

The Level of Bullying Problem among Students at School

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Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat bullying pada SMP Swasta di Balikpapan. Tingkat perundungan dan jenis perundungan di kalangan siswa SMP diukur dengan kuesioner terstruktur yang diadaptasi dari Putri (2009) yang dikutip dalam teori Coloroso (2007). Kuesioner dibagikan kepada 66 siswa SMP kelas 7, 8, dan 9 untuk menentukan tiga jenis perilaku bullying: verbal, fisik, dan relasional. Jenis penelitian ini adalah deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa masalah bullying pada siswa di sekolah sangat rendah ($M=1,24$). Secara khusus, tingkat intimidasi verbal, intimidasi fisik, dan intimidasi relasional di antara siswa semuanya sangat rendah, dengan skor rata-rata $M = 1,31$, $M = 1,23$, dan $M = 1,22$. Selain itu, jenis bullying yang paling banyak digunakan di kalangan siswa adalah $p = 0,628 < 0,05$, yang berarti tidak ada perbedaan yang signifikan berdasarkan jenis bullying. Terakhir, perbedaan yang signifikan dalam pengalaman bullying yang dilaporkan antara siswa laki-laki dan perempuan ditemukan dengan $p = 0,00 < 0,05$. Oleh karena itu, guru dan orang tua perlu terus memantau siswa untuk memastikan bahwa siswa tidak melakukan atau tidak mengalami bullying di sekolah.

Kata kunci: *Siswa, bullying, verbal, fisik, relasional*

Abstract

This research aimed to determine the level of bullying at a private junior high school in Balikpapan. The level of bullying and types of bullying among students in junior high school was measured by a structured questionnaire adapted from Putri (2009) cited in Coloroso's theory (2007). The questionnaire was delivered to 66 junior high school students in grades 7, 8, and 9 to determine three types of bullying behaviors: verbal, physical, and relational. This was a descriptive quantitative study. The results showed that the bullying problem among students at school was very low ($M= 1.24$). Specifically, the levels of verbal bullying, physical bullying, and relational bullying among the students were all very low, with means scores of $M = 1.31$, $M = 1.23$, and $M= 1.22$, respectively. Moreover, the most type of bullying used among the students was $p = .628 < .05$, which means there was no significant difference based on the types of bullying. Lastly, a significant difference in the reported bullying experience between male and female students was found with $p= 0.00 < .05$. Thus, teachers and parents need to continuously monitor the students to ensure that the students do not bully or do not experience bullying at school.

Keywords: *Students, bullying, verbal, physical, relational*

INTRODUCTION

Bullying is the use of force and hurtful teasing or threat that intends to abuse another mate or person often repeated and habitually aggressively. Usually, students who experience bullying get aggressive behavior that repeatedly hurts them, whether physically, mentally, or emotionally. As Hellström and Lundberg (2021) reported, bullying can come in many forms, including direct or indirect violent behavior and physical, verbal, or relational aggression types. This behavior usually happens because of social class differences, race, religion, sexual, gender, orientation, appearance, strength, size, behavior, ability, or personality. According to Tidy (2021), bullying is more likely to happen to children or adults who are perceived as “different” or “weaker” in some way. Thus, bullying behavior may need several target intervention tactics in schools, depending on various criteria.

Students at school mainly face bullying problems. Based on research done previously by Kurniati (2020) written on Kompas.com (2021), around 41% of Indonesian children have been bullied at school, putting the country in fifth place out of 78 countries with the highest rate of bullying. Bullying has been on the rise since 2011 and is expected to continue in 2019. Understanding that Indonesian children commonly experience bullying behaviour should then be considered to reduce the bullying rate. This finding regarding the increasing school bullying cases is corroborated by the researcher’s personal experience in 2012. The researcher had experienced bullying during her elementary school for four years. This included verbal and physical bullying, which made the researcher did not go to school and experience a long-term trauma with the past. In addition to that, the teachers did not directly protect the bullied students as was experienced by the researcher. Furthermore, according to the research done at SMK Wisata Aisyiyah West Sumatra, Rita (2020) found that “48,5% of students do bully at school with 27% students experience physical bullying.” (p.107). To sum up, bullying in school may constantly occur. Therefore teachers, parents, and students must be aware of unnatural violence because it can be the root of bullying.

