



The Maqashid Syariah Perspective on the Implementation of Counselling Services in Addressing Bullying

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Abstract

This study aims to describe the implementation of counselling services in addressing bullying at MAN 2 Deli Serdang and to analyze its relevance from the perspective of maqashid syariah. The research employs qualitative methods, with data collected through observation, interviews, and documentation. The research informants include guidance and counselling teachers, the principal, and the vice-principal. Data were analyzed using the Miles and Huberman approach. The results show that MAN 2 Deli Serdang effectively addresses bullying issues by implementing individual counselling, group guidance, and information services. Individual counselling helps students to open up, understand the reasons behind bullying, and find solutions. Group guidance aims at prevention and intervention, while information services raise awareness about the dangers of bullying. The school also actively engages in bullying prevention and intervention through the education of guidance counsellors, student education, information dissemination, the formation of an Anti-Bullying Task Force, and collaboration with parents, the Ministry of Religion, and the police. The implementation of counselling services at MAN 2 Deli Serdang aligns with the principles of maqashid syariah, particularly in aspects of life protection (hifzh al-nafs), intellect protection (hifzh al-'aql), lineage protection (hifzh al-nasl), honour preservation (hifzh al-'ird), and the creation of welfare (tahqiq al-maslahah) for all school members. This study concludes that the counselling services implemented at MAN 2 Deli Serdang effectively address bullying and are relevant to the principles of maqashid syariah.

Keywords: Counselling Services; Bullying; Maqashid Syariah

Article Info

Article History:

Received: 05-20-2024 Accepted: 05-27-2024 Publish: 06-30-2024



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: 10.51590/waraqat.v9i1.769

Introduction

Education in Indonesia aims to enhance the nation's intellectual life, as stated in the 1945 Constitution. Law No. 20 of 2003 also emphasizes the importance of developing the nation's capacity, character, and dignified civilization. The primary goal of education is to instill high moral values and good attitudes and behaviours in students. However, current realities show that more extraordinary efforts are still needed to achieve these goals, especially in addressing the issue of moral degradation among students, which urgently needs to be resolved.¹ Numerous cases of student violence, bullying, and violations of children's rights in educational environments have been reported by the media and child protection agencies. The Indonesian Child Protection Commission (KPAI) recorded a significant increase in violations in the education cluster, from 149 cases in 2019 to 329 cases in 2023. UNICEF Indonesia also reported that 41% of 15-year-old students had experienced bullying several times a month. Furthermore, the PISA (Program for International Student Assessment) evaluation conducted by the OECD (Organisation for Economic Cooperation and Development) in 2018 ranked Indonesia fifth for school bullying cases out of 75 countries surveyed.²

The occurrence of bullying impacts the psychological condition of victims. Research by Sampe and Taurance indicates that the psychological effects experienced by students who are victims of bullying include psychological disorders, depression, anxiety, suicidal ideation, and an inability to accept oneself. The psychological condition of students who are victims of bullying encompasses severe impacts that can affect their mental health and well-being in the long term.³

In recent years, the issue of bullying in the educational world has received serious attention from schools and parents. Data from the Global School-based Health Survey, which involved adolescents aged 12-15 years from 83 countries, shows that bullying has become a global crisis. Bullying has drawn the attention of many parties, both within the school environment and the general public, in various parts of the world as a serious issue with detrimental effects on victims, ranging from verbal and physical intimidation to cyberbullying.⁴

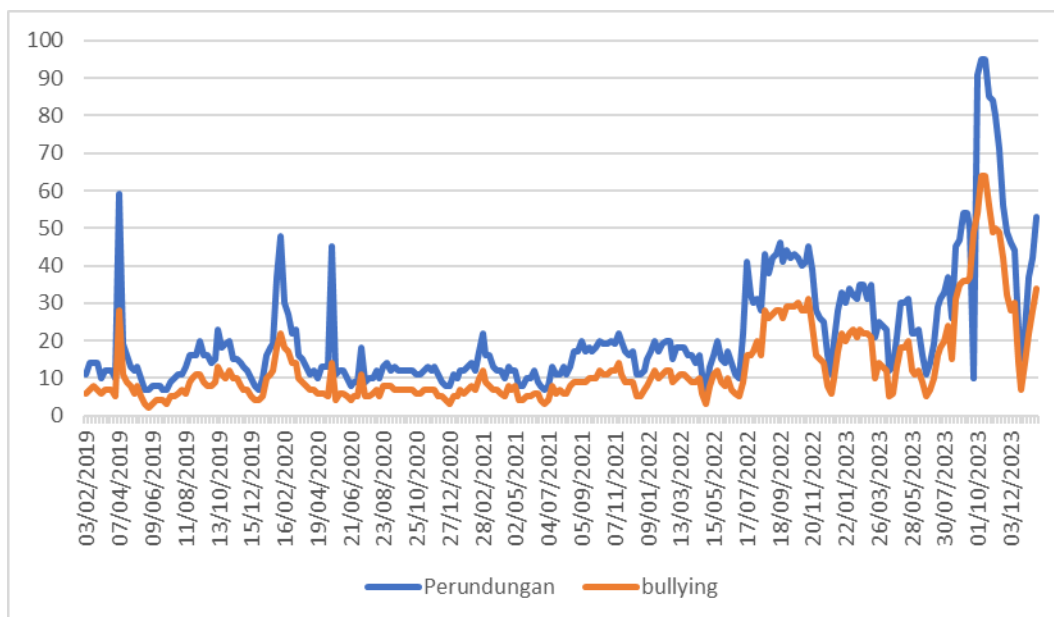
The researcher examined the trends of "bullying" and "perundungan" (Indonesian term for bullying) in Indonesia via Google Trends. It was found that in 2023 there was a significant increase compared to previous years, followed by a decline at the end of 2023. However, the fluctuations increased again in the first 20 days of 2024.

