

## BK Teachers' Strategies in Dealing with the Mental Health of Students Victims of Cyberbullying through Islamic Individual Counseling Services

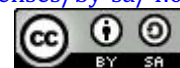
Betsi Siti Nurhidayah<sup>1</sup>, Alifa S Rahmadhina<sup>2</sup>

<sup>1,2</sup> Sekolah Tinggi Agama Islam Kuningan, Indonesia

Email: [betsisiti93@gmail.com](mailto:betsisiti93@gmail.com)<sup>1</sup>, [alifa.dhinaa@gmail.com](mailto:alifa.dhinaa@gmail.com)<sup>2</sup>

Article Info:	ABSTRACT
Accepted: 04-11-2025 Approved: 10-12-2025 Published: 25-01-2026	<p><b>Background:</b> Cyberbullying is one of the serious problems that affect students' mental health in the digital era. Victims of cyberbullying tend to experience psychological disorders such as anxiety, stress, low self-esteem, and depression.</p> <p><b>Objectives:</b> This study aims to analyze the strategies of Guidance and Counseling (BK) teachers in dealing with the mental health of students who are victims of cyberbullying through Islamic individual counseling services.</p> <p><b>Method:</b> The research uses a qualitative approach with a case study method. The data collection technique was carried out through interviews, observations, and documentation of BK teachers and students in one of the secondary schools. The research subjects consisted of one BK teacher and three students who were victims of cyberbullying, with a duration of three months of research. The results of the study show that the strategy of BK teachers is carried out through the identification of students' psychological conditions, the provision of intensive individual counseling services, Islamic spiritual approaches, the provision of religious motivation, and the strengthening of social support from families and schools.</p> <p><b>Finding and Implication:</b> The Islamic approach is applied through strengthening the value of patience, tawakal, muhasabah, and the reading of Qur'anic verses that are relevant to the emotional condition of students. These strategies can help students reduce anxiety, increase confidence, and improve mental health conditions gradually.</p> <p><b>Conclusion:</b> This research shows that Islamic individual counseling services can be an effective alternative in handling victims of cyberbullying in the school environment.</p>
<b>Keywords:</b> cyberbullying; mental health; Islamic individual counseling represent the focus of writing	

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license <https://creativecommons.org/licenses/by-sa/4.0/>



### INTRODUCTION

The development of digital technology and the increasing use of social media have a positive and negative impact on the lives of teenagers (Arif, 2022; Dienlin & Johannes, 2020; Noori et al., 2023). One of the negative impacts that currently occurs a lot is cyberbullying. Cyberbullying is an act of intimidation, insult, threat, or harassment carried out through digital media such as social media, short messages, and other online platforms (Yarbrough et al., 2025; Zhu

et al., 2021). This phenomenon is a serious concern because it has a direct impact on the psychological condition and mental health of students (Corey, 2017). Victims of cyberbullying often experience emotional distress in the form of anxiety, fear, depression, sleep disturbances, decreased motivation to learn, and the emergence of a desire to withdraw from the social environment. According to research by Hinduja & Patchin (2020), cyberbullying has a significant relationship with increased rates of depression and low self-confidence in adolescents. Another study conducted by Kowalski et al. (2019) explained that victims of cyberbullying are more susceptible to mental health disorders than students who do not experience digital bullying.

In the school environment, Guidance and Counseling (BK) teachers have an important role in helping students cope with psychological distress due to cyberbullying (Prayitno, 2018). BK teachers are not only in charge of providing counseling services, but also helping students develop coping skills against the problems they face. However, conventional counseling approaches are often not enough to solve students' psychological problems as a whole, especially in spiritual and emotional aspects. The Islamic counseling approach is one of the alternatives that can be applied in helping the mental health recovery of students who are victims of cyberbullying. Islamic counseling emphasizes on strengthening spiritual values, closeness to Allah SWT, and the formation of the meaning of life based on Islamic teachings. Through this approach, students are expected to be able to control emotions, increase mental resilience, and gain inner peace (Santrock, 2020; Yusuf, 2019).

Several previous studies have discussed the effectiveness of Islamic counseling on adolescent mental health. Research by Sari & Hidayat (2022) shows that Islamic counseling is able to significantly reduce students' anxiety levels. Research by Sari & Hidayat (2022) also explains that the spiritual approach in BK services helps to improve the emotional stability of students. A study conducted by Pratiwi & Anwar (2022) revealed that adolescent victims of cyberbullying require interventions that include psychological and spiritual dimensions simultaneously for optimal recovery. Furthermore, Nurhasanah et al. (2023) emphasized that the guidance approach based on Islamic values has proven to be effective in increasing the resilience and emotional regulation of students who experience social pressure.