The researcher has also become increasingly interested in several types of bullying behaviour. This finding also regards the type of bullying mostly experienced at school. Students mostly experience three types of bullying. The first one is verbal bullying. According to Liputan 6.com (2020), the number of children who experienced verbal bullying is 49,2 million, rising during the pandemic. It is rising because apparently, verbal bullying about bullying starts at home. Similarly, as stated in Unicef.org (2020), “A survey in 2018 found that 41 percent of children in 15 years old in Indonesia have experienced bullying at school at least a few times within a month and involves verbal and psychological violence.” (p.46). Another example of bullying at home may include the emotional parents who are not satisfied with their child who would yell and humiliate by saying the children are ‘stupid.’ This is part of verbal bullying. If children hear it every day, it would not be questioned if they inherit aggressive behavior. They would think that they can control other people by saying bad things and having more power over others.

The second type of bullying is physical bullying. According to Kurniati (2020), the case of physical bullying in Indonesia went viral in Malang city. It was reported in Yoursay.suara.com that “there is a male student from SMP Negeri 16 Malang that experienced physical bullying from other students. As a result, the victim had a middle finger amputation. The police were sent to investigate the case.” Other students physically bullied a male student at SMP Negeri 16 Malang, and as a result, the victim's middle finger was amputated. The police were dispatched to investigate the matter. The victim experienced this very sad situation as he was born with complete body parts, but other people caused him to lose one of his body parts. In addition to that, remembering the traumatic situation that happened to him in the past could surely affect his mental health. In addition to that, Fu et al. (2015) found, "a study in Norway concluded that school bullying was more serious and frequent than the 10

to 15 years earlier. Furthermore, 74% decline in the prevalence rates of violent victimization at school four youth aged 2-17" (p. 6). Thus, this shows how bullying is a serious matter that needs to be investigated.

The third type of bullying is relational bullying. According to the article Laksono (2018), there is a case of relational bullying experienced by female students at SMPN 147 Jakarta. The other friends ignored her until she felt lonely and had no friends. The effect of this was she committed suicide by jumping down from the 4th floor up the building. Hence, bullying may come in different forms, yet its impact is destructive. Besides several surveys from Kompas.com, the researcher also found there were 3 cases of bullying revealed by media from 2018-2020. Kurniati (2020) reported that there is bullying in SMP at Purworejo, a case of bullying in SMP at Malang (taking a fatality), and a case of bullying in SMP Negeri 147 at Jakarta (taking a fatality). Therefore, it can be seen that bullying is a problem that often occurs at school. However, although it often happens, it seems like teachers and parents are not aware of this problem. As stated earlier, the increase in the case can compel teachers and the government to child protection laws. Thus, knowing that cases of bullying are increasing, and Indonesia is one of the countries with the highest rate of bullying, it is important to address this issue further. The researcher then was interested in analyzing the level of bullying at school, especially at a private junior high school in Balikpapan since most of the bullying cases reported were at junior high school; the researcher was also interested to see the level of bullying based on its types namely physical, verbal, and relational bullying. In addition to that, knowing that bullying cases happened to both male and female students, the researcher was also concerned to see whether male and female students have the same level of bullying experience.

METHOD

This research was quantitative which used descriptive and comparative research designs. The total of the respondents were 66 students in grades 7,8 and 9 at a private junior high school in Balikpapan. In collecting the data, the researcher asked the students to answer the questionnaire based on different types of bullying behavior adopted from Putri et al. based on Cloroso's theory (2007). To determine the levels of bullying, the Mean scores were used. To analyze the most type of bullying experienced, the *Independent Sample Test* by Kruskal Wallis was used, while in analyzing the difference between the reported bullying experience between male and female students, the statistic inferential analysis namely *Independent-Sample Test* by Mann-Whitney U was used.

RESULTS

Research Question Number 1

What is the level of bullying among the students?

The level of bullying among students was at a very low level. This means that most of the students behave well toward their friends at school and can be stated as very rare or do not use hurtful behavior such as verbal bullying, physical bullying, or relational bullying. The result shows that the students' mean score of the bullying level was 1.24 (see table 1). Based on the data interpretation, the mean score of the level of bullying among students is in the range of 0.00-1.49. It shows that the level of bullying among students was at a very low level.

Table 1

*Mean Score of the Level of Bullying Among the Students***Descriptive Statistic**

	N	Minimum	Maximum	Mean	SD
Bullying Level	66	1	2	1.24	.432
Valid N (listwise)	66				

Research Question Number 2**What is the level of verbal bullying among the students?**

The result shows that the mean score of the level of verbal bullying among the students was 1.31 (See table 2). This means students do not or almost never do verbal bullying. In other words, verbal bullying is generally not done among students at the school under study. Based on data interpretation, the mean score of the verbal bullying level is in the range of 0.00-1.49. It shows that the level of verbal bullying among the students was at a very low level.

