



Prevention Acts towards Bullying in Indonesian Schools: A Systematic Review

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DOI: 10.35445/alishlah.v13i3.1444

Article Info

Keywords:
Bullying behaviour,
Preventive acts on
bullying,
Bullying in Indonesia

Abstract

Bullying is quite a common issue in many Indonesian schools. This act of violence, verbally or nonverbally, is often experienced by students; even this is considered normal and often happens. Bullying is a dangerous act because it can damage the mentality of the younger generation, who are the nation's next generation. Therefore, it is necessary to take any action to prevent this, one of which is socialization and legal education to students in schools. As a response to the issue, this study was conducted to file the studies that have been conducted in the cases of bullying among students in Indonesia, both traditional and cyberbullying. This study uses a systematic review as the research design. Data was taken from a popular searching engine, google scholar. Five articles were sorted and chosen as the data. Miles and Huberman's (1994) framework was utilized to analyze the data. As for presenting stage, the researcher employed Triandis's (1978) concept of social behaviour comprising attitudes, values, and validation from others. The results showed that cases of bullying among students, in general, were in the form of verbal bullying, social bullying, and physical violence, which were generally caused by the family environment, peers, mass media, and socio-cultural environment. Practical implications and recommendations for future researchers are also presented in this article.

Kata kunci:
Perilaku Bullying,
Aksi pencegahan
bullying,
Bullying di Indonesia

Abstrak

Bullying adalah masalah yang cukup umum di banyak sekolah di Indonesia. Tindakan kekerasan ini; secara verbal atau nonverbal, sedang atau sering dialami oleh siswa; bahkan hal ini dianggap biasa dan sering terjadi. Bullying merupakan tindakan yang berbahaya karena dapat merusak mental generasi muda yang merupakan generasi penerus bangsa. Oleh karena itu, perlu adanya tindakan untuk mencegah hal tersebut, salah satunya adalah sosialisasi dan pendidikan hukum kepada siswa di sekolah. Menyikapi permasalahan tersebut, penelitian ini dilakukan untuk mendokumentasikan kajian-kajian yang telah dilakukan terhadap kasus-kasus bullying di kalangan pelajar di Indonesia, baik tradisional maupun cyber bullying. Penelitian ini menggunakan tinjauan sistematis sebagai desain penelitian. Data diambil dari mesin pencari populer, google.scholar. Lima artikel diurutkan dan dipilih sebagai data. Untuk menganalisis data, kerangka Miles dan Huberman (1994) diterbitkan. Untuk tahap penyajian, peneliti menggunakan konsep perilaku sosial Triandis (1978) yang terdiri dari sikap, nilai, dan validasi dari orang lain. Hasil penelitian menunjukkan bahwa kasus bullying di kalangan siswa secara umum berupa bullying verbal, bullying sosial, dan kekerasan fisik, yang umumnya disebabkan oleh lingkungan keluarga, teman sebaya, media massa, dan lingkungan sosial budaya. Implikasi praktis dan rekomendasi untuk peneliti selanjutnya pun dihadirkan pada artikel ini.

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INTRODUCTION

Education as the key success to for a nation is an initial stage in the process of changing the life order of both individuals and groups to mature self-values through teaching efforts physically, mentally, and academically (Rahmat, 2021). Apart from that, in education, students will get non-academic learning such as religion according to the religion they embrace, making them creative, independent, democratic, experience, expertise, and responsible. In essence, education is very much needed in human life, where it is with an education that human life can develop in a more modern and creative direction (Purnaningtias et al., 2020). Moreover, education can also occur anywhere, not only in formal institutions but also in non-formal organizations. Education aims to help humans become intelligent and encourage them to be better. This means that intelligent humans are easier than humans to be better (Dalyono & Lestariningsih, 2016). Education has two goals: helping humans be innovative and encouraging humans to be better. This means that intelligent humans are easier than encouraging humans to be better. Thus, moral problems are fundamental problems that fill human life whenever and wherever, especially among children as the next generation (Yuyarti, 2018).

As the future expectation, children must have good education and growth are needed for them to become suitable successors for Indonesia (Cahyaningrum et al., 2017). Therefore, protecting children's rights from all evil actions that can physically and psychologically harm them is urgent for every Indonesian citizen. Talking about child protection, Article 1 of Law Number 23 of 2002 concerning Child Protection states that Child Protection is: All activities to guarantee and protect children and their rights so that they can live, grow, develop, participate optimally following their dignity, and receive protection from violence and discrimination.

