

Prevention Of Bullying At SDN 02 Krajangkulon Through Anti-Bullying Socialization

Arinda Avrilia Putri ¹, M. Aqil Alwan ², Devi Permata Sari ³, Dina Salsa Bila ⁴, Indah Robiah Rohmah ⁵, Nurkholis Majid ⁶, Ninik Faiqotul Jannah ⁷, Risma Amalia Putri ⁸, Zuanita Adriyani ⁹

¹⁻⁹ Universitas Islam Negeri Walisongo Semarang, Indonesia

Email : kknkrajankulon2024@gmail.com

Alamat: Jl. Walisongo No.3-5, Tambakaji, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50185

Korespondensi penulis: kknkrajankulon2024@gmail.com*

Abstract. *Bullying is a form of violence that occurs among children. Bullying is a form of violent behavior that involves the power to hurt an individual or a group verbally, physically, or psychologically. The impact experienced by bullying victims includes various mental health issues and physical health complaints. This research uses a phenomenological research method. This method is used to describe a person's experience of a phenomenon. Research results indicate that bullying remains a significant issue, particularly in verbal and physical forms. Therefore, the 18th KKN MIT team at post 109 UIN Walisongo Semarang held an anti-bullying socialization event focused on raising students' awareness about the negative impacts of bullying and providing an understanding of the importance of creating positive social relationships.*

Keywords: *Bullying, Violence, Elementary School, Harassment, Socialization.*

Abstrak. Perundungan merupakan salah satu bentuk kekerasan yang terjadi di kalangan anak-anak. Perundungan adalah bentuk perilaku kekerasan yang melibatkan kekuatan untuk menyakiti seseorang atau kelompok secara verbal, fisik, atau psikologis. Dampak yang dialami oleh korban bullying meliputi berbagai masalah kesehatan mental dan keluhan kesehatan fisik. Penelitian ini menggunakan metode penelitian fenomenologi. Metode ini digunakan untuk mendeskripsikan pengalaman seseorang terhadap suatu fenomena. Hasil penelitian menunjukkan bahwa perundungan masih menjadi masalah yang signifikan, terutama dalam bentuk verbal dan fisik. Oleh karena itu, tim KKN MIT angkatan ke-18 di posko 109 UIN Walisongo Semarang mengadakan acara sosialisasi anti bullying yang difokuskan untuk meningkatkan kesadaran siswa tentang dampak negatif dari bullying dan memberikan pemahaman tentang pentingnya menciptakan hubungan sosial yang positif.

Kata kunci: Perundungan, Kekerasan, Sekolah Dasar, Pelecehan, Sosialisasi.

1. INTRODUCTION

Bullying comes from the English language, specifically from the word "bull," which means a bull that enjoys charging around here and there. This term is used to describe a destructive action. The term bullying has different names in each country, such as Norway, Finland, and Denmark, where it is referred to as mobbing or mobbning. The original term comes from English, where "mob" refers to a large group of anonymous people who are involved in violence. In Indonesian, the etymology of the word bully means a tormentor, someone who likes to harass the weak. The term bullying in Indonesian can be expressed as "menyakat" (derived from the word "sekat"), and the perpetrator (bully) is referred to as "penyakat." To disturb means to interfere, to intrude, and to hinder others (Novan, 2014).

Law No. 20 of 2003 on the National Education System, Article 1, Paragraph 1 states that "education is a conscious and planned effort to create a learning atmosphere and learning

process so that learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, as well as the skills necessary for themselves, society, the nation, and the state." To achieve that goal, a conducive learning environment free from violence is necessary. The hope is that the school can produce students who are intelligent, possess good morals, and exhibit good behavior. However, in reality, there is a lot of violence that occurs in the school environment. The phenomenon of bullying has become an unbroken chain. Each generation will respond to pressing situational conditions in the same way, leading to inherited behavioral patterns that become a culture of violence. Violence can occur anywhere, including in schools. Bullying, as a form of aggressive behavior, is a global issue, including in Indonesia (Ahmad, 2021).

