



The Case Conference Method in Overcoming Bullying Among Students

Dasmara Sukma^{1*}, Khairuddin Tambusai²

^{1,2} Universitas Islam Negeri Sumatera Utara

desmara78@gmail.com

Submitted: 15 December 2024 ; Revised: 27 December 2024 ; Accepted: 9 January 2025

Abstract

The research aims to find out 1) How is *bullying* among students, and 2) Knowing how the implementation of the case conference method in overcoming *bullying* among students of MAS Pulo Kemiri Babussalam Southeast Aceh. The research subjects were counseling teachers and students of MAS Pulo Kemiri Babussalam Southeast Aceh. Data collection techniques used observation, interviews and document examination. After the data is collected, it is then analyzed using qualitative analysis techniques, namely by comparing and connecting the data collected with the reality and theories used. After data collection, the research results as the findings of this study are 1) the implementation of case conferences is carried out through stages in accordance with the guidelines for implementing case conferences. The stages of activity are planning, implementation, evaluation of activities, analysis of evaluation results, and follow-up that *bullying* events often occur among students at school so that they require handling from counseling teachers because they have negative consequences for students' psychological conditions, 2). The case conference method in overcoming student learning activity problems is through stages in accordance with the guidelines for implementing case conferences. The stages of activities, namely planning, implementation, evaluation of activities, analysis of evaluation results, and follow-up and carried out to overcome *bullying* behavior are by opening meetings, organizing structuring, asking for participant commitment, discussing behavior cases, emphasizing the role of participants, concluding the results of the discussion, closing the meeting and directed so that students are able to develop students' self-understanding so that they are better able to control their behavior to be able to carry out useful activities, especially for success in learning at school.

Keywords: Counseling Guidance, Case Conference, Bullying, School

Abstrak

Penelitian bertujuan untuk mengetahui 1) Bagaimana *bullying* di kalangan siswa, dan 2) Mengetahui bagaimana pelaksanaan metode konferensi kasus dalam mengatasi *bullying* di kalangan siswa MAS Pulo Kemiri Babussalam Aceh Tenggara. Sebagai subjek penelitiannya adalah guru BK dan siswa MAS Pulo Kemiri Babussalam Aceh Tenggara. Teknik pengumpulan datanya digunakan observasi, wawancara dan pemeriksaan dokumen. Setelah data terkumpul selanjutnya dianalisis dengan menggunakan teknik analisis kualitatif, yaitu dengan membandingkan dan menghubungkan data yang terkumpul dengan kenyataan dan teori-teori yang digunakan. Setelah dilakukan pengumpulan data, maka hasil penelitian sebagai temuan penelitian ini adalah 1) pelaksanaan konferensi kasus dilaksanakan melalui tahapan-tahapan sesuai dengan pedoman pelaksanaan konferensi kasus. Adapun tahap kegiatan yaitu perencanaan, pelaksanaan, evaluasi kegiatan, analisis hasil evaluasi, dan tindak lanjut bahwa peristiwa *bullying* kerap kali terjadi di kalangan siswa di sekolah sehingga memerlukan penanganan dari guru BK sebab membawa akibat negative bagi kondisi psikologis siswa, 2) Metode konferensi kasus dalam mengatasi masalah aksivitas belajar siswa yaitu melalui tahapan-tahapan sesuai dengan pedoman pelaksanaan konferensi kasus. Adapun tahap kegiatan yaitu perencanaan, pelaksanaan, evaluasi kegiatan, analisis hasil evaluasi, dan tindak lanjut dan dilakukan untuk mengatasi perilaku *bullying* adalah dengan membuka pertemuan, menyelenggarakan penstrukturan, meminta komitmen peserta, membahas kasus perilaku, menegaskan peran peserta, menyimpulkan hasil pembahasan, menutup pertemuan serta diarahkan agar siswa mampu mengembangkan pemahaman diri siswa sehingga lebih mampu dalam mengendalikan perilaku untuk dapat melakukan aktivitas yang bermanfaat terutama untuk keberhasilan dalam belajar di sekolah.