One of the phenomena that had recently seized the world of education is violence or bullying. This violence occurs everywhere, including in schools, playgrounds, at home, on the street, and in places of entertainment, whether committed by teachers against students or students with other students (Widayanti & Siswati, 2009). The forms of violence that are saved are physical and psychological so that children experience disturbances. However, the consequences of children being bullied are sometimes not realized. These impacts are likely permanent until they grow into adults. Therefore, various parties must understand what and how bullying is to comprehensively prevent unwanted consequences (Tumon, 2014).

Bullying is aggressive behaviour that aims to demean, intimidate, and give suffering both physically and mentally to weak victims because they feel that they (the perpetrators) have power over others (Rahmawati & Illa, 2020). Bullying usually has its type, such as verbal and non-verbal bullying. Verbally, the perpetrator will provide ridicule, insults, slander, scathing criticism to sexual harassment. In addition, there are also non-verbal ones such as sighs, mocking laughter, mocking body language, neglecting, exclusion, physical violence, and the destruction of goods. Additionally, bullying can also be an act of physical or relational aggression. A child or adolescent negatively influences other students and educators, school administrators, and parents (Zakiyah et al., 2013). The perpetrator of bullying usually occurs due to the pressure faced by the perpetrator himself. The perpetrator tries to vent his anger on more tentative or helpless people under him. The characteristics of bullies are, such as: feeling themselves in power compared to others, unstable emotional conditions such as depression, stress, and lack of affection, and wanting to be popular among their friends, revenge, fear of being bullied by others, so that the perpetrator also teased their weaker friends (Yusuf et al., 2017). Meanwhile, victims of bullying usually have characteristics such as different perceptions or views from their surroundings, such as different physiques in general, weak or helpless, so they cannot defend themselves. On average, they have a shy and introverted nature and high self-confidence—lack popularity to have few or no friends (Kustanti, 2015).

When bullying occurs in schools, students need guidance from teachers through education and counselling to minimize bullying (Harfiah, 2020). This is where the teacher will play a position

to help minimize the occurrence of driving in the school environment, namely by means, the teacher should have an understanding of the general activities of the student's soul, such as: caring, observing, remembering, thinking, acting, attitudes, interests, and imagination. So that things that should not happen will have a conducive impact in the school environment and conducive in the peer environment (Yandri, 2014).

Previous studies have been conducted to discuss cases of bullying among adolescents in Indonesia (Bowes et al., 2019; Putra & Dendup, 2020). In their study, Bowes et al. (2019) conducted a pilot testing towards an intervention program of bullying behaviour among adolescents in Indonesia. The result of the study revealed that “the resulting intervention combines two key elements: 1) a student-driven design to influence students' pro-social norms and behavior, and 2) a teacher-training component designed to enhance teacher’s knowledge and self-efficacy for using positive discipline practices (p. 1).” As a follow to this study, the researcher is interested in looking at how Indonesian researchers focus this bullying behaviour and the preventive acts in their articles. Therefore, this study aiming at seeing the potential of avoiding the probability of bullying behaviour is expected to give a contribution to the exploration of scholarship in this area. Moreover, teachers and students are also encouraged to prevent these negative acts hand in hand.

METHODS

This study is analyzed through a meta-synthesis approach or way better known as a systematic review (Green, 2005; Aromataris & Pearson, 2014). The approach was chosen because this can help the researcher organize the existing literature talking about bullying cases in Indonesian contexts, which were broadly discussed in different levels of education. However, to specify the investigation, the researcher limited the discovery of the articles. Through a searching process in google scholar, the researcher attempted to pursue the search. The researcher used keywords in the search engine to find the data sources. Some of the keywords are “bullying in Indonesia”, “bullying in Indonesian schools”, “preventing bullying”, “overcoming bullying in Indonesian schools”, “factors of bullying”, “effects of bullying”, “bullying cases in Indonesia”, “legal education and bullying”, “law education and bullying in Indonesia”. After finishing the search, the researcher found 42 articles discussing bullying in Indonesia. However, the researcher did not consider taking all of them as the data because the researcher wanted to implement other criteria of the chosen articles published from 2016 until 2021. In the end, the researcher only took five of them and analyzed them using Miles and Huberman’s (1992) steps of qualitative data analysis comprising data collection, data presentation, data reduction, and conclusion making. The data presentation process in this study was assisted by the theory of social behaviour (Triandis, 1978) that consists of fundamental attitudes and values which are validated by the perception of others and every act that person is able and like to do to achieve the goals.

FINDINGS AND DISCUSSION

The analysis result reports the attitudes, values, and validation regarding the bullying acts in diverse contexts among adolescents. From the five articles that became the data sources of this study, four of them were listed as survey studies. This means that the data taken was relatively numerous, involving many participants.