Table 2

Mean Score of the Level of Verbal Bullying Among the Students

	N	Minimum	Maximum	Mean	SD
Verbal	66	1	2	1.31	.354
Valid N (listwise)	66				

Research Question Number 3**What is the level of physical bullying among the students?**

The result shows that the students' mean score of physical bullying was 1.23 (See table 3). It shows that physical bullying among the students was very low. Based on data interpretation, the mean score of the physical bullying level is in the range of 0.00-1.49. This means students do not do physical bullying against other students. In other words, physical bullying is generally not done by the students at the school under study.

Table 3

Mean Score of the Level of Physical Bullying Among the Students

	N	Minimum	Maximum	Mean	SD
Physical	66	1	3	1.23	.397
Valid N (listwise)	66				

Research Question Number 4**What is the level of relational bullying among the students?**

The result shows that the mean score of the level of relational bullying among the students was 1.22. This means students do not do relational bullying against other students. In other words, relational bullying is generally not done by the students (See table 4). Based on data interpretation, the mean score of the relational bullying level is in the range of 0.00-1.49. It shows that the level of relational bullying among the students was at a very low level.

Table 4

The Mean Score of the Level of Relational Bullying Among the Students

	N	Minimum	Maximum	Mean	SD
Relational	66	1	2	1.22	.406
Valid N (listwise)	66				

Research Question Number 5**What is the most type of bullying used among the students?**

The result showed that the $p = .628 > .05$ (see table 5). It means that the result of p -value is more than the standard significance level of $\alpha = 0.05$. In other words, the level of verbal bullying, physical bullying, and relational bullying were not significantly different from one another. Based on the Independent Sample Kruskal-Wallis Test, Table 4.5 pointed out that there is no significant difference in students' bullying experience based on verbal, physical, and relational bullying.

Table 5

The Most Type of Bullying Used Among the Students

Null Hypothesis	Test	Sig.	Decision
The distribution of Bullying is the same across categories of Type of Bullying	Independent Samples Kruskal-Wallis Test	.628	Retain the null hypothesis

Research Question Number 6**Is there any significant difference in the level of reported bullying experience between male and female students?**

This result shows that male students are more likely to do bullying than females. This might be because mostly males tend to show masculinity. In contrast, females tend to show femininity. Kachel (2016) explained that masculine characteristics include being competitive and dominant, while kind and gentle are feminine. Thus, because male students tend to show masculinity, they are more competitive and dominant compared to female students. In Figure 1, based on the mean rank of the bullying level based on gender, female students have a mean rank of 26.28 and male students have a mean rank of 45.34.

Table 6 shows whether there is a significant difference in male and female students in the bullying level. Hypothesis independent-Sample test by Mann-Whitney U test was used to analyze the data. As shown in Table 6, the result showed that $p = 0.00 < .05$. It means that the result of p -value is less than the standard significance level of $\alpha = 0.05$. Mardani (2021) explained that if the value of sig. (2-tailed) < 0.05 , then H_0 is rejected, and H_a is accepted. Thus, since the significant p -value is less than the significance level $\alpha = 0.05$, the difference between the two means is statistically significant. Therefore, it is concluded that there is a significant difference between male and female students in the level of reported bullying experience. This means that the alternative hypothesis stating "There is a significant difference in the level of reported bullying experience between male and female students," is accepted. The results of this study confirmed the researcher's assumption. The researcher's previous assumption was there is a significant difference between male and female students bullying experiences.

