

Phenomenology Study of Youth Victims of Bullying Coping Experience At Public High School Banda Aceh City

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ABSTRACT

Violence among youths has emerged in many schools in recent years. One form of violence that occurs in schools is acts of violence or what is often referred to as bullying. Bullying to adolescents can have a psychological impact, if this impact is allowed to disrupt the lives of adolescents. Therefore, teenagers need coping in dealing with bullying they experience. The research objective was to understand the coping experiences of teenage victims of bullying in high schools in the city of Banda Aceh.

This type of research is qualitative with a phenomenological approach and uses data collection methods with in-depth interviews. Participants in this study were youth victims of bullying who were obtained based on purposive sampling technique. Data in the form of interviews and field data were analyzed using the Collaizi technique.

The results of this study identified 5 themes, namely tolerating vs. rejecting bullying, being subjected to unpleasant treatment, showing strength, keeping busy with positives and receiving protection vs. lost support. Researchers suggest the need for schools to provide more in-depth socialization about bullying and be able to evaluate the progress of each student to avoid the impact of bullying, and schools can work together with related agencies such as health centers to overcome bullying problems experienced by teenagers in school.

Keywords: Bullying, Coping, Adolescents, Roy's Adaptation Model

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BACKGROUND

Violence among youths has emerged in many schools in recent years. One form of violence that occurs in schools is acts of violence or what is often referred to as bullying. Bullying itself occurs when a teenage student bullies and repeatedly does unpleasant things to other teenage students (UNICEF, 2015). Most teenagers who are victims of bullying engage in silence and are reluctant to tell their parents or teachers about their experiences of being bullied, out of fear of reprisal or embarrassment. More than 50% of teenagers who are victims of bullying rarely or never even tell their parents and teachers (Wolke & Lereya, 2015).

Based on research data the Program for International Students Assessment (PISA) 2018 has conducted research in 78 countries showing that there are 10 countries that experience the most cases of bullying in children and adolescents, namely the Philippines ranked first as much as 64.9% and Indonesia ranked fifth namely as many as 41.1% of students who admitted to having experienced bullying. This figure is still far above the average of OECD (Organization for Economic Co-operation and Development) member countries, which is 22.7% (OECD, 2019).

Indonesian Child Protection Commission (KPAI) said that violence against children and adolescents is increasing every year, throughout the year 2018, bullying case dominate world affairs education (KPAI, 2018). K PAI (2018) on May 31, 2018 identified cases referring to the child protection cluster from 2011 to 2018 mentioning that the number of victims of violence in the world of education reached 3,184 cases (Infodatin, 2018).

The impact caused by this act of bullying is very broad in scope, one of which can have a serious impact on mental health. Teens who are victims of bullying will be at risk of experiencing various health problems, both physically and psychologically (Bhuyan & Manjula, 2019) . Psychologically bullying can cause adolescents to feel depressed, have feelings of shame, feelings of fear, anxiety and sadness. If this condition is prolonged, it can lead to depression (Okoth, 2014). According to Erath et.al in Estevez (2019), it has been noted that adolescents who are victims of bullying at school often show difficulties in making emotional adjustments in their daily life experiences, which in turn can lead to a greater inability to take the perspective of others, so that sometimes it can bring out negative feelings (Est & Su, 2019).

There are many factors that influence bullying, including gender, family environment, school environment, peer support and community environment. Support from parents, school teachers and peers can improve the development of social function skills in children so that adolescents can manage problems well and can reduce the risk of victims of bullying (Wang, Hong, Wei, Hwang, & Wang, 2018)

In Aceh itself, based on data from KPAI throughout Indonesia from 2011 to 2016, there were 44 cases related to bullying cases, and Aceh was ranked 22 out of 43 cities in Indonesia (KPAI, 2017). The Aceh Social Service said that there were 32 cases of bullying in Aceh from 2016 starting at the elementary, junior high and high school levels. In SMA alone, there are 22 cases of abuse that occurred in Banda Aceh City. The data shows that the SMA level is in the highest rank at 84.4%, the SMP level is 6.2% and the SD level is 9.4% (Aceh Social Service, 2017).

Based on the description above, it can be concluded that bullying can have a negative impact which includes psychological aspects, physical aspects and social aspects that will continue to influence the development of the next life. Therefore, the importance of the role of mental nurses here is to provide appropriate treatment for bullying victims by increasing the coping of youth victims of bullying by providing reinforcement, motivation and helping

adolescents in increasing their self-confidence so that they are not easily influenced by other people or the surrounding environment, which actually made him worse off. This is done so that these adolescents can overcome the problem of bullying themselves so that they can prevent further impacts on health problems (Stuart, 2016).

