



The Psychological Dynamics of Students in Undergoing the Group Guidance Process Based on Anti-Violence Educational Video Media

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Received: 2025-09-13; Accepted: 2025-10-10; Published: 2025-10-31

ABSTRACT

This study aims to gain an in-depth understanding of the psychological dynamics students in undergoing a group counseling process using non-violence awareness video. The research employs a qualitative approach with a phenomenological design, focusing on exploring the subjective meanings of the experiences of individuals directly involved in the group counseling phenomenon. The research subjects consist of several tenth-grade students at SMK Negeri 2 Kuningan. Data were collected through in-depth interviews, direct observations, and documentation of activities. The data were then analyzed using the Interpretative Phenomenological Analysis (IPA) technique to interpret the meanings of the participants' experiences holistically. The results of the study show that the use of anti-violence educational video media successfully captures students' attention and helps them better understand the concepts and negative impacts of bullying behavior. The visual presentations in the videos assist students in identifying various forms of bullying – physical, verbal, and social – while fostering a stronger sense of empathy toward victims. Emotionally, students reported having a touching and meaningful experience throughout the activity, as the video media allowed them to feel the real psychological impact of bullying on victims. Furthermore, the reflection and group discussion process after watching the videos played a significant role in shaping prosocial attitudes, enhancing communication skills, and strengthening interpersonal relationships among students.

Keywords: Psychological dynamics, non-violence awareness video, bullying

INTRODUCTION

Education is a continuous and lifelong process aimed at nurturing students both physically and psychologically. It serves as a means of developing individuals who embody cultural values, uphold national principles, and contribute meaningfully to society in the future. In the Indonesian context, education is not only directed toward character building, as mandated by national regulations, but also toward preparing individuals to actively participate in shaping the future of the nation. The Law of the Republic of Indonesia No. 12 of 2003 affirms that every citizen has the right to lifelong education, and those aged seven to fifteen are required to complete basic education. This highlights that education is not merely an individual necessity but also a collective responsibility for societal advancement.

However, contemporary educational practices in Indonesia are not free from challenges, particularly the increasing prevalence of bullying in school environments. Bullying is recognized as a significant social problem that adversely affects students' psychological, emotional, and academic development. It manifests in various forms, including verbal, physical, social, and cyberbullying. Such behaviors not only disrupt a conducive learning environment but also lead to reduced self-confidence, anxiety, and even depression among victims. Bullying is generally characterized as repeated harmful actions carried out by individuals or groups with greater power against weaker individuals, often with a lack of responsibility and, in some cases, with a sense of enjoyment.

Empirical evidence further underscores the urgency of addressing this issue. A study conducted in Iceland found that approximately 5.5% of school children experience bullying two to three times per month. Data from the Centers for Disease Control and Prevention (CDC) indicate that 9.9% of adolescent boys are involved as perpetrators of bullying, while 29.8% of adolescent girls are more vulnerable to becoming victims. In Indonesia, reports suggest that bullying cases among adolescents in schools remain among the highest categories of public complaints. Vocational high school students, in particular, are considered a vulnerable group due to their developmental stage, which is characterized by identity exploration and strong peer influence. Additionally, the tendency of some schools to overlook bullying behavior may inadvertently reinforce such actions among perpetrators.

At SMK Negeri 2 Kuningan, specifically in Class X ULP (Usaha Layanan Pariwisata), preliminary observations and reports from school counselors indicate the presence of bullying behavior among students, both directly and indirectly. Some students admitted to having experienced bullying either as

victims or perpetrators, although not all cases were formally reported. This condition highlights the need for preventive and educational interventions aimed at increasing students' awareness of the dangers of bullying while fostering empathy and mutual respect.

One approach that can be utilized in preventing bullying is group guidance services. This method provides a platform for students to engage in discussion, share experiences, and learn collaboratively in an open and supportive environment. Group guidance is defined as a structured assistance process conducted by professional counselors to help individuals develop their potential, utilize their strengths, and solve problems based on applicable norms. It also enables participants to gain insights, prevent issues, improve themselves, and achieve optimal personal development.