Figure 1
The Mean Rank of Bullying Level Based on Gender

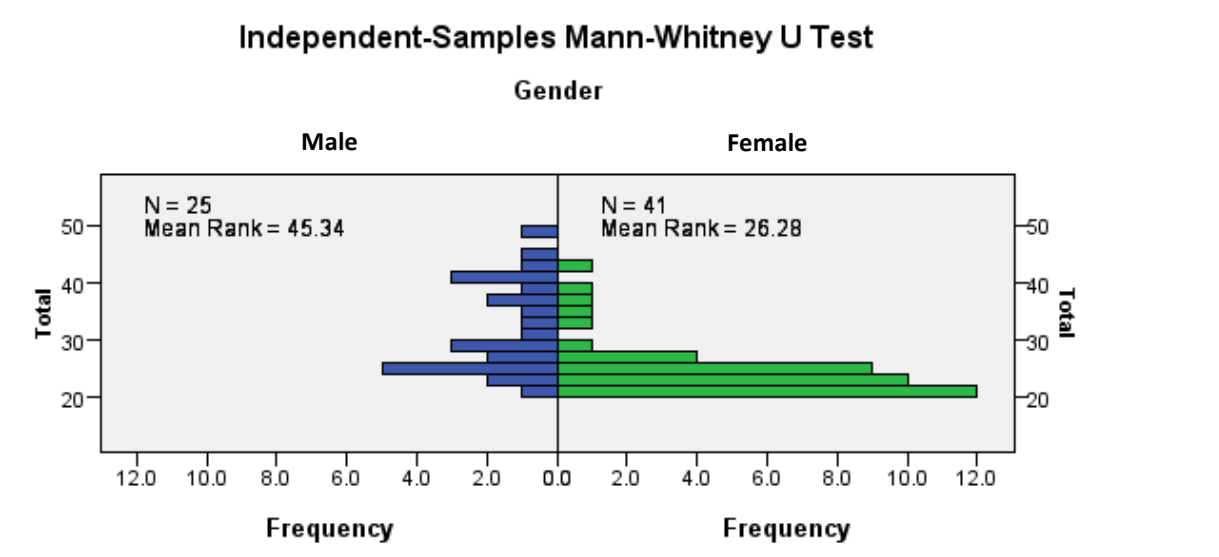


Table 6
The T-test of Bullying Level Based on Gender

Hypothesis Test			
Null Hypothesis	Test	Sig.	Decision
The distribution of total is the same across categories of Gender	Independent-Samples Mann-Whitney U test	.000	Reject the null hypothesis

DISCUSSIONS

The result found in this study is similar to that found by Tari and Roni (2022), wherein it was also found that the bullying category of junior high school students at SMP Negeri 1 Riau was at a low level in general. In other words, none of the students scored particularly high in the bullying category. Furthermore, the low level of bullying could also be because of the good influence of the family environment. According to Warasto (2022), the rules made by parents at home help the students to have good behaviors. Also, parents' role in shaping their children's behaviours can also be one of the factors that can help improve students' morals. Therefore, this might be why the level of bullying among students at the school understudy was also very low.

This result is similar with the result found by Khair (2020). He argued that the bullying rate was low because almost all children have the attitude to separate their conflict friends, report bullying to the teacher, punish and prevent friends from hurt teasing others. Also, they do not easily believe the terrible story from friends. In other words, the acts of bullying that occur were not permitted to continue or be repeated, and no personal acts of revenge were held. Based on Jan and Husain (2015), an act of personal revenge was one of the reasons for bullying. As a result of the feeling of anger, there will be a desire to show revenge through acts of violence or other forms of bullying. Thus, the same reasons also might explain why the students had very low level of bullying.

Moreover, regarding the result of the level of verbal bullying, this finding is similar to the result obtained by Sania et al. (2011). The majority of respondents were classified as low verbal bullies when it came to verbal bullying. It means that the students also rarely use verbal aggression in the school environment. This could be because the students have been taught and trained to have good moral and behavior by the environment. As Fitri and Na'imah (2020) explained, good moral development in

children might be because the immediate or surrounding environmental influences influence the development of behavior in youngsters. Furthermore, according to the result of interviews and observation by Putri et., al (2021), it was found that the factor of children committing verbal bullying was related to social media and television factors. According to Indriani (2016), television has a harmful effect on children, making them more violent by repeating the scenes on TV. This includes committing violence, cursing, speaking aggressively, and insulting others who present violence as a joke, leading the youngster to believe it will be a joke if he does it. Thus, when students do not do verbal bullying, it could be because they were not influenced negatively by social media or what they watch on TV. Hence, the result found in this study wherein the students at the school understudy have low verbal bullying behavior need to be maintained and developed to have a trait far from violence among their peers and in the social environment. However, it must be noted that bullying behavior may persist among students even at low levels. Therefore, the bullying behavior of junior high school students must be continuously monitored and maintained so that it does not increase in the future.

Moreover, Tumon (2021) found that bullying behaviour can be prevented and reduced when family, peer, and school factors function well and conducive. In contrast, when these three factors are not conducive, teenagers tend to express their emotional pain in negative ways. In other words, the level of verbal bullying could also be affected by students' environment, family, and peers. Thus, the way students react to things or behave is influenced by their surroundings.

In regards to the result obtained in this study on the level of physical bullying among students, this finding is similar to the result obtained by Muhopilah, Tentama, and Yuzarion (2020) in which they also found that students' experience of physical bullying was low. They also found that students have a low physical bullying level due to some factors. One factor is that the students are part of a healthy group of friends and have a good mentor that potentially reduces aberration behaviors. Moreover, based on the researcher's experience as an alumnus of the school understudy, most students and teachers treat one another pleasantly and healthily, which is consistent with the findings of this study. In other words, positive behavior has not changed until this present time. Thus, in this study, the students' physical bullying level was low because they were provided with good role models who guide them and have a healthy group of friends in their society.