Writers	Aulia	Safaria	Nauli et al.	Nugraheni	Azzahra, et al.
Year	2016	2016	2019	2021	2021
Design	Survey study	Survey study	Survey study	Case studies	Survey study
Attitudes	Physical, verbal, and relational bullying from peers.	cybervictimization	Most perpetrators are senior students who intimidate the juniors.	Harassment, defamation, identity plagiarism, fraud, and cyberstalking.	Teenagers can become bullies because of family, school, peer

Social behaviour theory						influence, social conditions, and television broadcasts.
	Values	Bullying impacts on loneliness, difficult adjustment, insecurity, low self- esteem, depression, and suicidal.	Impacts on stress, anger, sadness, anxiety, fear, difficulty to concentrate.	Causing people hurt and disrespected.	Causing suicidal.	Family factors, school, the influence of friends, environmental conditions, and television shows influence bullying.
	Validation	Schools need to make efforts to help students cope with the negative impacts.	Making bullying prevention programmes that are targeted according to gender.	Schools have to develop anti-bullying policies to deal with bullying.	Preventing forms of cyberbullying in social media.	Character education can be implemented from early childhood education.

After learning the sorted data, it is concluded that there are two main themes in this study: justification for bullying behaviour and promoting anti-bullying programs in schools. Moreover, this study also presents the practical implications of the findings.

Justification for bullying behaviour

One of the significant factors of bullying behaviour in adolescents is caused by peers who have a negative influence by spreading the idea (either actively or passively) that bullying is not a big problem and is a natural thing to do. According to Nisfiannoor & Kartika (2004), adolescents desire to no longer depend on their families and begin to seek support and a sense of security from their peer groups. So bullying occurs because of the demands of conformity. One of the significant factors of bullying behaviour in adolescents is caused by peers who have a negative influence by spreading the idea (either actively or passively) that bullying is not a big problem and is a natural thing to do. Four types of bullying are generally identified according to Coloroso (2007), McCulloch (2010):

- a. Verbal bullying says or writes meaningful things. Verbal intimidation includes insinuating, yelling at each other, inappropriate sexual comments, mocking, threatening to cause harm.
- b. Social bullying, Social bullying includes leaving someone on purpose, telling other kids not to be friends with someone, spreading rumours about someone, embarrassing someone in public,
- c. Physical intimidation includes hitting, kicking, pinching, spitting, tripping/pushing, taking or damaging someone's belongings, making violent movements.
- d. Cyberbullying, defined in legal terms as follows; (1) actions that use information and communication technology to support intentional and or repeated hostile behaviour by an individual or group, which is intended to hurt another person or others (2) use of communication technology to harm others (3) Use of services internet and mobile technologies such as web pages and groups.

In bullying, several students play their respective roles: the perpetrators, victims, spectators (bystanders), and students who are not involved. In addition to victims who feel and experience losses as a result of bullying behaviour, in some cases, perpetrators can also be perpetrators and

victims of bullying carried out by other perpetrators. Parties who are not involved in bullying in elementary schools, for example, may even become victims of severe bullying in junior high school (SMP) or high school, as well as bystanders (Paige Lembeck et al., 2016). Every child and teenager who is directly involved (perpetrators and victims), indirectly, and who is not involved at all, has the potential to experience bullying.

One of the reasons for the many acts of bullying that occur among children and adolescents can be explained based on the survey results, that most victims are reluctant to share their experiences with parties who have the power to change their way of thinking and stop this cycle, namely the school and other people. Old. Victims usually keep the bullying they suffer a secret for fear that the perpetrator will intensify their bullying (Widiyawati, 2014). Because of the reluctance or fear of the victim to tell the bullying behaviour, the prevention of bullying is hampered. In the end, the school and family will not know about the problem of bullying that occurs among students until the bullying becomes more intensive or until the behaviour is smelled (identified) by the school and family.

The factors that cause bullying are family, mass media, peers, and the socio-cultural environment:

a. Family

Some research results show that parents' overprotective attitude towards their children makes them vulnerable to bullying; children who have too restrictive parents are more likely to be victims of physical and psychological bullying or bullying from their friends and parents. Who overprotects their children from unpleasant experiences will make them more vulnerable to bullying practices, and children who have harsh parents are the children most likely to experience bullying. The pattern of parental life is messy, and a parental divorce occurs, parents are unstable in their feelings and thoughts, their will and behavior, parents berate each other, insult each other, fight in front of their children, are hostile, and never get along, trigger depression and stress for children (Kartono, 2019). This triggers depersonalization for children who eventually become divided and bullied. According to Dieter Wolke, everyone assumes bullying is common in schools, but recent research shows that bullying starts at home. He hopes that children raised by harsh parents are the most likely to fall prey to bullies. If children can deal with complex problems, they will know how to handle conflict. If parents are always taking over, the child lacks coping strategies and is more likely to target bullying.