To enhance effectiveness and engagement, the delivery of guidance materials can be supported by educational video media related to bullying. Video-based media offer advantages in presenting information through visual and auditory channels, thereby making it easier to engage students emotionally and encourage reflection on behaviors depicted. The use of video media in group guidance sessions is expected to create an enjoyable learning experience, improve students' understanding of the impacts of bullying, and foster awareness to avoid engaging in violent behavior toward peers. Through this approach, students are expected to develop not only cognitive understanding but also affective and social awareness regarding the importance of creating a safe and supportive school environment.

Adolescence is a critical developmental stage in which students are actively searching for identity and are highly influenced by their social environment. This condition makes them more susceptible to involvement in bullying, whether as perpetrators, victims, or passive observers. Moreover, some students may not realize that behaviors they perceive as jokes can have serious consequences for others. Therefore, systematic and targeted efforts are required to enhance students' awareness and understanding of bullying and its prevention.

This study aims to examine students' experiences in participating in group guidance services using educational video media on anti-bullying at SMK Negeri 2 Kuningan. It is expected that the findings will contribute to the development of a safe and supportive learning environment, as well as provide insights for educators in utilizing innovative technologies for educational purposes. Furthermore, this study seeks to identify the extent to which such interventions can improve students' understanding and awareness of bullying, and how their implementation can be optimized within the context of group guidance services in schools. The results are also expected to serve as a foundation for the

development of future anti-bullying programs, both at SMK Negeri 2 Kuningan and in other schools facing similar challenges.

METHOD

This study employs a qualitative approach, which is intended to obtain an in-depth understanding of social phenomena from the perspective of participants who directly experience them. Through this approach, the researcher is able to capture participants' perceptions, attitudes, and interpretations in a holistic and detailed manner (Sugiyono, 2022).

The type of research used is phenomenology, which focuses on describing and understanding the meaning of an individual's lived experience of a particular phenomenon. In the context of this study, phenomenology was chosen to explore how students personally experience, feel, and interpret group guidance services that utilize educational video media on bullying. The aim is to obtain a rich description of the essence of this experience from the students' own perspectives (Creswell & Poth, 2018).

In other words, this study may be more concisely described as qualitative phenomenological research. This approach was selected to explore and understand in depth the meaning of the subjective experiences undergone by students after participating in group guidance services accompanied by anti-bullying educational video media. Through this approach, the researcher seeks to capture students' perceptions, emotions, understandings, and personal interpretations of the process and impact of the service, thereby producing a comprehensive picture from the perspective of the participants themselves (Denzin & Lincoln, 2018).

The primary data source in this study consists of the research informants or participants, namely students of SMK Negeri 2 Kuningan who had participated in group guidance services using anti-bullying educational video material. Participants were selected through purposive sampling, with the following criteria: they had attended the group guidance sessions in full; they were willing to participate and provide information openly; and they were able to express their experiences and feelings verbally.

In this study, data collection techniques were adjusted to the phenomenological qualitative approach, which aims to explore subjective experiences in depth. Therefore, data were collected through several techniques, namely interviews, observation, and documentation.

In-depth interviews constituted the main technique in this study. The interviews were conducted in a semi-structured manner, using open-ended guiding questions that allowed participants to express their experiences, feelings,

meanings, and perceptions freely and in detail. The interviews were conducted individually in a comfortable and conducive setting so that participants felt safe in sharing their stories. The interview process was audio-recorded, with the participants' consent, to facilitate transcription and analysis (Smith et al., 2022).

Observation was carried out during the implementation of the group guidance sessions. The researcher acted as a passive observer in order to record the dynamics of student interaction, affective responses, levels of participation during the activities, and the ways in which students interacted with one another and with the school counselor. The observation conducted was participatory observation. Observation helped enrich the interview data and served as a source of triangulation.

Documentation was used to complement and strengthen the data obtained from interviews and observations. The forms of documentation included photographs of the group guidance activities, the educational video materials used, minutes or notes from the school counselor (if available), and students' written reflections (if produced during the sessions). This documentation was employed to provide additional context for the experiences narrated by the participants and to support the stage of data interpretation.