Kata kunci: Bimbingan Konseling, Konferensi Kasus, Bullying, Sekolah

How to Cite: Sukma, D., & Tambusai, K. (2025). The Case Conference Method in Overcoming Bullying Among Students. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 12(1) 35-41. doi: <https://doi.org/10.21093/twt.v12i1.9625>



<https://doi.org/10.21093/twt.v12i1.9625>

Copyright© 2025, Dasmara Sukma & Khairuddin Tambusai
This is an open-access article under the [CC-BY License](https://creativecommons.org/licenses/by/4.0/).



INTRODUCTION

School is a place where individuals or students can explore, develop, and shape their personalities. It is not only a place for acquiring knowledge through teaching and learning activities in the classroom but also a space for fostering the overall development of students' personalities and environments in a professional manner. During their time in school, students inevitably face various challenges, particularly in their learning. Some of these challenges include lack of activity, low motivation, non-compliance with school rules, or even skipping classes, which results in poor learning outcomes.

Students who skip classes are those who do not participate in the learning process during scheduled class hours. This behavior can stem from various reasons, such as disliking certain subjects, a lack of connection with the teacher, or conflicts with classmates. These issues can lead to students avoiding class, which can have a negative impact on their academic performance and may even prevent them from advancing to the next grade level.

In addition to these learning challenges, the modern era of advanced technology also influences student behavior. One significant issue that has emerged is bullying. According to Rigby (Astuti, 2018: 17), bullying is defined as a desire to harm someone, usually carried out by a stronger person or group. The behavior is typically repetitive, done with pleasure, and can cause emotional or physical suffering to the victim.

Psychologically, bullying involves actions meant to demean, insult, or humiliate others, often in public. This can manifest in many forms, including teasing, slander, minor physical aggression such as pinching or pushing, damaging a friend's belongings, or making hurtful comments online. Bullying can also involve racial or gender-based discrimination, as well as mocking a friend's physical appearance or other personal differences.

In light of these issues, guidance and counseling teachers play a crucial role in improving students' well-being and preventing and addressing bullying behavior. They are tasked with providing support and counseling services to help students develop their potential, grow into mature and independent individuals, and acquire necessary life skills.

Through guidance and counseling, teachers aim to fulfill students' needs, one of which is the creation of a sense of security and freedom from the problems they face. As noted by Abu Ahmadi and Widodo Supriyono (2004: 104), the role of the counseling teacher is to offer direction and motivation to students, help them overcome learning difficulties, provide guidance on effective learning strategies, and support their personal development, including attitudes, values, and self-adjustment in the learning process.

At MAS Pulo Kemiri Babussalam in Southeast Aceh, a survey revealed that students tend to engage in bullying behaviors. Some of the characteristics observed include mocking friends, humiliating peers, gossiping, excluding others, making threats, yelling, damaging belongings, pinching, or pushing friends. This indicates the need for intervention to address these behavioral issues.

Despite the efforts made by guidance and counseling teachers to help students overcome these problems, bullying behavior continues to be a recurring issue. This phenomenon is often difficult to tackle, especially if the counseling teacher does not provide adequate attention. Bullying is easy to carry out and can happen in many situations, making it challenging to eliminate.

To address this, counseling teachers are required to perform their duties effectively and be creative in designing services and activities that will engage students and address the root causes of bullying behavior. It is essential that these interventions are truly impactful and provide practical solutions to help students overcome their challenges.

However, the reality is that many counseling teachers find it overwhelming to deal with the evolving nature of student behavior. As students develop new forms of misconduct, counseling teachers must continuously adapt their strategies to meet the changing needs and challenges of the student body.

To ensure that counseling services are effective, teachers must be proactive in identifying the causes of bullying and other disruptive behaviors and work to prevent them from occurring in the first place. By providing a supportive environment and fostering positive relationships among students, counselors can play a key role in reducing bullying and improving the overall school climate.

Ultimately, the task of counseling teachers is not just to address bullying but also to help students develop a sense of responsibility and empathy. By teaching students about the impact of their actions on others, counselors can contribute to creating a more respectful and inclusive school environment.

