

Intervention on the phenomenon of bullying in elementary school

Muhammad Danial¹, Tian Khusni Akbar².

¹Universitas Muhammadiyah Barru, Sulawesi Selatan, Indonesia

²Universitas Muhammadiyah Gombong, Kebumen, Indonesia

mdanialumb@gmail.com

*email corresponding author

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ABSTRACT

This research aims to investigate the effectiveness of interventions addressing the phenomenon of bullying in elementary schools. Bullying is a significant issue with detrimental effects on the psychological and social well-being of students.

Appropriate interventions are expected to mitigate or even eliminate bullying behaviors within the elementary school environment.

The study uses descriptive qualitative research, where the subjects used to lead the data are principals, teachers and students in grades 1 to 6. Data collection is done through observation, interviews and documentation. Furthermore, the data is analyzed and described in the form of a narrative so as to produce a conclusion. The conclusion of the results of the study is that SDN X P classifies three bullyings that occur in schools, namely physical, relational and verbal bullying. The preventive and repressive steps taken by SDN X P are by providing support to victims, making regulations regarding bullying, providing examples, one of which is PAI lessons, detecting bullying acts earlier and providing solutions related to bullying

I. INTROUCTION

Education is trusted to develop abilities and form a good individual personality [1]. However, today education actually gives rise to a phenomenon that should not exist in the world of education [2]. There are a lot of reports related to student violence (bullying) at school. These various cases of violence will certainly damage the image of education which is a place of humanization. Bullying is an action carried out by an individual or group because it is based on a feeling of power [3]. The bully has a strong physical and mental strength while the bully victim has a weak physical and mental strength so that they are unable to defend themselves [4].

Bullying In schools have three characteristics that are integrated with each other, including (1) actions carried out are unbalanced so that they give rise to feelings of distress in the victim [5], (2) actions that refer to bullying are carried out repeatedly over a certain period of time [6], and (3) the perpetrator did not intentionally harm the victim [7]. Bullying experienced by elementary school-age children (6-12 years old) is caused by one factor, namely interaction with peers [8], [9]. This is because at that age family members begin to encourage children to socialize or interact with the surrounding environment or peers, where these interactions are often different from family expectations. Children have different physical and mental strengths so that strong children often take actions that lead to bullying in weak children [10]. Therefore, learning carried out in schools must be able to instill culture, teachers' perceptions of bullying behavior or actions need to be aligned with the

goal of maintaining a comfortable and safe environment. When teachers' perceptions determine their actions, their actions will also determine how the learning culture is [11].

News about bullying is exposed almost every day on social media. No wonder bullying is currently a sharp spotlight that is widely discussed. Recently, there have been many videos circulating of widespread bullying cases, where the perpetrators and victims are junior high school male students in one of the Cilacap areas. Sadly, this incident was witnessed by several other students, but students who wanted to disperse also received verbal bullying where other students were threatened if they dared to disperse [12]. As a result, the victim suffered physical injuries, and this case was solved by the police. Not only between students, even teachers as second parents for students are victims of bullying by their own students. This news was spread accompanied by a video of the incident, the perpetrators were high school students in Central Maluku. The bullying carried out by students was verbal, where in the video it was seen that students took the keys to the teacher's motorcycle and students at the same time shouted at the teacher with sentences "*Can't go home*" [13].

In the field, several kinds of *Bullying* which is consciously and unconsciously done by the child. Such as physical, cyber, relational and verbal bullying [14]. Calling friends with other greetings that have a negative connotation is often done by children with their friends, this is included in verbal bullying. Physical bullying, for example, is carried out by children by bodyshaming their friends. In addition, there are also those who commit relational bullying, namely by ostracizing their friends for certain reasons, where the victim is not on the same frequency, or has certain delinquency so that it becomes the reason for relational bullying. Psychological side, phenomenon *Bullying* cause negative effects such as depression and trauma. In detecting and handling *Bullying* What schools do is still limited. Meanwhile, students do not understand much about *Bullying* and its impact. This study aims to look at behavior *Bullying* at SDN X P which includes phenomenal interventions *Bullying* and its handling.

There are also many studies that focus on the phenomenon *Bullying*, such as research at SDN No. 123 T with the form of psychological/mental and physical bullying. With the causative factors being the student's social environment, students who have a feeling of power and influence [15]. The impact, of course, directly or indirectly will be felt as well as the impact *Bullying* which was found at SDN S Regency. Case impact *Bullying* It has several levels ranging from light, medium to severe. The light level will change to the severe level if the perpetrator *Bullying* having a grudge and feelings of hurt towards the victim until it leads to death [16].