Data analysis in this study was conducted using a phenomenological approach, aimed at understanding and describing the essential meaning of students' subjective experiences in participating in group guidance services accompanied by educational video media on bullying. For this purpose, the researcher employed Colaizzi's method of data analysis, which consists of seven systematic steps in organizing and interpreting qualitative data (Hanurawan, 2020). The stages of data analysis used in this study included reading all interview transcripts, identifying significant statements, formulating meanings, clustering meanings into themes, developing an exhaustive description, constructing the essential structure of the phenomenon, and conducting validation with participants through member checking.

RESULTS AND DISCUSSION

This study was conducted at SMK Negeri 2 Kuningan involving students of Class X ULP who had participated in group guidance services using anti-bullying educational video media. The research participants consisted of five students selected purposively based on their active involvement in the group guidance activities and the diversity of their experiences related to bullying. To maintain confidentiality and comply with research ethics, the identities of the participants were anonymized using codes (S1 to S5).

The group guidance services were carried out in three sessions. The first session focused on introducing the concept of bullying, conducting an initial discussion, and screening an anti-bullying educational video. In the second session, students engaged in reflection on their personal experiences related to bullying, participated in small-group discussions, and responded to the content of the video. Finally, in the third session, students and the facilitator formulated a shared conclusion, developed an anti-bullying commitment, and provided feedback on the activities. This study employed a phenomenological approach to explore students' subjective experiences.

Based on the results of data analysis using Colaizzi's (1978) seven systematic phenomenological steps, several findings were identified, as follows:

1. Students' experiences in participating in the service

Through in-depth interviews analyzed using Colaizzi's (1978) phenomenological procedures—namely reading all descriptions thoroughly, identifying significant statements, formulating meanings, clustering them into themes, developing an exhaustive and essential description, and validating the findings with participants—it can be concluded that students experienced interest and comfort in participating in group guidance services using video media on anti-bullying education.

Several participants stated that at the beginning of the activity they felt curious because they had been informed that there would be a video screening. This can be seen in one participant's statement:

"I felt curious because they said there would be a film for us to watch." (S2)

The role of the school counselor also fostered a comfortable atmosphere for sharing experiences. This indicates that students' emotional engagement emerged alongside the presentation of materials through relevant visual media.

"I felt comfortable because the atmosphere was enjoyable and fun." (S1)

"The activity was fun and involved a lot of discussion." (S3)

"At first, I felt ordinary, but after the video was shown, I became more interested and wanted to discuss bullying further." (S4)

Students who participated in the group guidance service supported by anti-bullying educational video media generally described their experience as something new, enjoyable, and at the same time enlightening. Initially, some students perceived group guidance activities as formal and somewhat monotonous. However, after watching the educational video on bullying, they began to show more serious attention. The visual presentation, including

narratives, real-life illustrations, and case examples, enabled them to understand the issue of bullying more easily than through verbal explanation alone.

“It was very touching, especially the part where the bullying victim was crying. I felt as if I could feel what they were going through.” (S2)

For some students, the experience of watching the video evoked empathy. They were able to imagine how victims of bullying might feel, which in turn fostered an awareness not to engage in similar behavior.

“The discussion was lively and enjoyable. The communication flowed well, and my friends became more open than usual during the discussion.” (S3)

“The atmosphere was comfortable, so we were free to ask questions and speak.” (S1)

The discussion facilitated by the school counselor after the video screening also enhanced students’ understanding, as they felt free to exchange opinions, share experiences, and ask questions. This made them feel respected and more open in expressing themselves.

“Previously, I did not really understand it. I thought bullying was only physical violence, but it turns out that hurtful words are also a form of bullying.” (S3)

There were also students who admitted that they had previously paid little attention to the issue of bullying. After participating in the service, however, they began to realize that teasing, excluding, or making sarcastic remarks toward peers are also forms of bullying that can cause harm. For them, this experience became a turning point, leading to the realization that seemingly trivial jokes may have serious psychological consequences for victims.