¹ Rizky Maulana Aziz and Badrus Zaman, "Approaches and Strategies for Character Education for Santri at the AI Riyadloh Islamic Boarding School, Semarang Regency," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 8, no. 2 (2023): 258–76, <https://doi.org/10.51590/waraqat.v8i2.588>.

² OECD, *PISA 2018 Results: What School Life Means for Students Lives, Journal of Physics A: Mathematical and Theoretical*, vol. 3 (Paris: OECD Publishing, 2019), <https://doi.org/10.1088/1751-8113/44/8/085201>.

³ Nesia Prisenda Sampe and Teurence Stepani Makulua, "Dampak Psikologis Siswa Korban Bullying Psychological Impact of Students Victims of Bullying" 1, no. 2 (2023): 116–121.

⁴ James Jie Tang et al., "Global Risks of Suicidal Behaviours and Being Bullied and Their Association in Adolescents: School-Based Health Survey in 83 Countries," *EClinicalMedicine* 19 (2020), <https://doi.org/10.1016/j.eclinm.2019.100253>.



Picture 1. Tren Bullying di Indonesia via Google Trend (2019-2024)

The occurrence of bullying has a significant impact on the psychological condition of victims. Research by Sampe indicates that the psychological effects experienced by students who are victims of bullying include psychological disorders, depression, anxiety, suicidal ideation, and an inability to accept themselves. The psychological condition of students who are victims of bullying encompasses severe impacts that can affect their mental health and well-being in the long term.⁵

Addressing bullying in the school environment to reduce such behaviour requires intervention from the school authorities.⁶ Counselling services in schools have great potential to prevent bullying behaviour.⁷ Counselling services are significant in handling and reducing bullying cases within the school environment. School counsellors can conduct initial and ongoing assessments of bullying situations through counselling services and assist in delivering relevant interventions.⁸ Foon's research highlights the critical and varied roles of counselling in addressing bullying. Counselling helps identify warning signs of bullying and address the issue effectively. School counsellors face challenges identifying these warning signs and efficiently addressing the problem. The implementation of counselling services in schools is closely tied to the competency of counsellors administering these services.⁹

⁵ Sampe and Makulua, "Dampak Psikologis Siswa Korban Bullying Psychological Impact of Students Victims of Bullying."

⁶ Dan Olweus, *Bullying at School What We Know and What We Can Do* (Oxford: Blackwell Publishing, 1993).

⁷ Salma Salsabila Milenda and Muhroji Muhroji, "Layanan Bimbingan Dan Konseling Peserta Didik Di Madrasah Ibtidaiyah," *Jurnal Basicedu* (Universitas Pahlawan Tuanku Tambusai, 2022), <https://doi.org/10.31004/basicedu.v6i3.2969>.

⁸ Al Yazidiy, *Jurnal Sosial*, and No Mei, "Peran Guru Bimbingan Konseling Dalam Mengatasi Tindakan School Bullying Sebagai Upaya Mewujudkan Sekolah Ramah Anak Di SMA S Xaverius Bukittinggi" 6, no. 1 (2024).

⁹ Lai Wei Foon, Siti Aishah Hassan, and Mohd Hamdan Mohamed Nordin, "Counselling Intervention to Address School Bullying: A Systematic Review of Literature," *International Journal of Academic Research in Business and Social Sciences* 10, no. 16 (2020), <https://doi.org/10.6007/ijarbss/v10-i16/8301>.

Broader studies have been conducted on bullying and counselling services, which the researcher found in several studies:

First, Ajerin Karim's study uses a literature review approach. It shows that cooperation and shared responsibility among all school components, including parents and other stakeholders, are crucial in creating a safe and inclusive school environment, thereby minimizing bullying.¹⁰

Second, Kurnaengsih's research discusses the role of guidance and counselling teachers as a preventive measure in addressing bullying cases at SMP Negeri 4 Sindang. The study reveals that the services provided are responsive, focusing on individual or group counselling services capable of handling bullying cases through five stages, from interviews to monitoring.¹¹

Third, Puspitasari's research suggests that to prevent bullying behaviour, efforts must be made to develop self-awareness, as this can enhance students' empathy. Firdaus's study provides exciting findings related to the relevance of education to maqashid syariah, a discipline of Islamic law with the masalahah concept. The concept of masalahah is closely related to education.¹²