Previous research has discussed a lot about the impacts that occur due to bullying. In this study, we analyze the intervention of *the bullying phenomenon* and its handling, especially those carried out by SDN X P, as a preventive and repressive step in the phenomenon of *bullying* in schools.

II. METHODS

Descriptive qualitative research is the research used in this study, where the research was chosen to find out more deeply and get facts about bullying interventions and how to handle them from related parties at SDN X P. Descriptive research is the step of researchers who describe a phenomenon, or social setting and objects that are expressed in writing in the form of a narrative [17]. The subjects of this study are school principals, teachers, and students in grades 1-6 in the form of victims or perpetrators of bullying.

This research was carried out with initial observation stages to see the environmental conditions around the school at SDN X P. Observations were made by researchers both in the classroom and outside the classroom. Furthermore, with interviews carried out on the subjects studied. Interviews were conducted in an unstructured manner to school principals, teachers and students in grades 1-6. The documentation taken is in the form of photos of each school activity, school policies, posters whose theme supports bullying interventions. The following is the theme of the interview with the subject that the researcher conducted:

Table 1. Interview Theme

Subject	Interview theme
Principal	<ul style="list-style-type: none"> - How schools intervene - School policies deal with bullying
Teacher	<ul style="list-style-type: none"> - How to know if bullying is happening - Forms of bullying - How to deal with students who are victims and perpetrators of bullying
Students as bullies	<ul style="list-style-type: none"> - Knowledge against bullying - Reasons for bullying
Students as victims of bullying	<ul style="list-style-type: none"> - Knowledge about bullying - Students' feelings

After all the data is obtained from interviews, documentation and observations, the researcher will then carry out the analysis. The data analysis technique used is a description of words that explain the intervention of the bullying phenomenon and the handling of bullying at SDN X P which was obtained through the results of observation, interviews and documentation. Furthermore, the data is displayed in a report that can be reduced, corrected, presented and in the data, after the data is entered into a report, then conclusions are drawn.

III. RESULTS AND DISCUSSION

Bullying is a negative and aggressive act carried out by individuals or groups to hurt or harass others for pleasure and satisfaction. This bullying is disruptive to others because it has an impact on victims who feel uncomfortable or disturbed. So it is necessary to know the bullying intervention so that it can be easily determined how to handle it as follows:

3.1. Types of Bullying Phenomena

The classification in the field consists of physical, relational and verbal bullying. The bullying intervention helps stakeholders to make it easier to find preventive or repressive measures. Today as a guarantee of student safety as stated in Law No. 23 of 2002 Article 54 concerning Child Protection "That children and in the school environment must be protected from acts of violence committed by teachers, school managers or their friends in the school concerned or other educational institutions".

Verbal bullying is a type of bullying that can be heard directly because it is captured by the sense of hearing [18]. For example, swearing, insulting, slandering, blaming, spreading gossip and making fun of others [19]. This verbal bullying is carried out by children every day, this is evidenced by the child's report to the teacher or the teacher hears it directly. Awareness of this form of verbal bullying is not fully present in children. Many of them consider this verbal bullying to be just a joke or joke with friends. This problem does not occur in boys and girls, but from the observation results of verbal bullying is dominated by male students. The results of these observations are supported by previous research recorded in the study that I am a male child who is more likely to be a bully than a female child [20]. Although it is possible that women are also perpetrators of bullying.

Not all students have a special motive for verbal bullying, for them it is only considered a joke. As is done, namely calling his friend's name with his parents' name. Of course, if students cannot judge that it is a negative thing, they will be imitated by others. So that it seems to be a trend in schools that are considered ordinary.

In addition, several students were also seen making fun of other students. The mocking sentence for example mentions stupid, crazy, male genitalia mentioned in Javanese, the word intercourse in Javanese, dog in Javanese. It is very unsettling if the word is pronounced in the school environment, especially by children who are of elementary school age between 6-12 years old. Teachers of course never teach this, but it is inevitable that there will be outside influences brought into the school.

The perpetrator also gave verbal threats directly to the victim and the bullying observer. The threatening sentence then leads to physical bullying, for example being hit. So that bullying is endless. In the researchers' observations with students, there were several students who were threatened with not being allowed to tell who damaged the board, because they received verbal threats that led to physical bullying.