“I feel responsible for keeping the classroom atmosphere comfortable and safe, without mocking or bullying one another.” (S4)

“Now I have the intention to warn my friends if they bully someone else.” (S3)

In addition, the atmosphere of group guidance supported by video media created a sense of comfort and togetherness. Students felt that they were not being lectured, but rather invited to learn together. The engaging video helped them remain focused, while the group interaction provided space for each student to feel that they had a role in preventing bullying.

Overall, students viewed their participation in this service as a meaningful experience. They not only gained knowledge about bullying, but also developed

a more reflective attitude toward their everyday behavior and a stronger motivation to create a school environment that is safer, friendlier, and more respectful.

1. Students' Perceptions of the Content and Delivery of Anti-Bullying Material through Video Media

Students' perceptions in the context of group guidance services using anti-bullying video media refer to the ways in which students receive, understand, and evaluate both the content and the delivery of the material presented. These perceptions emerge from students' cognitive, affective, and evaluative processes throughout their participation in the activity.

The interview findings indicate that students held positive perceptions of both the content and the delivery of anti-bullying material through video media. Student S1 stated, *"The video was interesting and easy to understand; the material was engaging."* This statement illustrates that students did not view the video merely as a form of entertainment, but also as a medium that helped them focus and more easily grasp the intended message.

Other participants also expressed similar views:

"It was very touching, especially the part where the bullying victim was crying. I felt as if I could feel what they were going through." (S2)

"I liked it because it included animation and real stories, so it felt real." (S4)

"The presentation of the video was good, so I was interested in following the activity until the end." (S5)

The meaning derived from these statements suggests that visual media possess the capacity to stimulate students' interest, facilitate understanding, and build emotional connection. The visualization of real stories, characters' expressions, and case examples in the video made students feel closer to the issue of bullying.

The effectiveness of video media in attracting attention and delivering anti-bullying messages can be observed from both process and outcome evaluations. During the screening, students indicated that the video was far more effective than conventional lecture methods. Video media were perceived as presenting the material in a more vivid, concrete, and emotionally engaging way, as reflected in S3's statement: *"The video was quite clear in conveying the message about how painful bullying can be."*

In addition, students perceived that the delivery of material through video made the message easier to remember. Scenes depicting both victims and perpetrators of bullying evoked empathy among viewers. Thus, the use of video media not only conveyed information but also fostered moral awareness and self-reflection.

Overall, the findings of this study confirm that students' perceptions of the content and delivery of anti-bullying material through video were highly positive. They felt that the video was able to attract their attention, communicate the message clearly, and leave a deep emotional impression. Therefore, the use of video media in group guidance services can be understood as an effective strategy for improving students' understanding while also cultivating empathy toward the issue of bullying.

2. The Meaning of Students' Experiences in Developing Awareness of Bullying Behavior

One of the meanings students derived from this service was the development of self-awareness that bullying does not only take the form of physical violence, but also includes words that hurt other people's feelings. This awareness broadened their understanding of the forms of bullying that they had previously regarded as trivial or harmless.

Student S3 stated, *"Previously, I did not really understand it. I thought bullying was only physical violence, but it turns out that hurtful words are also a form of bullying."*

Before participating in the service, some students considered bullying to be limited to physical acts of aggression. However, after taking part in the activity, they began to realize that mockery, sarcasm, or hurtful words also constitute forms of bullying that may negatively affect the victim's emotions.

"Yes, I became aware that small things like joking and teasing can hurt other people." (S1)

"My friend once cried because people were joking about them in the class group chat." (S5)

The findings indicate that through group guidance services using anti-bullying educational video media, students gained an important new awareness of the forms and impacts of bullying.

"I once joined in mocking a friend without realizing that it was hurtful." (S4)

This awareness broadened students' perspectives on their everyday behavior at school. Several students admitted that they had previously engaged in teasing or excessive joking without realizing that such behavior could hurt their peers.