Victims of bullying, whether physical, verbal, or social, often experience feelings of low self-esteem, anxiety, and depression. In addition, bullying can damage social dynamics in the community, creating an unsafe atmosphere and tension that can affect everyone around. It is very important to understand that harassment is not just a "child's issue" or "a trivial game (Astuti, 2008). " The entire educational community, including educators, parents, and policymakers, must pay attention to and take action on this phenomenon. If we know what causes it, what impacts it, and how to address it, we can help create a more inclusive and supportive environment and prevent bullying before it escalates. Three common characteristics of bullying are as follows:

1. The presence of aggressive behavior from the perpetrator that is enjoyable for them to harm the victim.
2. It is carried out in a way that is unbalanced, causing stress to the victim.
3. The action was carried out repeatedly. dominating victims with physical strength and sexual appeal, to make the perpetrator more popular among their peers.

Bullying can generally be categorized. in three categories, namely physical harassment, verbal harassment, and physical and verbal intimidation. Physical bullying is a type of harassment that can be seen by anyone. observing it because there is physical contact between the perpetrator of the harassment and the victim, such as: pushing, hitting, choking, biting, locking, kicking, punching, slapping someone in the room, kidnapping, damaging clothing and personal belongings, scratching, brandishing a firearm, stepping on feet, throwing objects, spitting, punishing by lifting the body, pinching, nudging, punishing by cleaning the bathroom, extorting, and damaging someone else's property. Based on the explanation, it can be concluded that bullying behavior is an action that can harm both oneself and others (Ahmad, 2007). To address and prevent the emergence of bullying, comprehensive policies are needed. Therefore,

all components of the school, from teachers, students, principals, to parents, must be involved in efforts to raise awareness about the dangers of bullying.

Bullying behavior is influenced by the surrounding environment, as seen at State Elementary School 02 Krajankulon, where a student engaged in bullying by pulling her friend's hijab, mocking her with her parents' names, locking her in the classroom, hitting her, and other actions. As a result, the students who were victims experienced trauma. From the initial observations made by the researcher at State Elementary School 02 Krajankulon, it was found that almost every class has cases of bullying that impact the students' friendship environment, both in lower and upper grades. These actions are carried out by students towards their peers in various forms of bullying behavior, with the most commonly reported by the researcher being the attitude of students bullying through insults or mockery, and physical violence. The direct physical bullying that causes the victim to feel afraid and withdraw from their environment has piqued the researchers' interest in studying this case. The attitude displayed by bullying perpetrators is not to be emulated, as easily as the child who likes to bully renders their victim powerless. From the various information and observations conducted by the researcher regarding the practices occurring in elementary schools, particularly at State Elementary School 02 Krajankulon, which piqued the researcher's interest, the researcher raises this issue with the title "Prevention of Bullying at SDN 02 Krajankulon Through Anti-Bullying Socialization."

2. RESEARCH METHOD

The method used in this study is the phenomenological method. This method is employed to describe a person's experience of a particular phenomenon. In this research, the focus will also be on increasing students' awareness of the negative impacts of bullying and providing an understanding of the importance of fostering positive social relationships.

3. RESULT AND DISCUSSION

Definition of Bullying

Violence among school-age children has become increasingly alarming. The school environment, which should be a safe and comfortable space for children to learn and grow, has instead become a breeding ground for violent actions such as bullying. This phenomenon is deeply ironic, given that schools play a crucial role in shaping children's character and positive personality traits. The school environment, which should serve as a source of knowledge and a place to nurture personal potential, has now become a source of fear for many children.

Bullying that frequently occurs in schools makes children feel unsafe and uncomfortable attending school. As a result, the teaching and learning process is disrupted, and children's academic performance declines. There needs to be a serious effort from all parties to address the issue of violence in schools. Schools, families, and communities must work together to create a safe and conducive environment for children. Furthermore, education on human values and the importance of respecting differences needs to be instilled from an early age so that children grow into individuals with strong character and a sense of empathy toward others.