In conclusion, the role of guidance and counseling teachers is vital in shaping students' behaviors and ensuring a conducive learning environment. By addressing issues like bullying, providing guidance, and offering creative solutions, they can help students overcome challenges, develop positive behaviors, and achieve better academic outcomes..

RESEARCH METHODS

This research uses qualitative methods, because it is based on the intention to describe the behavior of the actors, namely the principal, supervising teacher (counseling guidance teacher), students according to the existing social situation. According to Faisal in Syafaruddin that qualitative research produces descriptions in the form of written or spoken words of the behavior of actors who can be observed in a social situation. Syafaruddin, 2002: 20). The research design used is using a descriptive qualitative approach, because the researcher wants to describe how exactly the efforts to implement case conferences in alleviating student *bullying* at MAS Pulo Kemiri Babussalam Southeast Aceh. This approach was also chosen because the researcher did not know anything about the efforts to implement the case conference. In addition, this approach allows researchers to collect rich data and adjust to the context. Bogdan & Taylor quoted by Moleong explained that qualitative research methodology is a research procedure that produces descriptive data in the form of written words from people and observed behavior. With regard to the above opinion, qualitative research has characteristics as stated by Bogdan & Biklen which consist of: 1). Qualitative research has been arranged / arranged in such a way as a direct source of data and the researcher is the most important instrument; 2). Qualitative research is a picture; 3) Qualitative research focuses on the process rather than simple findings; 4) Qualitative research analyzes data inductively; 5) "meaning" is the main focus of qualitative research.

The subjects studied in this study are called informants who are used as friends and even consultants to explore the information needed by researchers. Spradley explained that: the informant chosen must be someone who really understands the culture and situation to be studied to provide information to the researcher. (Moleong, Lexi J, 2009; 45). As information for this research data, the author took several data informants: a) Head of MAS Pulo Kemiri Babussalam Southeast Aceh, b) BK teacher with a background in guidance and counseling education as much as 1 person, and c) Students of MAS Pulo Kemiri Babussalam Southeast Aceh who were used as research informants as many as 4 people.

Data collection used in this research includes observation, interviews, and documentation. After the necessary data and information is collected, it is then analyzed in order to find the meaning of the findings. According to Moleong Analysis is the process of organizing and sorting data into patterns, categories and basic description units so that themes can be found and working hypotheses can be formulated as suggested by the data. (Lexy J. Moleong, 2009; 103). This research uses a data analysis model consisting of three components: 1) data reduction, 2) data presentation, and 3) conclusion drawing.

RESULTS AND DISCUSSION

The findings of the research are determined by describing the results of observations and interviews with counseling teachers so that the findings of this study are divided into 2 in

the form of general findings and specific findings. These general findings are in the form of school profiles including school history, vision and mission, goals, teaching conditions, student conditions, and school facilities and infrastructure. Then the specific findings in this study related to the implementation of case conferences based on student needs related to learning activity problems and bullying experienced by students.

The function and purpose of implementing this case conference is to help solve student problems, especially related to the problem of interference in learning activities and *bullying* in the school environment. Because these problems cannot be resolved by implementing other counseling services, the way to do this is to hold a case conference with students. The implementation of the case conference is attended by students as participants who experience problems (cases), participants related to the resolution of the case, namely the homeroom teacher as the person in charge of students in the class, subject teachers who can provide information, and parents or guardians of students who can help in resolving cases that occur to students. The implementation of case conferences is based on the guidelines for the implementation of case conferences and several stages including planning the implementation of activities, evaluating, analyzing the results of evaluations, following up and reporting on the results of activities. In addition, in the implementation of case conferences, counseling teachers have an important role so that case conferences are carried out. The role is as an implementer of activities that play a role in opening the meeting, organizing structuring, asking for participants' commitment to handling cases, discussing cases, emphasizing the role of each participant, concluding the results of the discussion, closing the meeting.