Fourth, Ahsandhia's research presents findings on the efforts made by KPAI to prevent child violence by using the perspective of maqashid syariah as an evaluative lens. It found that the relevance of maqashid syariah with the protection provided by KPAI includes three aspects: *hifz' al-nafs* (protection of life), *hifz' al-'aql* (protection of intellect), and *hifz' al-'ird* (protection of dignity).¹³

Fifth, Zainudin's research explains that good mental health is the foundation for healthy family relationships and quality offspring. Counselling can help resolve family conflicts and support the healthy development of children and adolescents. The findings indicate that mental health issues in the context of children, adolescents, and parents still require more profound research, showing that counselling can play an essential role in protecting offspring through the approach of maqashid syariah.¹⁴

Although the above studies have touched on the importance of cooperation among all parties in addressing bullying in the school environment, as well as preventive measures through counselling services and the development of student self-awareness, there has yet to be an in-depth discussion on how counselling services can be practically integrated with the principles of maqashid syariah. The principles of maqashid syariah, such as protecting religion, life, intellect, lineage, and wealth, need to be explored further in the context of school counselling services.

¹⁰ Ajerin Karim et al., "Impelementasi Landasan Pendidikan Dalam Mengoptimalkan Peran Guru Dan Manajemen Sekolah Dalam Mencegah Perilaku Bullying," *AoEj: Academy of Education Journal* 14, no. 2 (2023): 1515–1534.

¹¹ Kurnaengsih and Della Ovianny, "LAYANAN GURU BIMBINGAN DAN KONSELING DALAM PENANGANAN KASUS BULLYING Di SMP NEGERI 4 SINDANG (Studi Kasus Siswa Kelas IX SMP Negeri 4 Sindang Indramayu)," *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam* 2, no. 2 (2021): 1–11, <https://doi.org/10.31943/counselia.v1i2.17>.

¹² Muhammad Anang Firdaus, "MAQASHID ALSYARIAH_Kajian_Mashlahah_Pendidikan_d," *JRTIE: Journal of Research and Thought of Islamic Education* 1, no. 1 (2018): 73–95.

¹³ Abd Rafi Ahsandhia, "Kewenangan Komisi Perlindungan Anak Indonesia Dalam Upaya Mencegah Kekerasan Online Pada Anak Perspektif Maqâshid AlSyari'ah," *Sakina: Journal of Family Studies* 5, no. 2 (2021).

¹⁴ Ulfah Mansurah Zainudin et al., "Thematic Analysis Of Research Studies On Maqasid Shariah And Mental Health," *Journal of Fatwa Management and Research* 28, no. 1 (2023): 45–57, <https://doi.org/10.33102/jfatwa.vol28no1.505>.

To develop the research theme raised in the previous literature review, this study aims to examine the role of counselling services in creating a safe and inclusive school environment, in line with the principles of maqashid syariah in creating welfare for all school members. This includes implementing counselling services and programs based on maqashid syariah and training counsellors and teachers on integrating maqashid syariah values into school counselling practices. This study aims to describe the implementation of counselling services at MAN 2 Deli Serdang in addressing bullying and its relevance from the perspective of maqashid syariah.

This study employs a qualitative research methodology, where the researcher collects data through interviews, observation, and documentation to explain the unique phenomena related to implementing counselling services in addressing bullying. The observation approach includes direct observation of the investigated events, while interviews are used to gain insights and perspectives from those involved. Data are gathered from written sources, such as written records, archives, and relevant periodicals. In qualitative research, the sampling technique used in this study is purposive sampling, which involves selecting samples based on specific criteria.

The researcher established the criteria for the research site to include schools that have bullying issues, schools with guidance and counselling teachers who face bullying problems, schools with tangible support for bullying prevention, schools where the researcher wishes to study the existing Sharia values, and schools with adequate data accessibility for research. Therefore, the researcher determined that MAN 2 Deli Serdang is an appropriate location for this study.

The criteria for selecting informants in this study are that they must have extensive knowledge and experience related to the phenomenon being studied, explicitly implementing counselling services in addressing bullying behaviour in the school. They must be directly involved or have a role in implementing counselling services and handling bullying cases at the school. The primary informants in this study are the guidance and counselling teachers. The selection of guidance and counselling teachers as informants is due to their direct involvement in implementing counselling services at the school and their profound experience and understanding of the counselling service process, including handling bullying cases in the school environment.

The researcher uses triangulation techniques to address research bias and ensure data validity. This method integrates multiple data sources to validate the accuracy of the data. The data collected are analyzed using the Miles and Huberman approach, which involves data reduction to identify key themes, presenting findings in narrative or graphical form, and obtaining interpretations and conclusions from the research findings.¹⁵

Result and Discussion

The findings of this study are codified based on data collected through interviews, observations, and document analysis. Counselling services are a technique within the broader domain of guidance services, where assistance is provided through interviews in a series of face-to-face meetings between the counsellor and the client. The objective is for the client to understand themselves better and, by leveraging their strengths, to solve their problems. In counselling, there is a reciprocal relationship between two individuals: the counsellor, who helps the client understand the problems they face in the future.¹⁶

The above explanation highlights the process of assistance counsellors provide to their clients, emphasizing the need for a reciprocal relationship. The focus is on addressing the

¹⁵ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA97, 2019).