According to Kharis, the term "bullying" originates from English and refers to acts of intimidation, fear-inducing, or harassment of others. This behavior involves threats, either physical or verbal, carried out repeatedly against individuals perceived as weaker (Kharis, 2019). The main purpose of bullying is to overpower and dominate the victim. According to Surya Atmojo, bullying is a deliberate action carried out by an individual or group to hurt or intimidate someone perceived as weaker (Atmojo, 2019). This behavior is characterized by an imbalance of power between the perpetrator and the victim. Bullying can take various forms, ranging from physical actions such as hitting, kicking, or pushing, to verbal actions like mocking, insulting, or threatening. The primary aim of bullying is to dominate, control, or harm the victim, either physically or psychologically. In conclusion, bullying can be defined as deliberate aggressive behavior, carried out repeatedly, and involving a power imbalance between the perpetrator and the victim. The main objective of bullying is to overpower, dominate, or harm the victim, both physically and psychologically (Natalia, 2023).

Types of Bullying

1. Physical Bullying

This involves acts of violence or aggression intentionally carried out by an individual or group against another person, with the aim of harming or intimidating the victim. Examples include hitting, kicking, pushing, and other similar actions.

2. Verbal Bullying

A form of intimidation or harassment using words, body language, or tone of voice to hurt, demean, or insult someone. This type of bullying involves the use of harsh, insulting, or threatening words to make the victim feel bad about themselves. Examples include mocking, teasing, or giving degrading nicknames.

3. Social Bullying

A more subtle form of bullying, but equally as damaging as physical or verbal bullying. Social bullying involves intentional actions aimed at excluding someone, damaging their

reputation, or interfering with their social relationships. Victims of social bullying often feel isolated, unaccepted, or ostracized by their social group.

4. Cyberbullying

Cyberbullying is a form of bullying carried out through digital technology. It involves using online platforms, such as social media, text messages, emails, or online forums, to harass, threaten, or humiliate someone (Anggraini, 2023).

Factors Contributing to Bullying

Bullying behavior in the school environment is often triggered by children who are easily angered, aggressive, mischievous, attention-seeking, and impulsive. These students may engage in bullying actions that are seen as minor, but in reality, these actions are highly distressing for the victims, especially since the behavior is often repeated. Factors that contribute to bullying, including:

1. Family

Bullies often come from problematic families where parents may excessively punish their children, or where the household is filled with stress, aggression, and hostility. Children learn bullying behavior by observing conflicts between their parents and then mimicking this behavior with their peers. If their attempts at bullying are met with no significant consequences, the child learns that "those with power are allowed to act aggressively, and aggression can increase one's status and control." From this, children develop bullying behaviors.

2. School

Schools often overlook the presence of bullying, which results in bullies receiving reinforcement for their intimidating behavior toward other children. Bullying thrives in school environments that provide negative feedback to students, such as punitive measures that do not foster respect and understanding among members of the school community.

3. Peer Group Factors

When interacting with their peers at school or in the neighborhood, children are sometimes driven to bully others. Some children engage in bullying as a way to prove they belong to a certain group, even though they may feel uncomfortable with the behavior themselves.

4. Social Environment Conditions

The social environment can also contribute to bullying behavior. One social factor that fosters bullying is poverty. Those living in poverty may resort to extreme measures to meet their needs, leading to instances of extortion or bullying between students in school.

5. Television and Print Media

Television and print media shape bullying behaviors through the content they present. A survey conducted by Kompas revealed that 56.9% of children imitate scenes from the films they watch, with 64% copying actions and 43% mimicking the dialogue (Nova, 2020).