In general, it can be understood that the implementation of case conferences in schools is an effort to provide guidance and direction to students about their learning activities. Case conferences are directed at helping students to be able to increase motivation in learning, have good skills in carrying out learning activities and students are directed to have the ability to organize schedules and good study habits. These goals aim to enhance student learning achievements by leveraging the benefits of case conferences, as emphasized by Prayitno. Case conferences provide a clear, in-depth, and comprehensive understanding of students' problems by gathering interconnected and complete data or information. This process facilitates communication of various aspects of the problems to relevant and interested parties, ensuring that the issues are addressed more comprehensively and effectively. Furthermore, case conferences promote coordinated efforts in problem handling, making the process more efficient and impactful. By combining these elements, case conferences create a structured approach to understanding and resolving student challenges, ultimately improving their learning outcomes.

Guidance and counseling teachers must certainly provide maximum efforts to help overcome the problems that occur in students, especially problems related to interference with learning activities at school. Students must receive attention so that their learning is successful and provides excellent achievement. To overcome problems related to learning problems experienced is by organizing case conferences. Through this case conference activity, guidance is provided both in groups and individually or individually so that by carrying out the stages of activities.

Based on the research findings, it is known that the efforts made by counseling teachers to help overcome students' problems are organizing case conferences. The organization of a case conference is a limited forum sought by the counseling teacher to discuss a case and the directions for overcoming it. Case conferences are planned and led by counseling teachers, attended by certain parties (on a limited basis) who are closely related to overcoming cases experienced by students.

Students in their learning activities certainly do not have the same abilities. Likewise, in terms of personal development, especially in behavior, it is not the same. Among the students, there are those who really have good behavior and are able to adjust to the school environment so that they can carry out learning activities well. There are also students who

have bad behavior so that they are less able to carry out learning activities well and can even interfere with other students in learning activities at school.

According to Prayitno, the proper and effective organization of case conferences will be able to contribute to the alleviation of client problems. For this reason, the implementation of case conferences needs to be done in the best possible way. The method of implementation includes: 1) Planning, 2) Implementation, 3) Evaluation of activities, 4) Analysis of evaluation results, 5) Follow-up, and 6) Report.

The problem of learning activities experienced by students above can be understood as the limited time owned by students both in learning and participating in activities carried out at school. After school students have to work, namely helping their parents. This time limitation ultimately requires students to have relatively little time to study which results in students learning less and students are less able to master the subject matter delivered at school.

The implementation of case conferences means that it can help solve student problems, especially related to student learning activities such as students experiencing problems with interference in learning activities. The implementation of case conferences is to solve student problems, because these problems cannot be resolved by implementing other counseling services so the way to do this is to carry out case conferences with students.

Broadly speaking, the steps that need to be taken in order to overcome learning difficulties can be done through six stages, namely: 1) Data collection, 2) Data processing, 3) Diagnosis, 4) Prognosis, 5) Treatment, and 6) Evaluation

Case conferences given to students of MAS Pulo Kemiri Babussalam Southeast Aceh can be carried out in accordance with the guidelines and instructions for implementing case conferences. The implementation of case conferences is through the stages of activities, namely planning case conference activities, implementation, evaluation, analysis of evaluation results, follow-up, and reports on the results of case conference implementation activities.

Guidance and counseling teachers have a role in implementing case conferences at school. In the implementation of case conferences, guidance and counseling teachers have an important role so that case conferences are carried out. That role is as an implementer of activities that play a role in opening the meeting, organizing structuring, asking for participants' commitment to handling cases, discussing cases, emphasizing the role of each participant, concluding the results of the discussion, closing the meeting

Based on the research results above, it is in accordance with the theory put forward in the theoretical study of this research. In the discussion of the theory of this study, it is confirmed that the organization of case conferences by counseling teachers plays a role in opening meetings, organizing structuring, asking participants for commitment to handling cases, discussing cases, emphasizing the role of each participant, concluding the results of the discussion, closing the meeting.

The results of the above research are evidence that the implementation of case conferences of supervising teachers who are the driving component of guidance and counseling activities in schools must be maximally utilized in order to become a strong unity and become a dynamic part of the school organization to support the success of education in schools.