Research by Fauzan & Miftahuddin (2023) also shows that Islamic-based counseling guidance services in schools can strengthen students' mental resilience through the internalization of tawakal and husnuzan values. At the international level, research by Abubakar et al. (2021) confirms that a religious values-based counseling approach has a positive impact on the mental health of Muslim adolescents in various cultural contexts. However,

research that specifically examines the strategies of BK teachers in dealing with victims of cyberbullying through Islamic individual counseling services is still relatively limited. Based on these problems, this study aims to analyze the strategies of BK teachers in dealing with the mental health of students who are victims of cyberbullying through Islamic individual counseling services.

### RESEARCH METHOD

This study uses a qualitative approach with a case study method. This approach is used to gain an in-depth understanding of BK teachers' strategies in dealing with the mental health of students who are victims of cyberbullying through Islamic individual counseling services. The research subjects consisted of one experienced BK teacher and three students who were identified as victims of cyberbullying in one of the high schools (SMA) in Indramayu Regency, West Java Province. The name of the school and the full identity of the research subject are kept confidential to maintain confidentiality and research ethics. The subject selection technique was carried out using purposive sampling by considering the subject's direct involvement in the counseling service process.

Data collection techniques are carried out through in-depth interviews, observations, and documentation. Interviews were conducted with BK teachers and students to obtain information about the forms of cyberbullying experienced, the psychological impact that arises, and the handling strategies given. Observations were made on the implementation of Islamic individual counseling services in schools. Documentation is used to support research data in the form of BK service records and school counseling programs. The data analysis technique uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. The validity of the data is carried out through source triangulation and technique triangulation.

### RESULT AND DISCUSSION

The results of the study showed that students who were victims of cyberbullying experienced various mental health disorders such as excessive anxiety, decreased self-confidence, emotional stress, and a tendency to withdraw from social environments. Some students also experience learning concentration disorders due to ongoing psychological pressure. BK teachers carry out several strategies in dealing with these conditions. The first strategy is carried out through the initial identification of the student's psychological condition. BK teachers take a personal approach to build students' sense of security and trust before the counseling process is carried out.

This approach is important because victims of cyberbullying tend to feel afraid and embarrassed to share their experiences. This is in line with the statement of BK teachers: "The first step I take is to build student trust. I don't get into trouble right away, but create a safe and comfortable atmosphere so that students want to open up." (BK teacher, interview, February 12, 2026). In line with that, one of the students revealed: "At first I was afraid of stories, but Mrs. Guru BK is a nice person to talk to. He didn't judge, so I had the courage to tell the story." (Student R, interview, February 14, 2026).

The second strategy is carried out through Islamic individual counseling services. In the counseling process, BK teachers use a religious approach by providing spiritual reinforcement to students. BK teachers direct students to understand that every life test has wisdom and the importance of getting closer to Allah SWT in facing problems. This approach is carried out through providing Islamic motivation, reading Qur'anic verses, and strengthening the value of patience and tawakal. As conveyed by the BK teacher: "When students feel down, I invite them to reflect on the meaning of patience and tawakal. I read relevant verses of the Qur'an, such as Surah Al-Insyirah, so that students feel calm and optimistic." (BK teacher, interview, February 19, 2026).

One of the students also stated: "After listening to the verses of the Qur'an and the explanation from the BK teacher, my heart became calmer. I don't feel alone in dealing with this problem." (Student A, interview, February 21, 2026). In addition, BK teachers also help students develop emotional control and coping skills against social pressure in digital media. Students are given an understanding of the importance of maintaining mental health, limiting negative interactions on social media, and increasing positive activities in the school and family environment (Willard, 2017; Ybarra & Mitchell, 2018).

The results of the study show that the Islamic individual counseling approach has a positive impact on the psychological condition of students. Students become calmer, able to control their emotions, and begin to regain confidence in social interactions. These findings are in line with Rahman (2021) research which states that Islamic spiritual approaches can help reduce anxiety and increase individual mental resilience. Theoretically, the results of this study show that the integration between BK services and Islamic spiritual approaches can be an effective strategy in handling victims of cyberbullying. The approach not only focuses on the psychological aspect, but also strengthens the spiritual aspect of the student as a source of inner peace.