Impact of Bullying

The effects of bullying on a child include decreased self-confidence, anxiety about their environment, discomfort when faced with bullying, feelings of shame, anger, and trauma. Victims may become less confident when speaking in class and may even doubt their own abilities. Additionally, the impact on the bully affects their relationships with peers, including their patterns of interaction and communication. Intimidation has serious potential to affect students' psychological health, leading to consequences such as trauma, anxiety, depression, reduced self-confidence, academic decline, and even suicidal thoughts. Victims of bullying often experience a drop in self-confidence, trauma, anxiety disorders, and thoughts of suicide. They may also feel emotional distress, hopelessness, and develop a more withdrawn and fearful personality. The most severe impact of bullying is depression, which can lead to suicide. Therefore, quickly identifying signs of bullying and responding immediately is crucial for protecting students' mental health (Herawato, 2019).

1. Traumatized

Not every individual who experiences bullying will develop trauma, but bullying can certainly lead to trauma. For some, trauma manifests in various mental health disorders. Trauma from bullying can persist over a long period, involving feelings of insecurity, mistrust in others, and helplessness. Victims may experience traumatic memories or flashbacks related to bullying, which can trigger high levels of anxiety and stress. Additionally, trauma from bullying can disrupt sleep patterns, lead to eating disorders, and affect concentration and learning abilities. Providing emotional support and professional help is vital for victims to overcome trauma and restore psychological well-being.

2. Loss of Self-Confidence

Continuous bullying can lead to a significant decline in the victim's self-confidence. Bullying victims often feel ashamed and uncomfortable interacting with others. This loss of self-confidence can make victims feel socially withdrawn and hesitant to engage in activities. They may feel inferior to their bullies and unworthy of trying new things. The erosion of self-confidence can affect various aspects of their lives, as they may become reluctant to take on new challenges or fear meeting new people. Raising awareness about the effects of bullying is essential, as it can have serious consequences for the victims.

3. Experiencing Anxiety Disorders

One common effect of bullying is anxiety disorders, where victims experience excessive fear in certain situations. Victims often feel afraid and anxious when in social situations because they worry about being bullied in public. This fear extends into daily activities, as bullying often happens unpredictably, causing victims to be on constant alert. Bullies may view their actions as jokes, unaware that their behavior causes overwhelming anxiety for their victims. Signs of anxiety in victims can include avoiding stressful situations, restlessness, avoiding eye contact, speaking softly, trembling, stiff posture, and crying.

4. Decline in Academic Performance

Bullying has long-term effects on students' academic achievements. Victims of bullying often experience stress that disrupts their concentration and focus, affecting cognitive performance and memory. Moreover, bullying can destroy a student's motivation to learn, leading to a loss of interest in education. Low motivation can result in school absenteeism, late assignment submissions, and reduced participation in academic activities. Consequently, bullying has a significant impact on students' learning outcomes, creating discomfort and fear in the classroom and affecting their ability to complete daily tasks.

5. Depression

Bullying can trigger depression in students through various mechanisms. Continuous harassment or intimidation undermines students' emotional well-being, creating insecurity and stress that contribute to depressive symptoms. Bullying often leads to social isolation, making victims feel alienated and unable to form healthy interpersonal relationships. A lack of social support increases the risk of developing depression. In addition to damaging self-esteem and body image, demeaning treatment and insults contribute to feelings of worthlessness, which can be a major factor in depression. Although individual responses to bullying vary, it is important to address this issue seriously and provide the necessary support to prevent negative effects on students' mental health.

Strategies for Eradicating Bullying in Schools

Indonesia is a state of law based on Pancasila and upholds moral values, ethics, morals, and noble character. This country adheres to the belief in the One and Only God, respects diversity, and protects the rights and dignity of every citizen. Criminal acts are usually caused by various factors such as economic conditions, family environment, or external influences. Children who often play outside frequently forget the norms and laws that apply, leading to amoral, cruel, and wicked behavior (Gatot, 2000). Crime is a form of social deviation that continues to evolve within society. According to Dr. Saparinah Sadli, this deviation threatens

social norms and order, creates tension both individually and socially, and poses a real threat to social stability. Crime is not only a humanitarian issue but also a social one, and according to Benedict S. Alpen, it is "the oldest social problem (Muladi, 2005).