"Yes, and now I will be more careful with my words because I am afraid that what I say may hurt my friends without me realizing it." (S2)

This statement reflects a deep process of self-reflection and a willingness to change into a more careful and considerate person in social interaction.

Another significant meaning that emerged was the growth of social responsibility among students. They not only expressed a determination not to hurt others, but also demonstrated a desire to maintain a classroom atmosphere that is comfortable and conducive. This awareness encouraged them to remind one another and even gave them the courage to confront peers who engaged in bullying.

"Now I have the intention to warn my friends if they bully someone else." (S3)

"Of course, I want to be a good friend and not hurt other people." (S2)

Thus, the meaning of students' experiences in participating in this service extends beyond cognitive knowledge and reaches affective and social dimensions. Group guidance services supported by video media contributed to the formation of student character that is more empathetic, caring, and courageous in confronting bullying. The self-awareness that developed through this experience serves as a foundation for students to build healthier and more harmonious interactions within the school environment.

Moreover, the anti-bullying group guidance service using video media led students through a deeper process of meaning-making regarding bullying behavior. Findings from the in-depth interviews revealed that students acquired several meanings related to self-awareness, behavioral reflection, and social responsibility.

At the initial stage, before participating in the group guidance sessions, most students understood bullying only as physical actions such as hitting, pushing, or other forms of direct violence. After taking part in the service, however, they came to realize that bullying may also occur through degrading remarks, sarcasm, ridicule, and social exclusion.

One student emphasized this point, and student S4 reinforced it by stating, *"I once joined in mocking a friend without realizing that it was hurtful."* This meaning indicates a shift toward a more comprehensive understanding among students,

making them more sensitive to everyday behaviors that had previously been considered trivial but were in fact harmful.

This service encouraged students to reflect on their personal experiences. Some students admitted that they had previously engaged in mocking their peers without realizing its impact. This awareness became an important turning point for them in changing their attitudes and behavior. Student S4 stated, *"I once joined in mocking a friend without realizing that it was hurtful."* This shows that the group guidance service not only provided information, but also touched students' affective dimension, encouraging them to be more careful in their words and actions.

In addition, another meaning gained by students was the emergence of an awareness that they have a social responsibility to create a safe and comfortable school environment. They were not only committed to refraining from bullying, but also felt the need to maintain a classroom atmosphere that remains conducive.

Student S2 stated, *"Of course, I want to be a good friend and not hurt other people."* Meanwhile, student S5 expressed, *"I feel responsible for keeping the classroom atmosphere comfortable and safe, without mocking or bullying one another."* This awareness indicates that the guidance service successfully encouraged students to take an active role in building a positive culture within the school environment.

Beyond recognizing the impacts of bullying, several students also demonstrated the emergence of courage to confront peers who continued to engage in bullying behavior. They felt called not only to protect themselves, but also to defend and support others.

The statements of students S3 and S4 reveal that the group guidance service was able to foster proactive attitudes and moral courage among students to confront negative behavior in their social environment. This is reflected in the statement, *"Now I have the intention to warn my friends if they bully someone else."* Another student added, *"We should create a joint anti-bullying project, such as posters, so that everyone becomes aware of the dangers of bullying and gains a deeper understanding of it."*

Based on the interview findings described above, most students initially reported feeling neutral or only slightly interested in the activity. However, after the video screening, they became more enthusiastic and felt more comfortable engaging in discussion. The role of the school counselor in creating an open and

safe environment for sharing also significantly influenced students' level of engagement in the service.

This finding is consistent with Corey (2013), who argues that a supportive and empathetic group atmosphere is a fundamental condition for participants to open up and experience personal growth. In addition, a counselor who is able to facilitate effectively can encourage active participation in group discussions.

The visually engaging and easily understandable video content was found to stimulate students' interest in paying attention to the material. Students reported that the video enabled them to comprehend the message more clearly and emotionally (Ispiandari, 2020). According to Arsyad (2015), video as an audiovisual medium enhances information retention by combining visual and auditory elements. Similarly, Sadiman et al. (2011) emphasize that video media are highly effective in conveying moral messages because they present concrete and contextual examples.