¹⁶ Suhertina, *Dasar-Dasar Bimbingan Konseling* (Pekanbaru: Mutiara Pesisir Sumatra, 2014).

issues faced by the clients, aiming to maximize their potential and help them achieve a deeper understanding of themselves and the problems they encounter.

At MAN 2 Deli Serdang, guidance and counselling services aim to help students overcome various personal, academic, and social problems. Six counselling teachers are tasked with providing counselling services to students as needed. Additionally, the school actively engages in outreach and training activities to raise student awareness about bullying, involving counselling teachers and external speakers. This demonstrates the school's seriousness and commitment to creating a safe and supportive environment for all students.

The guidance and counselling teachers address and process bullying behaviour at MAN 2 Deli Serdang. This intervention is intended to resolve such behaviour and prevent bullying conflicts or issues from escalating. The Principal of MAN 2 Deli Serdang has personally instructed the guidance and counselling teachers to mitigate bullying incidents as early as possible. This statement from the Principal aligns with the researcher's interview with the Coordinator of Counselling Services, who mentioned that the school takes an active approach to handling bullying cases, especially verbal bullying. This proactive stance underpins the actions of the counselling teachers to address bullying early on, preventing it from escalating into more severe forms that could involve physical violence.

The findings of this study, conducted at MAN 2 Deli Serdang, highlight the counselling services implemented at the school and the school's proactive role in addressing bullying behaviour. The study aligns with Olweus' theory, which asserts that reducing bullying behaviour in schools requires school intervention.¹⁷ The specific findings from MAN 2 Deli Serdang are as follows.

Counselling Services Implemented at MAN 2 Deli Serdang

Individual Counselling Services

Interviews with guidance and counselling teachers reveal that the approach to handle bullying involves individual counselling, group guidance, and information services. All six guidance and counselling teachers preferred individual counselling to address bullies and victims. This was further corroborated by the interview with the Coordinator of Counselling Services, who confirmed that individual counselling is the most commonly used service at MAN 2 Deli Serdang.

The teachers believe that through individual counselling, students have the opportunity to open up, understand the reasons behind bullying behaviour, and find appropriate solutions to their problems. This approach allows the guidance and counselling teachers to provide more intensive attention and guidance to needy students. Individual counselling is the primary method to handle bullying cases at MAN 2 Deli Serdang.

Individual counselling involves face-to-face interviews between the counselling teachers and students to help students resolve their issues. The confidentiality of individual counselling encourages students to be more open, understand the root causes of bullying, and seek practical solutions. This practice supports Prayitno's format, which includes physical proximity, orientation, and the posture of both counsellor and client, emphasizing "face-to-face" and "eye contact" interactions, laying the foundation for resolving the students' issues.¹⁸

¹⁷ Olweus, *Bullying at School What We Know and What We Can Do*.

¹⁸ Prayitno and Erman Amti, *DasarDasar Bimbingan Dan Konseling*, 3rd ed. (Jakarta: Rineka Cipta, 2013).

Group Guidance Services

In addition to individual counselling, group guidance services are implemented at MAN 2 Deli Serdang. This was confirmed through interviews with the Coordinator of Counselling Services, who shared experiences addressing bullying at the school. Similarly, Mrs NK, a guidance and counselling teacher, mentioned using group guidance to address bullying behaviours. This approach involves bringing bullying students into the counselling room for direct advice and guidance in a group setting. During these sessions, students are educated about the negative impacts of bullying and guided on better ways to interact with peers.

Group guidance services provide information and guidance to groups of students, helping them understand the dangers of bullying and preventing future occurrences. This finding supports McDaniel's theory, cited by Prayitno, that group guidance activities help disseminate information to groups, including orientation for students and fostering interpersonal relationships at school.¹⁹

In one documented case, a group of students involved in bullying a fellow student were brought together in the counselling room and provided with group guidance to ensure they did not repeat the behaviour. This method is based on homogeneity, as highlighted by Prayitno, where students involved in the same class and similar issues receive the same information and are expected to reach the same conclusion—to refrain from bullying in the future.²⁰

Information Services

Information services provided by the counselling teachers at MAN 2 Deli Serdang often utilize specific moments, such as Monday flag-raising ceremonies, to disseminate information. The Coordinator of Counselling Services mentioned that the counselling teachers and the school principal deliver speeches and advice on bullying during these ceremonies. This observation is supported by the researcher's findings, where anti-bullying campaign banners were seen around the school.²¹

The information delivery method aligns with the lecture format described by Prayitno, where the counselling teachers, the principal, or other school staff can present information. The approach taken by MAN 2 Deli Serdang to address bullying through information services shows their commitment to raising awareness and understanding among students about the negative impacts of bullying. The school can effectively reach a broad audience with anti-bullying messages by gathering students during formal events, such as flag-raising ceremonies.²²

Messages delivered by the Coordinator of Counselling Services and the Principal emphasize values such as unity, respect, and embracing diversity. This demonstrates the school's efforts to stop bullying incidents and build a friendly and supportive school culture for all students.²³

The presentation above regarding the counselling services implemented at MAN 2 Deli Serdang supports the procedures established based on the findings from the documentation study conducted by the researcher.