CONCLUSIONS AND SUGGESTIONS

The conclusions of this study are (1) By implementing case conferences, it is able to build students' awareness in adjusting to the school environment so that they can carry out learning activities properly. (2) The implementation of case conferences in overcoming learning activities and bullying behavior is able to direct students to efforts to develop students' self-understanding so that they are better able to control their behavior to be able to carry out useful activities, especially for success in learning at school. (3) And with the implementation of case conferences can support the fulfillment of student needs in the school environment.

REFERENCES

- Ahmadi, Abu and Widodo Supriyono. *Psychology of Learning*, Jakarta: Rineka Cipta, 2004
- Amti, Prayitno, *Basics of Guidance and Counseling*, Jakarta: Renika Cipta, 2004
- Astuti, P.R. *Reducing Bullying: 3 Effective Ways to Tackle Violence in Children*. Jakarta: PT Grasindo, 2008
- Bahreisy, Salim. *Translation of Riadhush Shalihin I*, Bandung: Al-Ma'arif, 2007
- Biklen, and Bogdan. *Qualitative Research for Education*. New-York: Holt, Rinerhat, and Winston, 2002.
- Department of Religious Affairs of the Republic of Indonesia, *Al-qur'an and Translations*, Bandung: Al-Jumanatul Ali Art, 2004
- Djumhur, Moh Surya, *Guidance and Counseling in Schools*, Bandung: Angkasa, 2002
- Djamarah, Syaiful Bahri, *Introduction to Guidance and Counseling*, Bandung: Angkasa, 2011
- Erhamwilda, *Islamic Counseling*, Yogyakarta: Graha Ilmu, 2009
- FIP IKIP Syiah Kuala, *Development of Special Education Trauma Counseling in Nangroe Aceh Darussalam Province*, 2004
- Hasby, *Guidance and Counseling, Bandung, Remaja Rosdakarya*, 2014
- Hidayati Nurul. *Bullying in children: Analysis and alternative solutions*. Gresik: [www.http//Journal.Unair.ac.id](http://Journal.Unair.ac.id)
- Hikmawati, *Guidance and Successful Counseling*, Yogyakarta, Graha Ilmu, 2011
- Isnaini, *Guidance for Learning Difficulties*, Bandung: Teenage Workshop, 2014
- Ketut, Dewa, and Nila Kusumawati. *Guidance and Counseling Process*, Jakarta: Renika Cipta, 2008
- Juntika Nur Ikhsan, *Successful Learning*, Bandung, Raja Grafindo, 2010
- Khasanah, Iswatun. *The "Sahabat" Program as an Alternative Program for Handling Bullying in Early Childhood*. Bantul, [www.http//Journal-online.um.ac.id](http://Journal-online.um.ac.id)
- Lexy J. Moleong, *Qualitative Research Methodology*, Bandung: Teenage Workshop, 2009
- Mappiarare, Andi. *Dictionary of Counseling and Therapy Terms*, Jakarta: PT Raja Grafindo Persada, 2006
- Nasution, Irwan et.al. *Thesis Writing Guidelines*, Medan: Faculty of Tarbiyah, IAIN-SU, 2004
- Padmomartono, Sumardjono. *Adolescent Counseling*. Yogyakarta: Ombak, 2014
- Prayitno, et al, *BK Supporting Activities (P.1-P.6)*: Rineka Cipta, 2014
- Purwanto, M. Ngalm. *Theoretical and Practical Education Science*. Bandung, Remaja Rosdakarya, 2004
- Sunaryo Kartadinata, *Guidance and Counseling in the Modern Era*, Bandung, Remaja Rosdakarya, 2008
- Sukartini, *Career Guidance and Counseling*, Jakarta, Rineka Cipta, 2022
- Suryati and Solahuddin, *Guidance and Counseling for Learning Difficulties*, Jakarta, Rineka Cipta, 2021
- Soeprapto, *Guidance and Counseling*, Jakarta: Renika Cipta, 2007

Syafaruddin, *Management Strategy for Teacher Quality Development of Muhammadiyah Schools in Medan City*, Medan: State Islamic Institute, 2002

Syahrum, and Salim. *Qualitative Research Methods*, Bandung: Citapustaka Media, 2007

WS Winkel, *Guidance and Counseling in Educational Institutions*, Bandung: Citapustaka Media, 2009