Furthermore, in terms of the level of relational bullying among the students found in this study, it is similar with the result found by Rahayu and Permana (2019) who also found that level of relational bullying was low. Students had low level of bullying experience due to natural positive conduct that students more dominantly own, or the existence of mutual competitiveness at school which does not provoke bullying; instead, the sense of competition develops behavior such as pride and appreciation. This is in line with what Gillett (2015) argued: in the classroom, relationally aggressive actions such as spreading rumors or banning students from social gatherings were not tolerated because they have a solid relationship with one another. As a result, the students may avoid this type of relational bullying. In other words, students tend not to be engaged in relational bullying since no one supports it because everyone mostly have positive behaviors.

Moreover, according to Wulandari (2017), relational bullying happens because there is a strong dominance in class, a desire to be recognized, a desire to seek attention and gain power. This means that when students have less sympathy that arises from within, the teacher needs to monitor student activity in the class, call the parents to school, or work with the guidance and counseling department to make sure that the students will not perform any bullying behavior. Therefore, students at the school understudy had very low bullying experience because they have positive conduct and that there is no sense of competitiveness in a negative way that occurs in the environment.

For the result of the most type of bullying reported by the students, the result found in this study contradicts the result found by Nirmalasari et al. (2021) based on the research done at Yayasan Semai Jiwa Amini. The result showed that relational bullying was at a high level, whereas verbal and physical bullying was medium. The result shows that the factors related to bullying include family, school and peers. According to Alparizi (2017), because a child is still in the period of imitating and doing whatever to gain the sympathy of friends and peers, even if it is violently, the family environment can be a significant trigger in bullying behavior. The less intimate the family's relationship with the child, the more unfavorable the child's attitudes and behavior might be.

Alawiyah and Busyairi (2018) stated that students are likely to imitate their classmates' behavior to be noticed as just the same as them. In other words, part of the reason for violent behavior at school is that friends encourage it to do something just the same. In fact, Suhendar (2020) found that a group of peers is why bullying could happen. This means that family, school, and peers are part of the children's environment that form their characters. Thus, since it was found that the level of verbal, physical, and relational bullying of the students at the school understudy was very low, it could be because their family, school, and peers provided a positive environment that helped the students to form positive conduct.

Lastly, the result on the difference between male and female students on the level of bullying found in this study is similar to the result that was found by Erika et al. (2017). They also found that there was a significant difference between male and female students; it was claimed that female students were more likely to be bullied victims than male students. Erika further argued that since the female was in the higher reported bullying experience, gender stereotypes directly impact how young infants are socialized into gender roles. In addition, Blaylock (2017) argued that females are socialized to be empathetic, weak, and fragile, whereas males are socialized to be completely independent and strong. Thus, this might also explain the result of this study wherein it was found that there is a significant difference between male and female students regarding their bullying experience. Furthermore, as Riskinanti and Lindawati (2019) claimed, it is also known that a young male is more likely to do bullying, which means that males have more tendency to do bullying than females. In other words, males more do bullying than females, whereas females are usually victims of bullying.

This result is also similar to the result found by Alomosh et., al (2019) They found that results showed there is a significant difference between male and female's students in experience bullying, those males who were bullied at a young age was the motivation behind being subjected to bullying compared to the case of females. In addition, imbalance of power probably was why the bullying behavior happened. In other words, the perpetrators are more powerful than the victims. Kasanah (2013) claimed that a more powerful person or group happens against a weaker individual. In other words, female students were less powerful, males were more likely to defend themselves to prevent unpleasant experiences as a victim, but females seek social support to cope with bullying. Khalil et al. (2021) also stated that this could be due to cultural reasons, as boys in our society are less likely to be punished for misbehaviour than girls. Therefore, parents and teachers should monitor bullying behavior in young teens more closely.

CONCLUSION

Based on the research findings on the level of bullying among students, it is concluded that students do not do or rarely do bullying. This includes verbal bullying, physical bullying, or relational bullying. Moreover, it is concluded that none of the types of bullying is mainly done since all the mean scores were at a very low level and the difference was not significant. It means that the students at the school understudy do not do or rarely do verbal, physical or relational bullying. Lastly, it is concluded

that male and female students differ in their bullying experience, with male students scoring higher than female students in terms of their bullying experience.

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