Students who take on the role of perpetrators of verbal bullying in their daily lives talk to friends and teachers at school do lack politeness in language. Taking the teacher as his interlocutor is his friend. The sentences that are repeated do not have the correct rules such as "*nyoh bu*", "*wegah lah*",

"*yo luweh*", if in Javanese this sentence is not appropriate to be said to the teacher. The environment at SDN X is Javanese so that the daily language uses Javanese, which in speaking, especially in school, is emphasized to speak polite language. It is known that in Javanese there is an order of ngoko, madya, and chromo. Between students and students using ngoko, students and teachers use chromo. It is forced that students are not allowed to use the Indonesian language.

As a result of this verbal bullying, students who are victims of verbal bullying often express their frustration by crying or replying to it with sentences of frustration. Sometimes it leads to reporting to the teacher. Even for some students, some report to their parents about what happened to them at school. Parents also reported back to the class teacher. This usually happens to some children who are very quiet and even very rarely speak out, especially at school. However, from the information obtained when at home, the student usually wants to play and talk to his friends. And on the other hand, there are children who are victims of verbal bullying but do not respond to anything, as if they are ignorant of the taunts made by their friends.

Bullying perpetrators often create groups and always look for prey to be used as victims of bullying [21]. The students who are victims are usually quiet children, children who have physical and mental weakness, children who cry easily and children who give up easily. Bullying observers are children who witness the bullying incidents carried out by the perpetrator, who wants to be the victim and how the behavior is carried out by the perpetrator. Bullying observers are usually children who are afraid of the perpetrator, passively accept the perpetrator of bullying and stay away from the victim of bullying, and not a few bullying observers are interested in being part of a group of bullies as an option to protect themselves from becoming a victim of bullying [22].

Furthermore, physical bullying is a type of bullying that is clearly visible to the naked eye, where the perpetrator will deliberately and consciously commit acts of violence against the victim of bullying [23]. Physical violence can be exemplified by stomping, slapping, shouting, spitting, throwing, pinching, trapping, hitting and others.

Physical bullying at SDN X occurs mostly in male students. Usually starting from verbal bullying, for example, accusing them, starting from there, male students are usually immediately ignited by emotions and immediately put on their bodies, pull the opponent's clothes, kick, and even push the opponent. Even though it didn't get into a big fight, this thing had touched each other physically. There was also a time when one of the students spat on another student. This unjustified thing is again due to previous bullying. This student who was crying did not accept being laughed at when he cried.

Physical bullying between female students has never been reported by either teachers or direct students. But between male and female students several times it happened, for example male students threw paper balls at female students for the reason of joking. However, female students usually respond by saying they don't respond with physical violence or reporting the incident to the teacher directly if the incident takes place during lessons. Female students were also reported to be crying in

the toilet because of the prank carried out by male students, the male student locked from the outside and ran away, this was known by one of the friends who followed her to the toilet. One of the other forms of physical bullying that occurs is drunkenness. This idleness is carried out by male students to other male or female students, this idleness usually takes place before the bell rings or during breaks. This happens because there are many reports when teachers enter class or when teachers are in the office.

It is easy for boys to be ignited by emotions so that they dare to commit physical violence because male students have a higher level of hatred and anger when compared to female students. Male students often show a tendency to be aggressive and active, while women often show passive aggressiveness. According to Boman, the difference in attitude or behavior is due to the difference in how to deal with problems when someone hurts between male and female students.

It can be remembered that the difference in the game chosen will affect the aggression of girls as well as boys. Boys will usually choose superhero games, transportation toys, weapon toys, building materials, football, car racing, running around, playing wrestling. While women usually jump rope, legos, dolls, house-house, cook. Boys play more roles in friendship while boys are more interested in dominating a group [24].

Third *Bullying* relational with the meaning of the mental or psychological weakening of the victim due to being ostracized, ignored and avoided. These attitudes or behaviors such as blinking, shortness of breath, sneer, mocking laughter, mocking body language and aggressive gaze. This type of bullying is very difficult to detect from the outside, so it takes a certain approach to find out [25].

At SDN X Bullying, this form of relational bullying is dominated by female students and female students. For example, there is a student who whispers with another friend, then his friend is offended because he thinks his friend is talking about it in whispers. She didn't want to be in a group with other female students because there was a problem so her friend was ostracized. When they are angry, they usually throw glances at each other. In this case, it happens a lot to female students because basically 90% of women use their feelings psychologically and the rest is logic. Even though it is not spoken, through feelings it has touched his heart.