In addressing crime issues, particularly violence such as bullying, there are various approaches that can be applied. This includes preventive and repressive efforts, as well as through criminal and non-criminal legal channels. The use of criminal law to combat crime is a method that has existed for a long time. Violence, including bullying, can be categorized as a criminal act, and its handling needs to follow the principles of crime prevention in general (Salim, n.d).

Satjipto Raharjo defines legal protection as an effort to safeguard the human rights of those who have been harmed and to ensure that society can enjoy the rights granted by the law. Philipus M. Hadjon added that Legal Protection focuses on the protection of dignity and honor as well as the recognition of human rights to combat arbitrariness. Meanwhile, CST Kansil explains legal protection as various measures that law enforcement officials must take to provide a sense of security, both mentally and physically, from various threats. In criminal policy, there are two main issues related to the use of penal measures (criminal law):

1. Determination of actions that should be classified as criminal offenses
2. Establishment of penalties that must be imposed on offenders.

For the prevention of children as perpetrators of crime, Lili Rasjidi and B Wyasa Putra state that the law must not only provide certainty but also protect and create balance through a predictive and anticipatory approach. Non-penal policies are very effective in preventing crimes by children, who are the next generation and require special attention from both the state and society. Child protection in Indonesia has become part of the nation's goals as mandated in the 1945 Constitution. That is Law Number 35 of 2014 concerning child protection, which states in Article 54 that children in and around schools must be protected from acts of violence committed by teachers, school administrators, or their peers within the relevant school or other educational institutions (Prakoso, n.d.). The environment of victims who experience bullying often makes them feel inferior and less confident. Such matters are the responsibility of child protection enforcers to provide protection to the victims. Legal protection for children encompasses various aspects, namely:

1. Protection of children's rights and freedoms is an essential part of human rights related to state duties; therefore, every country is obligated to support, fulfill, and respect children's rights based on government regulations implemented periodically and at both macro and micro levels.

2. Protection of children in legal processes, children have the right not to be harmed in criminal legal proceedings, as they are entitled to be trained in legal processes in the enforcement of criminal law according to their abilities. They can fulfill their responsibilities as citizens, good members of society in general, by following their peers in fulfilling their rights and obligations fairly and to the best of their ability. This is an authoritative and effective way in its process.
3. Supporting children's welfare (in family, education, and social environments), such as monitoring children's and families' activities. The three variables of Life are assessed within this framework. Among them:
 - a. Living in a family context that is more capable of meeting the needs of its children.
 - b. Living in a way that meets the educational needs of children and adolescents.
 - c. Living in a way that fulfills the physical needs of children and their mental needs.

Law Number 4 of the Republic of Indonesia in 1979 concerning Child Welfare states that children have the right to a livelihood, care, education, and affectionate guidance within the family, as well as special care for their natural growth and development, which is the responsibility of the parents. A further understanding of child protection is that it is a system of welfare and well-being for children that can guarantee the development of their mental, physical, and social aspects (Makarao, 2013). Efforts to prevent and eliminate bullying in schools begin with the following:

1. Creating a positive school culture and learning environment.

Establishing a school culture and learning environment free from fear, through training individuals, developing guidelines to prevent bullying in schools and student participation, creating models for the implementation of anti-bullying systems, and raising awareness and prevention of bullying among stakeholders.

2. The school supports the students' good work.

Schools need to support working groups so that all students can participate. In addition, the school has access to complaint or consultation meetings between students and the school, through parents and the school, as well as establishing school rules such as penalties for bullying perpetrators.

Those who have experienced bullying in any form can suffer psychological trauma that affects their lives. Common signs and symptoms include: nonspecific physical illnesses, mental health issues, avoidance behavior towards school, changes in social behavior, emotional symptoms, and signs of health deterioration.