¹⁹ Prayitno and Amti.

²⁰ Prayitno and Amti.

²¹ Interview, Hendriyal 19 Maret 2024, in MAN 2 Deli Serdang.

²² Interview, Koordinator BK, 19 Maret 2024, in MAN 2 Deli Serdang.

²³ Prayitno and Amti, *Dasar-Dasar Bimbingan Dan Konseling*.

No	Activities	Procedure	The services provided
1	The implementation of services	<ul style="list-style-type: none"> - Student calling for counselling services - Identification of student's condition and issues - Provision of guidance and counselling services - Evaluation - Analysis of evaluation results 	<ul style="list-style-type: none"> - Information services - Individual counselling services - Group counselling services - Group guidance services
2	Follow-up	<ul style="list-style-type: none"> - Calling students receiving counselling services - Issuing counselling outcomes - Inviting and explaining counselling outcomes to parents and collaborating in guidance - Monitoring student progress - Creating service outcome reports 	<ul style="list-style-type: none"> - Consultation services - Mediation services - Case Referral - Home visits

Table 1. Documentation Study of Counselling Service Procedures

Perspectives of Guidance and Counselling Teachers on Counselling Services Used

The data presented by the researcher provides an overview from the perspective of six BK teachers at MAN 2 Deli Serdang. It is understood that the effectiveness of counselling services provided to students can vary depending on the student's response and cooperation after receiving the services.²⁴ These findings support Kurnaengsih's research results, indicating that responsive counselling services, focusing on individual or group counselling, can effectively address bullying cases. Statements from interviews with the six guidance and counselling teachers explain that the effectiveness of counselling services is known through behavioural changes where students who initially engaged in bullying no longer do so. This behavioural change takes time, necessitating follow-up from the BK team to ensure no recurrence of bullying behaviour. The guidance and counselling teachers view the varied outcomes and the time needed to change bullying behaviour at MAN 2 Deli Serdang, noting no repeated bullying incidents by the same individuals after receiving counselling as reasons why the services provided to students are considered adequate. Similar statements were found in interviews with the school principal, stating a decrease in bullying cases at MAN 2 Deli Serdang. This aligns with statements from the Deputy Principal, who also noted decreased bullying incidents within the school environment. These findings support Sulastri's research on the decrease in bullying behaviour following individual counselling. Regarding group counselling services, the findings are supported by Khairunnisa's research involving a population of 256 and Sari's research, both showing a decrease in bullying rates after group counselling sessions. The effectiveness of informational services is deemed successful as students receive information, supported by

²⁴ Kurnaengsih and Ovianny, "LAYANAN GURU BIMBINGAN DAN KONSELING DALAM PENANGANAN KASUS BULLYING Di SMP NEGERI 4 SINDANG (Studi Kasus Siswa Kelas IX SMP Negeri 4 Sindang Indramayu)."

Suriata, Sari, and Rahmi's research indicating increased student awareness of the dangers of bullying.²⁵

The Role of Schools in Addressing Bullying

The research findings indicate that MAN 2 Deli Serdang has regulations for addressing violations at the madrasah. In essence, if bullying behaviour is identified, it is initially reprimanded and referred to guidance and counselling teachers; if it recurs after this process, parents of the involved students are called in; and if it happens again, the school takes firm action in response to repeated reports, potentially resulting in the student's expulsion (dropout). The steps taken by MAN 2 Deli Serdang are preventive measures to prevent increased bullying behaviour. The school emphasizes early intervention in addressing bullying behaviour to prevent it from escalating. Thus, coordination among the School Principal, Guidance and Counselling Teachers, and School Teachers in addressing bullying is essential. This coordination involves directives from the school principal stating that if any teacher finds instances of bullying among students, immediate supervision and guidance are provided so the BK teachers can meet. The school's approach to handling bullying behaviour at MAN 2 Deli Serdang supports Rena's research on addressing bullying in school environments, starting from identifying bullying, collaborating with relevant parties, and providing counselling services to address bullying behaviour through admonition, advice, and guidance.²⁶

The research findings at MAN 2 Deli Serdang show educational efforts demonstrating positive steps in creating a safe school environment free from bullying. These educational efforts include training for guidance and counselling teachers and efforts by MAN 2 Deli Serdang to provide opportunities for BK teachers to attend bullying-related training sessions, as stated by the BK Coordinator, indicating the school's commitment to enhancing BK teachers' competencies.²⁷ These findings align with research indicating that practical BK teacher training can improve their ability to identify, prevent, and address bullying. The active participation of the BK Coordinator in attending training and obtaining certificates related to bullying underscores their leadership in creating a safe school environment and reducing bullying incidents.