Table 2. Types of Bullying

No.	Types of bullying	Forms of bullying
1	Verbal bullying	Calling friends by other names that have negative connotations, such as animal names (in Javanese) Calling a friend by the name of the parent of the person in question
2	Physical bullying	Fighting with students until they pull their clothes, hit, kick, spit Lock a friend in the toilet
3	Rational bullying	Whispering with another friend Throwing eyes at each other Not being in a group with friends who are hostile to each other

These forms that occur in elementary schools seem to be a common form of bullying that must occur in every educational institution. Including in pesantren, what we know is that pesantren is a place for religious-based teaching and learning, in deepening, understanding, appreciating, learning and applying Islamic values and should instill behavior that is relevant to Islamic values as a reference or foundation when behaving. However, in fact, when in the field it shows a different thing, where in pesantren there are many acts of bullying or violence [26].

The place where bullying occurs can be anywhere. School is a place where children meet their peers so they don't. Based on research at SMPN 2 Solok City, it was concluded that the factor of bullying is due to family factors, namely often seeing family members fighting (82.3%), the school factor, namely school often makes it easier when there are victims of bullying (46.8%), and the peer factor, namely friends who like to mock and ignore (77.2%).

3.2. Bullying Intervention in Elementary Schools

Bullying should not be in the school environment, therefore cooperation is needed between schools, students, parents, and the surrounding community to jointly minimize bullying cases in educational institutions. Because many hopes are based on education for a good future for children. The handling of bullying carried out by schools is as follows:

First, detect bullying early. A teacher's sensitivity must always be present with the conditions and situations faced by students. Students must be given a sense of comfort and security from things that endanger students happening continuously. Of course, this is done every day by teachers at SDN X Purworejo. Every time the teacher enters the class, he asks how the students are doing, if there are students who show sad or moody faces and seem less excited. The teacher immediately asked the child what was going on.

The reason of the student will be the teacher's next action decision. If due to health, the teacher usually asks other students to take him to UKS or offer him to go home to rest. However, if there is a problem with classmates or outside the class. At the beginning of the lesson, the teacher must quickly ask what happened. The teacher gives time for the child to tell stories. The goal is so that children do not feel alone when there is a threat to them. Psychologically, storytelling is directly related to mood. Storytelling can lift and change moods. A certain amount of positive emotions and reasonable optimism make it possible to help solve difficulties and face obstacles well.

Second, providing socialization related to bullying. Socialization related to bullying is carried out every day by classroom teachers, during ceremonies, and during certain events, and also socialization through posters pasted on the classroom wall. Socialization carried out in the classroom is in the form of screening films related to bullying films where there is learning material with a diversity theme or the like. Students are also asked to memorize anti-bullying songs that are currently booming on social media TikTok, YouTube, or Instagram. During the ceremony, the school sometimes invites the police to socialize the impact and threats to the perpetrators of bullying. Still in

the socialization of bullying, SDN X teaches the jargon delivered at every flag ceremony "*SDN X, Extraordinary, Pati Bisa, Don't Bully, Be A Friend*".



Figure 1. Flag Ceremony with BabinKatibmas Supervisors of Ngombol Police



Figure 2. Anti-Bullying Poster

Intervention against bullying in the form of socialization was also carried out by SDN C 02. The socialization program is carried out in the form of counseling. Through this counseling, students are given an understanding that bullying is a criminal act, besides that children understand the characteristics that include bullying, the legal rules, criminal sanctions and examples of bullying. The goal is so that children do not bully so that no one is harmed either by themselves or others [27].

Third, providing support to victims. Positive support should always be present from friends and teachers. This support is urgently needed by bullying victims so that later there will be no severe impacts such as depression or dropping out of school. As happened to students in Banyuwangi who experienced bullying and decided not to go back to school anymore because of embarrassment and lack of confidence because of making fun of their friends.

Therefore, there is a need for social support for victims of bullying. Social support means providing comfort, gratitude, support, and attention directed at a group or individual. The source of social support can be from family, friends or special groups [22]. By fellow friends that can be done by always accompanying other friends, protecting each other. Furthermore, the presence of teacher support is also important, for example by providing motivation to victims and giving confidence about their safety. Teachers also usually call the bully to be advised not to repeat it. If it is done repeatedly,

his parents will be called and ready to receive witnesses. The social support provided to the child will be able to increase confidence in the child, this is because the child will have a feeling of being loved and appreciated so that there is no feeling of exclusion and the feeling of being ignored.

Fourth, strict regulations on bullying. In the school regulations that are pasted on the front wall of the teacher's office, it is clearly written about school entry, student obligations, student prohibitions, student rights, and other rules. On the obligations of students at all points, it is very clear that the regulation supports the anti-bullying movement in schools. In the rules prohibiting students starting from the point

It is very clear that students should maintain safety and comfort inside the school, not fight, and not make gangs illegal. In terms of student rights, every student has the right to get the same treatment, meaning that in terms of anti-bullying, teachers must be a protector for students and treat students fairly, if students violate the rules, including as bullies, schools must dare to take firm steps.