## CONCLUSION

BK teachers' strategies in dealing with the mental health of students who are victims of cyberbullying are carried out through Islamic individual counseling services that emphasize an integrated psychological and spiritual approach. BK teachers identify students' conditions, build interpersonal communication, provide religious motivation, and strengthen Islamic values such as patience, tawakal, and muhasabah. The approach has been shown to help students reduce anxiety, increase confidence, and improve mental health conditions gradually. Thus, Islamic individual counseling services can be an effective alternative in handling victims of cyberbullying in the school environment.

This research has several limitations that need to be acknowledged. First, this study only involved one school and a limited number of subjects (one BK teacher and three students), so the generalization of the findings needs to be done with caution. Second, the case study approach used is contextual and is not intended to represent conditions in general. Based on these limitations, further research is recommended to use a broader research design, involving more subjects from different schools, and exploring the effectiveness of Islamic individual counseling through a quantitative or mixed method approach to produce more comprehensive and generalizable findings.

## ACKNOWLEDGEMENT

The author would like to thank the school, BK teachers, and all respondents who have helped this research process so that the research can be carried out properly.

## REFERENCES

- Abubakar, A., Halimatusa'diyah, I., & Murthi, T. (2021). Religion-based Counseling and Mental Health Outcomes among Muslim Adolescents: A Systematic Review. *Journal of Muslim Mental Health, 15*(2), 45–67.
- Arif, M. (2022). Negative Impact of Technology on Children's Physical Activity . *The Northern Herald*.
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
- Dienlin, T., & Johannes, N. (2020). The impact of digital technology use on adolescent well-being . *Dialogues in Clinical Neuroscience, 22*(2), 135–142. <https://doi.org/10.31887/DCNS.2020.22.2/tdienlin>
- Fauzan, L., & Miftahuddin, M. (2023). Islamic Counseling Guidance Services and Student Mental Resilience in the Digital Era. *Journal of Islamic Education, 21*(1), 78–92.

- Hinduja, S., & Patchin, J. W. (2020). *Cyberbullying Identification, Prevention, and Response*. Cyberbullying Research Center.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2019). Bullying in the Digital Age: A Critical Review and Meta-Analysis of Cyberbullying Research Among Youth. *Psychological Bulletin*, *140*(4), 1073–1137.
- Noori, N., Sayes, A., & Anwari, G. (2023). The Negative Impact of Social Media on Youth's Social Lives. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, *3*(1). <https://doi.org/10.55227/ijhess.v3i1.613>
- Nurhasanah, S., Kurniawan, A., & Wahyudi, R. (2023). Guidance Approach Based on Islamic Values in Increasing Student Resilience. *Journal of Islamic Counseling Guidance*, *7*(1), 112–125.
- Pratiwi, R., & Anwar, S. (2022). Psychological and Spiritual Interventions in Adolescent Victims of Cyberbullying: A Descriptive Study. *Journal of Educational Psychology and Counseling*, *8*(2), 204–215.
- Prayitno. (2018). *Basics of Guidance and Counseling*. Rineka Cipta.
- Rahman, A. (2021). Islamic Counseling Approach in Overcoming Adolescent Anxiety. *Journal of Islamic Counseling Guidance*, *5*(2), 120–131.
- Santrock, J. W. (2020). *Adolescence*. McGraw-Hill Education.
- Sari, D., & Hidayat, M. (2022). The Effectiveness of Islamic Counseling on Students' Emotional Stability. *Journal of Islamic Education Counseling*, *7*(1), 45–57.
- Willard, N. (2017). *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*. Research Press.
- Yarbrough, J. R. W., Sell, K., Weiss, A., & Salazar, L. R. (2025). Cyberbullying and the Faculty Victim Experience: Perceptions and Outcomes. *International Journal of Bullying Prevention*, *7*(2). <https://doi.org/10.1007/s42380-023-00173-x>
- Ybarra, M. L., & Mitchell, K. J. (2018). Online Aggressor/Targets, Aggressors, and Targets: A Comparison of Associated Youth Characteristics. *Journal of Child Psychology*, *45*(7), 1308–1316.
- Yusuf, S. (2019). *Child and Adolescent Developmental Psychology*. Remaja Rosdakarya.
- Zhu, C., Huang, S., Evans, R., & Zhang, W. (2021). Cyberbullying Among Adolescents and Children: A Comprehensive Review of the Global Situation, Risk Factors, and Preventive Measures. In *Frontiers in Public Health* (Vol. 9). <https://doi.org/10.3389/fpubh.2021.634909>