Student education, guidance, and advice at MAN 2 Deli Serdang occur during Monday flag-raising ceremonies, an effective way to reach all students simultaneously while they are gathered. Involvement from BK teachers, the School Principal, and other teachers in student education, sometimes involving external speakers, provides various perspectives and enhances students' understanding of bullying. This finding aligns with Ma'rufah and Pristiwiyanto's research, showing that schools play a role in shaping students' character and understanding early bullying prevention.²⁸

Empowerment of information media in schools, using banners and posters themed "STOP BULLYING" in the MAN 2 Deli Serdang environment, as observed and explained by the

²⁵ Suriata Suriata, Dinda Febita Sari, and Siti Rahmi, "PENGEMBANGAN MEDIA JENGA PADA LAYANAN INFORMASI UNTUK MENINGKATKAN PEMAHAMAN BAHAYA BULLYING DI MTs DDI KOTA TARAKAN," *JCOSE Jurnal Bimbingan Dan Konseling* (Universitas Pancasila, 2022), <https://doi.org/10.24905/jcose.v4i2.96>.

²⁶ Syahidah Rena, Riska Marfita, and Siti Padilah, "IMPLEMENTASI KEBIJAKAN ANTIBULLYING DI SEKOLAH (STUDI KASUS MTS MADINATUNNAJAH CIPUTAT)" 5, no. 1 (2021): 78–88.

²⁷ Ainzara Favini et al., "Bullying and Cyberbullying: Do Personality Profiles Matter in Adolescence?," *Telematics and Informatics Reports* 12, no. April (2023), <https://doi.org/10.1016/j.teler.2023.100108>.

²⁸ Rosidatul Ma'rufah and Pristiwiyanto Pristiwiyanto, "Peran Sekolah Dalam Menanggulangi Perilaku Bullying," *FATAWA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2021): 18–28, <https://doi.org/10.37812/fatawa.v2i1.313>.

BK Coordinator, serves as a visual and easily understandable way to convey anti-bullying messages to the entire school community. This aligns with Maharudin's research, which shows that visual media such as banners or posters can increase awareness and concern for specific themes, such as bullying prevention.²⁹

The formation of an Anti-Bullying Task Force, as previously discussed, shows that MAN 2 Deli Serdang views establishing an Anti-Bullying Task Force as a strategic step to prevent and address violence, bullying, and sexual violence within the school environment. During the interviews, the researcher found that the school has a specialized team for handling bullying at MAN 2 Deli Serdang. Statements from the BK Coordinator that the school has formed an anti-bullying task force to address bullying were also confirmed by the School Principal. Documentation related to the formation of this team, such as the appointment letter, supports the establishment of this team to enhance safe, comfortable, and enjoyable learning at the school by preventing and addressing violence, bullying, and sexual violence. The team consists of 43 members representing BK, teachers, parents, OSIS, and student representatives from each class. Led by the BK Coordinator of MAN 2 Deli Serdang, this team is expected to contribute to prevention and intervention efforts against bullying in the school environment.³⁰

The formation of the Anti-Bullying Task Force at MAN 2 Deli Serdang aligns with Olweus' theory on the need for school intervention to prevent and address bullying as outlined in the Olweus Bullying Prevention Program (OBPP), as discussed in Saraswati and Hadiyono's research, highlighting that establishing a specialized team to address bullying is an effective strategy. This team can play a role in raising awareness about bullying, monitoring school environment activities, promptly and accurately addressing bullying cases, and providing support to victims and perpetrators of bullying.³¹

The presence of an active role by the school reaffirms previous studies explaining that cooperation and shared responsibility among all school components, including students' parents and other relevant parties, are crucial in building a safe and inclusive school environment to minimize bullying.³²

Maqashid Shariah in Counselling Services

From the perspective of Maqashid Shariah, counselling services have broader goals focusing on the protection and development of individuals as a whole. Maqashid Shariah, meaning "the objectives" or "goals" related to Islamic law, emphasizes safeguarding the soul, intellect, lineage, and wealth, and fulfilling religious and social obligations.³³ Counselling services based on Maqashid Shariah strive to achieve these goals by integrating Islamic values into the counselling process and providing guidance tailored to individual needs.

The relevance of counselling services from the perspective of Maqashid Shariah can be focused on several aspects. Guidance and counselling teachers at MAN 2 Deli Serdang play

²⁹ Haris Hawari Maharudin and Iryanti, "PENGARUH EDUKASI MEDIA POSTER TERHADAP PENGETAHUAN MASYARAKAT USIA 19 – 30 TAHUN TENTANG," *Jurnal Kesehatan Siliwangi* 2, no. 1 (2021): 251–57.

³⁰ Rika Saraswati and V. Hadiyono, "Pencegahan Perundungan/Bullying Di Insititusi Pendidikan: Pendekatan Norma Hukum Dan Perubahan Perilaku," *Jurnal Hukum, Politik Dan Kekuasaan* 1, no. 1 (2020): 1, <https://doi.org/10.24167/jhpk.v1i1.2670>.

³¹ Saraswati and Hadiyono.

³² Karim et al., "Impelementasi Landasan Pendidikan Dalam Mengoptimalkan Peran Guru Dan Manajemen Sekolah Dalam Mencegah Perilaku Bullying."