These signs and symptoms make many parents worried, so if they notice them in their son or daughter, they should consider the child as a bully and seek treatment as soon as possible. Oppression can have a significant impact on the lives of both those who suffer and those who become victims of bullying. The impacts can be categorized into short-term and long-term effects. For the victims, the short-term impact is avoiding the school environment or the environment where the perpetrator is present, which can lead to various psychological disturbances. In the long term, they may grow up to be individuals who are safe, friendly, and prone to blaming others. In addition, the perpetrators of intimidation could also become new terrorists in the future as a way to obtain what has been given to them. Meanwhile, perpetrators of intimidation tend to abuse their power and are prone to anger, have poor emotional control, and are sensitive or vulnerable. The criminal justice system to prevent bullying among children must involve many parties, including families, schools, and the community. Families and those close to children need to be taught the right parenting patterns, avoiding dominant parenting styles, and providing good examples of behavior and actions.

Implementation of Anti-Bullying Socialization at SDN 02 Krajangkulon

Bullying in schools is a serious issue that can negatively impact the mental, emotional, and social development of children. Observations conducted show that bullying behavior at SDN 02 Krajangkulon remains a significant problem, particularly in the forms of verbal and physical abuse. The forms of verbal violence include mocking, insulting, cursing, yelling, and threatening, while the forms of physical violence include hitting, slapping, abusing, and slaughtering. Therefore, the KKN MIT 18 Team at Post 109 UIN Walisongo Semarang is conducting an anti-bullying socialization program as a preventive measure to create a safe and conducive learning environment at SDN 02 Krajangkulon. The purpose of this socialization is to provide students with an understanding of various aspects of bullying. It is conducted in every class and employs an interactive method for delivery. This method encourages students to discuss and share their experiences related to bullying.

The anti-bullying socialization held by the KKN MIT 18 Team at Post 109 UIN Walisongo Semarang focuses on raising students' awareness about the negative impacts of bullying and providing an understanding of the importance of fostering positive social relationships. The material presented in this socialization includes the definition of bullying, types of bullying, the impact of bullying on victims, as well as the steps that students can take to prevent or stop bullying. In addition, to strengthen students' understanding, a simulation was conducted that showcased examples of bullying situations that often occur in schools. Students are asked to take on the roles of the perpetrator, victim, and witness of bullying. After finishing,

a reflection session is held, where students are invited to express their feelings when discussing the types of bullying. This helps students to better understand the emotional impact of bullying and the importance of stopping such actions. In this socialization, it was also conveyed that bullying is not just an individual issue between the perpetrator and the victim, but also a social problem that can affect the entire school community. Therefore, the prevention of bullying must be a shared responsibility, not just for teachers, but also for all students and parents. In addition, it is important to build an inclusive and supportive school culture so that every student feels valued and protected.

4. CONCLUSION

Bullying can be defined as an intentional aggressive act that is carried out repeatedly and involves an imbalance of power between the perpetrator and the victim. The results of the observation indicate that there are still instances of bullying occurring among students at SDN 02 Krajankulon, particularly in areas that are not monitored by teachers, such as classroom corridors, during times when no teachers are present, during breaks, in the playground, and in the restrooms. The most common forms of bullying are teasing, insults, and physical actions such as pushing and hitting. This situation requires intervention involving all elements of the school, including students, teachers, and parents. Anti-bullying socialization is held in every class by the KKN MIT 18 team from post 109 UIN Walisongo Semarang, with the aim of educating students about the detrimental effects of bullying and providing an understanding of the importance of creating positive social relationships. The material presented includes the definition of bullying, types of bullying, the impact of bullying on victims, and actions that students can take to stop bullying. This bullying action should be a collaborative effort involving all components of the school, from teachers, students, and principals to parents, who must be engaged in efforts to raise awareness about the dangers of bullying. In addition, it is very important to create a friendly and supportive school environment where every student feels safe and protected.

5. SUGGESTION

From the conclusions of the research above, several recommendations can be made as follows:

1. For schools, it is advisable to increase supervision by patrolling the school at certain times and in specific places that have the potential for bullying to occur.