b. Mass media

Television and print media form patterns of bullying behaviour in terms of their displays. According to Wilson, TV shows, movies, and other reading materials can have adverse behavioural effects such as; the anti-social, shared sense of sensitivity to violence, increased fear of being a victim of violence/bullying, and learned aggressive behaviour. A survey conducted by Kompas (Saripah, 2006) showed that 56.9% of children imitated the scenes in the movies they watched. Generally, they replicated their movements (64%) and their words (43%).

c. Friends of the same age

One of the significant factors of bullying behaviour in adolescents is caused by peers who have a negative influence by spreading the idea (either actively or passively) that bullying is not a big problem and is a natural thing to do. At this time, adolescents desire to no longer depend on their families and begin to seek support and a sense of security from their peer groups. So bullying occurs because of the demands of conformity. When children interact in school and with friends around the house, sometimes they are motivated to bully. Some children bully to prove that they can fit into a particular group, even though they feel uncomfortable with the behaviour.

d. Socio-Cultural Environment

The condition of the social environment can be the cause of bullying behaviour. Cultural criminal factors are one of the causes of the emergence of bullying behaviour. A chaotic political atmosphere, an uncertain economy, injustice in society, evictions, extortion, robbery, rape, and poverty can all trigger the emergence of abnormal behaviour, anxieties, confusion, and pathological

behaviour emerge. This drives young people to become addicted to drugs, alcohol, and drugs, and many become neurotic and psychotic, eventually engaging in bullying behaviour. One of the social, environmental factors that cause bullying is poverty. Those who live in poverty will do anything to meet their daily needs, so it is not surprising that there is often bullying among students in the school environment.

Promoting anti-bullying programs in schools

To prevent bullying, many parties have run anti-bullying programs and campaigns in schools, both from the school itself and other organizations related to children. However, bullying still often occurs in schools in Indonesia, so what can we as individuals do to combat bullying? First, helping children recognize and understand bullying. By increasing children's knowledge about bullying, they can more easily recognize when bullying happens to them or the people close to them. In addition, children also need to be equipped with the knowledge to deal with bullying and seek help. Things that can be done to increase children's understanding of bullying, including 1) Telling children that bullying is not good and cannot be justified for any reason or purpose. Everyone deserves to be treated with respect, regardless of their differences. 2) Informing children about the effects of bullying for the parties involved and those who are "silent witnesses."

The second piece of advice on ways is to deal with bullying. After being given an understanding of bullying, children also need to be equipped with the knowledge and skills to deal with it safely without resorting to aggressive or violent means, which can make things worse. Ways that can be used, for example, by ignoring the perpetrator, avoiding the perpetrator, or expressing their objections to the perpetrator openly and confidently. They can also prevent bullying by being around adults or a group of other children. If a child is a victim of bullying and the above methods have been used but have not worked, they should be encouraged to raise the issue to adults they trust, be it teachers at school or parents, or other family members at home. Third, build relationships and two-way communication with children. Usually, bullies will threaten or embarrass victims if they complain to others, which generally makes a bullying victim not want to report what happened to them to others. Therefore, it is imperative to continually build relationships and establish two-way communication with children to feel safe by sharing the problems they are experiencing with those closest to them and not being influenced by the threats they receive from bullies.

Fifth, help children discover their interests and potential. By knowing their interests and potential, children will be encouraged to develop themselves and meet and make friends with people who have the same interests. This will increase their self-confidence and support their social life, thereby helping to protect them from bullying. The sixth is to set an example through attitude and behaviour. No matter how good and good the slogans, suggestions, and advice they get, children will look back at their environment to see what the community accepts attitudes and behaviours. Even if it doesn't seem that way, children watch and record how adults manage stress and conflict and treat others. If we want to participate in fighting to bully, the simplest thing we can do is not to do bullying or other things similar to bullying. Whether we realize it or not, adults can also become victims or perpetrators of bullying, such as bullying at work or verbally abusing people around us.

Practical Implications: Legal Education as a Solution for Handling Bullying Cases in Students

Although there are no regulations requiring schools to have an anti-bullying program policy, the child protection law no. 17 of 2016 states that children in and within the school environment must be protected from acts of violence committed by teachers, school administrators, or their friends in the school concerned or other educational institutions. What is important is the role of education in increasing legal awareness among secondary school students. Legal education for high school students should be given from an early age so that legal understanding of the increased cases of student bullying does not lead to criminal acts. Students can be more aware of the law and not

lead to actions against the law, including bullying. The phenomenon of student bullying, which is part of violence among high school students, has occurred repeatedly. This phenomenon is continuous, where the object is the same, but the actors are different. Switch from and to the next generation.