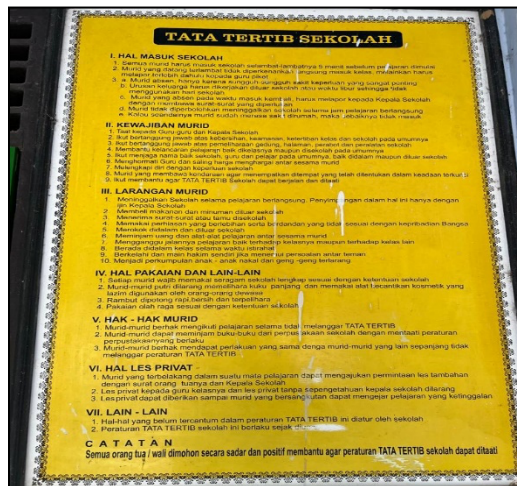


Figure 3. School Rules

In addition, there are also laws and regulations that regulate bullying. The settlement of bullying perpetrators against victims at school has not been legally regulated in a special law, but there are still penalties for violators or perpetrators by referring to other main articles related to bullying. According to the Mental Revolution Ambassador House (RDRM) which adopted Law No. 11 of 2012 concerning the Juvenile Criminal Justice System which refers to restorative justice. So far, restorative justice has been applied formally. So even though there is an article in the Law that states about child protection, we must not close our eyes "*must always protect children*", we must also be firm, especially for law enforcement officials, because bullying is no longer something that can be taken for granted or simple. When the perpetrator of bullying causes the victim to stretch his life and has been sentenced to a severe criminal sentence as per Law No. 11 of 2012, it means that he has followed the legal path and the victim gets justice, the law. There is also a law that regulates bullying but does not take legal routes, which is listed in Law No. 35 of 2014 concerning child protection. The law is used when the perpetrator beats or physically abuses them because of emotions and the victim is willing to take the

peaceful path, namely family. The punishment imposed on the perpetrator of bullying as stipulated in Law No. 11 of 2012 is 1/2 (half) of the punishment applicable to adults.

Fifth, providing an example, one of which is through PAI lessons. Moral education can be used as a preventive and repressive action to overcome and prevent bullying experienced by elementary school age children, children will be taught how to behave to parents, behave to younger ones and how to behave with peers. Students are taught how to respect, taught to empathize and taught to respect each other. Morality based on the demands of Islam has been shown in several letters and verses, such as the commandment to do good (Q.S. 16:90), the commandment to forsake evil (Q.S. 21:35), the commandment to love (Q.S. 48:29), the commandment to abandon hostility (Q.S. 41:34), the commandment not to be angry (Q.S. 42:36-37).

The process of religious guidance through moral education is a form of therapy for victims and perpetrators of bullying and also as an effort to prevent bullying cases from occurring in the school environment. Through this moral education, it is hoped that it will be able to form students who have good morals and good behavior [28]. The following is a summary of bullying interventions carried out by elementary schools:

Table 3. Bullying Intervention in Elementary Schools

No.	Intervention	Forms of Intervention
1	Early detection	Asking students how they are doing Provide opportunities to tell stories about mood
2	Socialization	Through the flag ceremony with invited guests Through posters
3	Support for victims	Provides confidence in a sense of security Building social support
4	Enforcement of regulations	Through school rules Through the regulations in the applicable Law
5	Example	Through PAI subjects Through everyday habits

Many cases of bullying occur to the point that it is very tragic when the act of bullying takes someone's life. Bullying interventions can be carried out starting from the family environment, school to friends. Protection of children is needed because bullying can have an impact on a child's self-development. Therefore, all environments, both in family, school and friendship environments, must work together to instill an attitude of mutual respect and respect [29].

IV. CONCLUSION

Educational institutions are trusted to develop abilities and form good individual personalities. But giving rise to the phenomenon of bullying damages the image of education. Bullying is a negative and aggressive act carried out by a person to harass or hurt others for pleasure and satisfaction. It is proven that there have been many lecture reports at various levels of education. At SDN X P, three bullies that occur in schools are classified as physical, verbal and relational bullying. The interventions carried out by SDN C are detecting bullying acts early, providing support to victims,

making regulations regarding bullying, setting an example, one of which is through lessons such as PAI and providing socialization related to bullying.

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