³³ Khairil Anwa, Mohd Soberi Awang, and Mualimin Mochammad Sahid, "Maqasid Syariah According To Imam Al-Ghazali and Its Application in the Compilation of Islamic Law in Indonesia," *Malaysian Journal of Syariah and Law* 9, no. 2 (2021): 75–87, <https://doi.org/10.33102/mjssl.vol9no2.315>.

a crucial role in integrating counselling services with the principles of Maqashid Shariah. They provide individual and group counselling sessions to assist students experiencing bullying, focusing on mental and emotional recovery. Additionally, they conduct mental health workshops and establish a confidential and secure reporting system.

To safeguard the intellect (Hifz Aql), counselling teachers organize critical thinking skills training and educational sessions on the impacts of bullying and rational strategies to address it. They also provide academic guidance to ensure bullying victims remain focused on their academic achievements. In safeguarding lineage (Hifz Nasl), teachers initiate social skills development programs, mediate sessions between bullying perpetrators and victims, and promote collaborative activities that encourage cooperation and mutual respect.

To safeguard wealth (Hifz Ma'l), they provide information and assistance related to available economic resources and teach time and resource management. In preserving honour (Hifz al-Ird), teachers conduct seminars on social media ethics to prevent bullying, enforce strict sanctions against perpetrators, and reward students for displaying positive attitudes. They also offer character education programs emphasizing the importance of maintaining personal and mutual honour.³⁴

In this perspective, Hifz al-Ird focuses on preserving individual and societal honour in various aspects of life, such as social media interaction, interpersonal relationships, and resource management. Based on the findings of research related to counselling services at MAN 2 Deli Serdang, several aspects related to counselling services can be analyzed from the Maqashid Shariah perspective.

Protection of the Soul (Hifz al-Nafs)

Individual counselling services, group guidance, and information services provided by counselling teachers aim to address bullying issues that threaten students' physical and psychological well-being. This aligns with the principle of Maqashid Shariah in protecting human life. Individual counselling helps students open up and understand their problems, directly contributing to the protection of the soul. Counselling practices at MAN 2 Deli Serdang ensure that bullying victims are not re-involved in the cycle of bullying, providing a safe space for students to discuss their bullying experiences and helping maintain students' mental and emotional health.³⁵

Group guidance is a preventive and intervention measure to prevent bullying, thus protecting students' psychological and physical well-being. As bullying has fundamental psychological impacts, the Maqashid Shariah principles found in group counselling aim to safeguard these psychological conditions. This is consistent with research indicating that Maqashid Shariah is a psychological foundation that suitably maintains and optimises human potential. This finding describes the relevance of Maqashid Shariah within counselling services, as it encourages students to take advantage of the abilities given by Allah.³⁶

Protection of Lineage (Hifz an-Nasl)

Efforts to prevent and address bullying through counselling services and education can create a safe and conducive school environment for student development. This helps protect the lineage (young generation) from the negative impacts of bullying, aligning with the principles of Maqashid Shariah in safeguarding lineage. Zainudin explains that good mental health is the foundation for healthy family relationships and quality offspring.

³⁴ Muhammad Ali Yunus and Abdul Aziz Harahap, "Konseling Pranikah Islam," n.d., 45–63.

³⁵ Muhammad Anang Firdaus, "MAQASHID_ALSYARIAH_Kajian_Mashlahah_Pendidikan_d," JRTIE: *Journal of Research and Thought of Islamic Education* 1, no. 1 (2018): 73–95.

³⁶ Firdaus.

Counselling can assist in resolving family conflicts and supporting the healthy development of children and adolescents. Research findings indicate that mental health issues in the context of children, adolescents, and parents demonstrate that counselling can play a significant role in safeguarding lineage through the Maqashid Shariah approach.³⁷

Based on these research findings, group guidance plays a role in Maqashid Shariah in the aspect of Hifz Nasl. By preventing bullying and promoting healthy relationships among students, group guidance supports positive moral and social development for the younger generation, which is essential for safeguarding lineage from the negative impacts of bullying.

Preservation of Honour (Hifz al'Ird)

Hifz al-Irdi plays a crucial role in preserving individual honour in the context of individual counselling services and information services. In individual counselling services, Hifz al-Irdi focuses on maintaining honour in various aspects of life, such as social interactions, social media use, and resource management. In this context, Hifz al-Irdi helps individuals develop the ability to uphold honour and increases awareness of the importance of maintaining honour in various aspects of life. Through confidential counselling, students feel respected, and their dignity remains intact. This is crucial from the perspective of Maqashid Shariah, which emphasizes the importance of maintaining individual honour.^{38,39}

In information services, Hifz al-Irdi plays a role in maintaining honour through various forms of available information. In this context, Hifz al-Irdi helps individuals develop their abilities to select and use information by honourable values, enhancing awareness of the importance of maintaining honour across various informational aspects. By providing clear information and guidance on respecting others, these information services also help preserve the honour and dignity of each individual in the school.

Creating Public Interest (Tabqiq alMaslahah)

Establishing an Anti-Bullying Task Force, providing guidance counsellor training, and collaborating with external parties such as parents, the Ministry of Religion, and the Police are efforts to create public interest (goodness) for the entire school community. This aligns with the principles of Maqashid Shariah in achieving public interest.