Various experts' thoughts are put forward as a form of effort to find a solution. However, the phenomenon of student violence continues to occur. In criminal law, bullying is included in criminal law or criminal law. It is one of the legal parts of a country that threatens everyone with criminal sanctions. This is applied if they do not comply with the rules set by the authorized institution. The sanctions applied to this type of law are strict and coercive. Therefore, criminal law is used with an ultimatum premium for specific actions. This means that criminal law is applied as the last sanction; if other sanctions are more adequate, they are welcome to apply these sanctions.

Schools should begin to be given knowledge of the legal basis in force in Indonesia. It is hoped that students will better understand the sanctions received as legal consequences if they commit criminal acts such as bullying between students. Student bullying behavior cannot be separated from the responsibility of the world of education. Problems within the scope of students are almost always the same from generation to generation; lack of legal awareness among students makes students commit acts of violence due to a lack of knowledge of legal sanctions. Bullying, even the act of abortion due to promiscuity between students at school, is felt at this time also needs to be considered. Teachers and the government as policymakers are indispensable. Teachers are expected to be implementers of policies created by the government, and the role is not just a transfer of knowledge but more than that. Namely, providing moral education and basic legal knowledge can become a particular concern for students in carrying out all anarchic actions or actions that have legal consequences.

Legal education in schools in one application can be through civic education. Civic education aims to think critically, creatively, intelligently, and responsibly, to prioritise intellectual abilities and students' morality. Civic education is education that plays an essential role in shaping school students' personalities. This is because civic education teaches how students become excellent and trustworthy citizens. Citizenship education is a subject that is mandatory to be studied from the elementary to tertiary levels because it is so important to learn for the nation's successors. Civic education teaches how to create harmony in the school environment. In line with the objectives of civic education, namely to know and understand the contents and meanings contained in Pancasila and the 1945 Constitution or other words, to become good citizens based on the philosophy of the state and the 1945 Constitution and thus civic education is one of the educational efforts that concerning the formation and personal development and development of students or in other words by being one way to shape the character of the Indonesian nation and shape the Indonesian human personality wholly following the values contained in the precepts of Pancasila and the 1945 Constitution.

Fundamental legal knowledge may be imparted in civics lessons, or primary legal education may be extracurricular at school involving legal practitioners, law scholars, or law students. This is to synergize with the school and make extracurricular activities quasi-judicial activities, with trial procedures practised by students. Students can begin to be given a legal basis for making a report to file a lawsuit. Students can also start to be equipped with the basics and procedures for the trial and act as judges, clerks, prosecutors, lawyers, suspects, and witnesses. For later, start being introduced to how long the prison sentence will be received if he commits a crime, including bullying students.

Besides making these students aware of the law, students are expected to have the insight to equip them to practice law when they graduate from school. The author hopes that the practical activities and court procedures in secondary schools can arouse the talents of students interested in continuing to study law at the college of their choice. Maybe that way and the cooperation of all parties can create a conducive atmosphere for the ongoing educational process. It is hoped to change the mindset from traditional static students to students who think critically. It is not anarchists—

changing moral behaviour and productivity to become the nation's next-generation that is ready to face the nation's progress. For this reason, legal education in schools is an essential element in addressing the lack of legal awareness among students.

CONCLUSION

Bullying behaviour in students is a form of deviant and dangerous behaviour, so bullying must be carried out intensively and continuously. Bullying is not an act that happens by chance but is influenced by various factors, such as social, economic, cultural, and psychological factors of the people involved in bullying. All parties need to reflect (self-reflect) based on the increasing intensity of violence. Efforts to deal with student bullying in schools must cover various aspects, including individual, academic, cultural, and social aspects. The solution to the problem of bullying in schools is the same as other problems in schools, which are related to discipline. All parties handling students' bullying in schools must cover various aspects, including individual, academic, cultural, and social aspects. The solution to the problem of bullying in schools is the same as other problems in schools, which are related to discipline. Legal education in schools can be one solution in overcoming bullying among students. Legal education for school students can be given from an early age so that legal awareness of the high cases of student bullying does not lead to criminal acts. Students can be more aware of the law and not lead to actions against the law, including bullying. The current study has many limitations, especially in the corpus number. More studies must be presented to give a broader overview of the bullying cases in Indonesia. Besides that, considering gender issues in bullying cases is also recommended to investigate by future researchers.

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