Through this service, students began to understand that bullying is not limited to physical violence but also includes hurtful words and degrading social behavior. Previously, they tended to perceive actions such as teasing as merely harmless jokes. This indicates an improvement in students' cognitive awareness of the concept of bullying in a more comprehensive manner. In character education theory, cognitive understanding of values represents the initial stage in the formation of attitudes (Lickona, 1991).

Several students acknowledged that they had engaged in bullying behaviors unconsciously, such as mocking or belittling their peers. Through this service, they became aware that such actions could have hurtful consequences. This phenomenon reflects the successful development of self-awareness, which is central to the phenomenological approach. In group guidance, reflection on personal experience serves as the foundation for behavioral change (Corey & Corey, 2016).

After participating in the service, students demonstrated a desire to become better friends and to avoid hurting others. This indicates that the intervention has effectively addressed the affective dimension and fostered a sense of social responsibility. According to Bandura's (1977) social learning theory, the process of modeling – observing and imitating behaviors presented in video – can shape positive attitudes and social values in individuals.

Students also expressed a willingness to confront or prevent bullying behavior in their environment. This suggests an increase in assertiveness and moral courage following their participation in the guidance service (Narti, 2021). In line with Goleman's (1995) theory of emotional intelligence, individuals with

strong social awareness and empathy are more likely to take a stand in moral situations, including preventing deviant behaviors such as bullying.

Furthermore, students proposed initiatives such as creating anti-bullying posters to disseminate the message to their peers. This indicates that the group guidance service not only has a personal impact but also encourages active participation in fostering a positive school culture. This finding suggests that students have reached the stage of value internalization, in which understood values are translated into concrete actions (Lickona, 1991).

Based on these findings, it can be concluded that group guidance services utilizing video media have a positive impact on students. Video media not only enhance students' understanding of the concept of bullying, but also evoke emotional responses, develop self-awareness, and encourage the courage to act. These findings are consistent with Arsyad (2015) and Sadiman et al. (2011), who assert that audiovisual media can improve retention and learning interest. Moreover, the group-based approach facilitated by the school counselor creates an open and supportive discussion environment, thereby strengthening the overall effectiveness of the intervention.

CONCLUSION

Based on the findings of this study, which employed a phenomenological approach through in-depth interviews and data analysis using Colaizzi's (1978) procedures, it can be concluded that group guidance services using video media had a positive impact on students of Class X ULP at SMK Negeri 2 Kuningan in understanding and responding to the issue of bullying. Several main conclusions can be drawn from the findings of this study, as follows:

1. **Video media enhanced students' interest and comfort in participating in group guidance services.** Visually and emotionally engaging videos were able to create a comfortable discussion atmosphere and increase student involvement. Video media also proved effective in delivering comprehensive information about bullying. Students developed a deeper understanding that bullying is not limited to physical violence, but may also take verbal and social forms. In addition, group guidance services supported by anti-bullying video media encouraged students to reflect on their own past behavior. Several students realized that some of their previous actions could be categorized as bullying, even though they had not been aware of it at the time.
2. **Students' perceptions of the content and delivery of anti-bullying material through video media indicated that the medium was both effective and engaging.** The material presented through video was considered easier to understand, capable of evoking empathy, and influential in encouraging

students to show greater respect and appreciation toward their peers. This guidance service also succeeded in fostering students' awareness and social responsibility. Students expressed an intention to become better friends and to prevent bullying within the school environment.

The meaning of the experience gained by students after participating in the anti-bullying group guidance service includes an increased awareness of the negative impacts of bullying behavior, the growth of a sense of responsibility to prevent and reject bullying, and the development of attitudes of mutual respect and care among students. Students also demonstrated moral courage to take action, such as warning peers who engage in bullying. This finding indicates that the service positively influenced students' attitudes. Furthermore, students expressed the hope that anti-bullying educational activities would continue and involve more creative and participatory forms, such as poster-making or collaborative campaigns.

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