2. For teachers, it is important to be more responsive to bullying behaviors, whether they are minor or major, to prevent any victims from arising.
3. For guidance counselors, it is essential to document every case of bullying that occurs in the school as a record for appropriate handling of these cases.
4. For parents, it is important to be a positive role model for their children and to create a warm family relationship.

REFERENCES

- Ariesto, Andrian. (2017). *Pelaksanaan Program Anti Bullying*. Link : <https://www.brilio.net/ragam/contoh-program-anti-bullying-di-sekolah-yang-butuhkan-partisipasi-aktif-siswa-2305245.html> Diakses Pada, 26 Agustus 2024 Pukul 13.34 Wib.
- Astuti, R.P. (2008) *Meredam Bulling (3 Cara Efektif Mengatasi Kekerasan Pada Anak)* Jakarta : Grasindo.
- Atmojo, Suryo. (2019). *Peran Penguatan Pendidikan Karakter Dalam Menanggulangi Kekerasan Pada Lembaga Pendidikan*. Vol. 1 No. 2. Bulletin Jagaddhita.
- Buletin Jagaddhita Damayanti, K. K. H., Kurniawati, F., & Situmorang, D. D. B. (2019). *Bullying Di Sekolah : Pengertian, Dampak, Pembagian, Dan Cara Menanggulunginya*. Jurnal Ilmu Pendidikan, Vol. 17 No. 1
- Herawati, Novi Dan Deharnita, (2019). "Gambaran Faktor-Faktor Penyebab Terjadinya Perilaku Bullying Pada Anak". Vol. 15 No. 1. Jurnal Keperawatan.
- Hopeman, T. A., Suarni, K., & Lasmawan, W. (2020). *Dampak Bullying Terhadap Sikap Sosial Anak Sekolah Dasar (Studi Kasus Di Sekolah Tunas Bangsa Kodya Denpasar)*. Pendas: Jurnal Pendidikan Dasar Indonesia, Vol 4, No 1.
- Kharis Abdul, (2019). "Dampak Bullying Terhadap Perilaku Remaja (Studi Pada Smkn 5 Mataram)." Jiap (Jurnal Ilmu Administrasi Publik) Vol. 7 No.1
- Maria Natalia Bete, (2023). *Peran Guru Dalam Mengatasi Bullying Di Sma Negeri Sasitamean Kecamatan Sasitamean Kabupaten Malaka*, Jurnal Ilmu Pendidikan (Jip), Vol. 8, No.1
- Muladi Dan Barda Nawawi Arief (2005). *Teori-Teori Dan Kebijakan Pidana*, Bandung.
- Nurdiana Ahmad, (2021). *Analisis Perilaku Bullying Antar Siswa Terhadap Pembentukan Karakter Siswa Di Sdn Sangir Kecamatan Wajo Kota Makassar; Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar "Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0"*
- Oktaviany, D., & Ramadan, Z. H. (2023). *Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar*. Jurnal Educatio Fkip Unma, Vol. 9 No. 3.
- Prakoso, Abintoro. (2007) *Hukum Perlindungan Anak, Fakultas Hukum Universitas Jember, Jember Ahmad, J. Modul Dan Konseling Universitas Putra Malaysia*

Salim Hs, Dkk. *Penerapan Teori Hukum Pada Tesis Dan Disertasi*. Raja Grafindo Persada : Jakarta

Soeparmono, Gatot. (2000). *Hukum Acara Pengadilan Anak*. Pt Djambatan : Jakarta

Tufik Makarao, Mohammad. Dkk (2013), *Hukum Perlindungan Anak Dan Penghapusan Kekerasan Dalam Rumah Tangga*, Jakarta; Rineka Cipta.

Wiyani, Novan, Ardy. (2014). *Save Our Children From School Bullying*. Maguwoharjo: Arruzz Med

Zakiah, E. Z., Humaedi, S. & Santoso, M. B. (2017). *Faktor Yang Mempengaruhi Remaja Dalam Melakukan Bullying*. Jurnal Penelitian & Ppm, Vol. 4 No. 2.