MAN 2 Deli Serdang cooperates well with parents or guardians to support student development. This cooperation is evident in several aspects, such as parental involvement in monitoring children's progress, active communication between the school and parents via WhatsApp groups, and parental involvement in the Anti-Bullying Task Force team.

School cooperation with parents at MAN 2 Deli Serdang ensures optimal student development, both academically and in character. Documentation study results related to counselling service procedures (Table 1) explain that parents contribute to nurturing student development and collaborating with guidance and counselling teachers. Parental involvement in various school activities demonstrates a commitment to supporting children's education as learners. Parental involvement in bullying prevention efforts at MAN 2 Deli Serdang aligns with Arofah's research that schools play a role in involving parents in efforts to reduce student bullying behaviour.⁴⁰ Research by Nurhayati indicates

³⁷ Zainudin et al., "Thematic Analysis Of Research Studies On Maqashid Shariah And Mental Health."

³⁸ Saibatul Hamdi and Khabib Musthofa, "Menghadirkan Konsep Hifz Al-Irdi Dalam Bermedia Sosial: Upaya Menyakapi Asusila Abu-Abu Di Youtube," *El Madani: Jurnal Dakwah Dan Komunikasi Islam* 1, no. 02 (2020): 141–62.

³⁹ Firdaus Firdaus, "Problematika Perlindungan Hak Asasi Manusia Dalam Permenkominfo Nomor 5 Tahun 2020," *IJTIHAD* 38, no. 1 (2022): 27–36.

⁴⁰ Zahrotul Arofah, Muhammad Roisul Basyar, and Anggraeny Puspaningtyas, "Strategi Penanggulangan Bullying Pada Sekolah Menengah Pertama Dalam Perspektif Collaborative Governance

that parental involvement plays a role in monitoring and monitoring their children's behaviour, both in school and at home with communication with the school.⁴¹

MAN 2 Deli Serdang collaborates with the Ministry of Religion to improve the quality and security of the educational environment. This cooperation involves coordinating and exchanging information on various school incidents. Cooperation between MAN 2 Deli Serdang and the Ministry of Religion demonstrates the school's commitment to transparency and accountability to authorities. This is important to ensure that the school functions effectively and by applicable regulations.

MAN 2 Deli Serdang collaborates with the police to prevent and address school bullying. This cooperation includes educating students about bullying, police visits to schools, and providing guidance to students by the police. Collaboration between MAN 2 Deli Serdang and the police demonstrates the school's commitment to creating a safe learning environment free from bullying. Prevention and intervention efforts against bullying are expected to enhance student comfort and safety in school. This finding is supported by Paramaswati's research, which explains that coordination with the police, especially through the police program called Police Goes to School, is an effort that can be made and has a preventive value to prevent school violence.⁴²

Research findings indicate that counselling services, prevention efforts, and bullying interventions at MAN 2 Deli Serdang are consistent with Maqashid Shariah principles, particularly in protecting the soul, intellect, and lineage and creating public interest for the entire school community.

Conclusion

This research indicates that MAN 2 Deli Serdang has implemented counselling services to address bullying issues within the school environment. Individual counselling, group guidance, and information services have been comprehensively utilized to help students understand the reasons behind bullying behaviour, find solutions, and raise awareness of its dangers. The study emphasizes the importance of comprehensive counselling services, which include individual counselling, group guidance, and information services. This is consistent with other research indicating that a holistic approach to counselling services can be more effective in addressing bullying issues.

This research integrates the principles of Maqashid Shariah into counselling services. This includes the protection of the soul, intellect, and lineage and creating public interest for the entire school community. The study expands on previous literature by highlighting the relevance of Maqashid Shariah in the context of counselling services in schools. Research findings confirm that the counselling services implemented align with the principles of Maqashid Shariah, particularly in aspects of protecting the soul (hifzh al-nafs), intellect (hifzh al-'aql), lineage (hifzh al-nasl), and creating public interest (tahqiq al-maslahah) for the entire school community.

In addition to counselling services, the active role of the school in bullying prevention and intervention is also identified. Through guidance counsellor training, student education, media information, and establishing an Anti-Bullying Task Force, educational efforts demonstrate the school's commitment to creating a safe and bullying-free environment.

(Studi Pada SMP Islam Tikung),” *Jurnal Penelitian Dan Karya Ilmiah* 1, no. 6 (2023): 227–35, <https://doi.org/10.59059/mutiara.v1i6>.

⁴¹ Riana Nurhayati, Siti Irene Astuti Dwiningrum, and Ariefa Elfianingrum, “School Policy for Bullying Prevention” 401, no. Iceri 2019 (2020): 285–90.

⁴² Yosia Benaya Paramaswasti, Nani Mediatati, and Agus Bambang Nugraha, “Upaya Preventif Dan Represif Pihak Kepolisian Dan Sekolah Dalam Mengatasi Tawuran Antar Pelajar,” *JHIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (2023): 5291–5300, <https://doi.org/10.54371/jiip.v6i7.2525>.

Collaboration with parents, the Ministry of Religion, and the Police further strengthens the school's efforts in combating bullying. This research can be further developed by conducting studies with a broader scope, involving more schools and regions, to obtain a more comprehensive picture of bullying management in educational environments.

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