizing the integration of humanistic approaches and structured interventions to cultivate empathy and reduce bullying (Alfiah et al., 2022; Yeschisca et al., 2023).

These findings align with the principles of the humanistic approach, which emphasize unconditional positive regard, empathy, and genuine acceptance as critical foundations for fostering supportive relationships and personal growth. Consistent with this, several studies underscore that such humanistic values not only help halt aggressive behaviors but also cultivate self-awareness and empathy among both victims and perpetrators of bullying (Yuliza & Daulay, 2023; Newman-Carlson & Horne, 2004). At State Vocational High School 1 Narmada, the attitudes demonstrated by the Guidance and Counseling Teachers and Homeroom Teachers, such as listening to students with deep empathy, refraining from immediate stigmatization, and providing space for students to express their feelings and engage in self-reflection, represent concrete enactments of creating a psychological climate conducive to individual growth. This approach not only helps students confront ongoing bullying but also lays the groundwork for building self-awareness and personal responsibility, essential elements of character development.

Furthermore, these findings reinforce and extend earlier research on bullying prevention in schools. For example, Fitri et al. (2023) demonstrated that individual counseling grounded in client-centered therapy principles can enhance the resilience of victims of bullying. However, their work was primarily limited to individualized services. Yuliza and Daulay (2023) highlighted responsive guidance services for addressing bullying at the junior high level, demonstrating outcomes that resonate with humanistic strategies, yet without detailing intensive, day-to-day internalization among teachers. Studies by Rahmawati et al. (2020) and Alqodri et al. (2023) examined collaborations between counselors and either Islamic education teachers or homeroom teachers, with a focus on joint problem-solving. Yet, they did not explicitly situate these within a humanistic framework. Meanwhile, Delvino and Bahri (2022) focused on cooperation between counselors and broader school personnel in developing counseling programs, which tended to be more administrative in nature. Additionally, research by Alfiah et al. (2022) and Yeschisca et al. (2023) stressed the importance of applying humanistic-based interventions to mitigate bullying, such as group guidance using Rational Emotive Behavior Therapy, though still emphasizing programmatic rather than relational daily practice.

The findings on leadership support at State Vocational High School 1 Narmada reaffirm the critical role of school management in fostering a safe and supportive learning environment. This aligns with studies that highlight that effective bullying prevention requires not only counselor intervention but also strong institutional support (Rahmawati, 2020; Delvino et al., 2022). Unlike these studies, which often focus on collaboration between counselors and teaching staff or general program development, the present research underscores how leadership at State Vocational High School 1 Narmada actively shapes daily school practices by embedding humanistic values into routine interactions and preventive initiatives.

Moreover, this leadership-driven approach complements prior findings emphasizing the need for humanistic strategies to foster empathy and reduce aggressive behavior. For example, Fitri et al. (2023) demonstrated how client-centered counseling strengthens student resilience, while Alfiah et al. (2022), as well as Yeschisca et al. (2023), showed that structured group guidance rooted in humanistic principles effectively



addresses bullying. However, these studies focused primarily on direct counseling methods, without detailing how school leadership can institutionalize such approaches across the broader educational ecosystem.

These findings affirm that bullying prevention cannot depend solely on sanctions or formal regulations. Instead, it requires systemic efforts that nurture empathy and psychological safety among students. Previous studies have shown how bullying leads to deep trauma, low self-esteem, and depression, highlighting the importance of approaches that humanize both victims and perpetrators ( Marques, 2017; Rosa & Franco, 2021; Aşantugrul & Kara, 2025). Research by Fitri et al. (2023) demonstrated that individual counseling grounded in client-centered therapy could strengthen victims' resilience, although their focus was limited to personal sessions. Meanwhile, Yuliza and Daulay (2023) also emphasized responsive guidance services in junior high schools, without exploring the broader cultural climate shaped by collaboration.

Other studies have discussed collaborative patterns in addressing student problems. Rahmawati et al. (2020) and Alqodri et al. (2023) highlighted cooperation among counselors, Islamic education teachers, and homeroom teachers. In contrast, Delvino and Bahri (2022) emphasized collaboration with school personnel primarily within administrative counseling frameworks. However, these works did not specifically position humanistic values at the core of interventions nor examine how such collaborations impact the school's daily social environment. Similarly, Alfiah et al. (2022), along with Yeschisca et al (2023), underscored the role of humanistic-based group guidance in reducing bullying, yet focused more on structured programs than on everyday relational practices supported by school leadership.

Therefore, this study offers new insights by illustrating how integrating a humanistic approach through intensive collaboration between school counselors and homeroom teachers, coupled with strong leadership support, not only reduces bullying incidents but also fosters more respectful and empathetic peer relationships. This finding contributes to the literature by demonstrating that a synergy among teacher cooperation, structural leadership support, and the cultivation of empathetic values can foster an emotionally secure environment that supports students' psychosocial development. As such, it enriches existing models of bullying prevention by emphasizing the daily internalization of humanistic principles within vocational school settings.

## CONCLUSION

Based on the findings of this study conducted at State Vocational High School 1 Narmada, West Lombok, it can be concluded that collaboration between Guidance and Counseling Teachers and Homeroom Teachers, guided by a humanistic approach, has proven effective in efforts to prevent bullying. This collaboration was implemented in a structured manner through regular coordination meetings, intensive communication via WhatsApp groups, and responsive actions such as home visits. The application of a humanistic approach, which emphasizes empathy, unconditional acceptance, and respect for student dignity, was clearly evident both in the individual counseling services provided by Guidance and Counseling Teachers and in the daily interactions between homeroom teachers and students. Moreover, the support of school leadership, including policies, supportive programs, and the cultivation of a dialogical culture, further strengthened this system, leading to a decline in bullying cases and fostering a more inclusive and supportive social climate. Therefore, it is recommended that schools, particularly at the vocational high school level, broadly adopt this model of cross-teacher





collaboration grounded in a humanistic approach, supported by clear policies from school leadership. Furthermore, future research could expand the scope by involving more schools and other stakeholders, such as parents, and by employing a longitudinal approach to examine the sustained impact on students' character development and social relationships over time.

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