To be able to explore the coping experiences of youth victims of bullying, researchers will use the Roy's Adaptation Model as a conceptual foundation. This model is used because it focuses on coping mechanisms which include physiological functions, self-concept, role functions and interdependent relationships (Roy & Andrews, 1999 in Alligood, 2010).

METHODS

The research design used was qualitative with a descriptive phenomenology approach. The population in this study is the key participant is was a teenager who had been a victim of bullying at school SMA Negeri 3 Banda Aceh. Meanwhile, Associate Participants are counseling guidance teachers, participant friends and parents of teenage victims of bullying. Participants were selected using purposive sampling technique, namely the sampling technique with certain criteria. Researchers also used the snowball technique in participant selection because not all victims of bullying reported their cases to the counseling teachers at school, so the snowball technique would expand the number of participants until data saturation was achieved. The data collection technique uses in-depth interviews online and uses recording tools using a smart phone.

RESULTS

Based on the results of the data analysis, five themes were obtained, namely: (1) Tolerating vs. Rejecting bullying, (2) Responses and feelings towards bullying, (3) Showing self-strength, (4) Keeping yourself busy with positive things, (5) Receiving protection Vs Losing support .

Tolerate vs. Reject bullying

This theme explains how victims tolerate and reject bullying that they experience in school under certain conditions. In one condition, as a victim of bullying at school, the victim felt that the bullying he experienced was a natural thing to happen in school because the victim thought it was a prank from their peers, so the victim thought that bullying did not need to be reported.

This was clarified through the results of interviews with participants as follows:

"I have experienced bullying, sis, but it's not that heavy, it's just normal ... to make fun of it sis ,, that's normal sis friends ... joked physically sis ,, like short, less compact in what you say" (P7).

"For example, sis, my name is flower, made fun of names that don't match our names sis .. for example, who is it called ... if people call Ma E at school like that sis ... but it's like kidding, sis ... in my opinion. the call is kidding sis "(P5).

But in other conditions, the victim considers that there is *bullying - bullying* particular according to the victim is already beyond the limit which makes the victim feel angry.

This was clarified through the results of interviews with participants as follows:

"If you make fun of it, you can but don't go too far, sis..Anyway, don't make fun of your parents, sis, that's all .. Adi doesn't like bullying the most when the names of parents are used, sis, anyway I get angry when it's already Grandpa like that "(P8).

Responses and feelings to bullying

This theme explains how victims respond and feel when they are bullied by their friends. The bullying they experience has a psychological impact on victims such as sadness, fear, heartache, insecurity and others so that it makes victims feel uncomfortable and safe with their conditions at school .

This was clarified through the results of interviews with participants as follows:

"Yes sis, I feel sad, but yes, it's okay ... I don't want to be friends with my brother ... I don't know sis sometimes ... we know it from people like that" (P6).

In addition, victims also feel submissive and powerless in the face of *bullying* because the number of perpetrators of bullying a lot, the actors do the bullying does not own but they abuzz. Usually the perpetrators bully when there is no teacher or rest hours where the perpetrator at that time is weak and alone so that they are powerless to fight the perpetrator.

This was clarified through the results of interviews with participants as follows:

"Just shut up, sis, because your parents are so loud, why do we do that, later we will be physically beaten too" (P4).

"For bullying, yes, but the parents are busy, we can't possibly fight back, at most I just keep it secret ... yes sis, the parents get together with bullying ... sometimes we are being bullied like that (P7).

Show self-strength

This theme explains that the victim shows his strength when being bullied against bullying that has crossed the line. The victim will respond with aggressive behavior such as anger.

This was clarified through the results of interviews with participants as follows:

"Ehm..ehm, .. health sis .. that's all sis .. ehmm .. (there was a noise and the sound of the door closed) .. yes sis .. feel like you don't accept being bullied by being ridiculed like that sis, annoyed, angry.. that's it sis " (P2).

However, victims sometimes also respond to bullying by speaking kindly to the perpetrators so they can understand the other person's condition

This was clarified through the results of interviews with participants as follows:

"For example, bro, if you talk to your friends just talk to him, don't get close to this, try if you are where I am ... you have to understand each other, that's how it is sis" (P4)

The victim also hopes that the perpetrator can understand, understand the victim's condition and can put himself in the position of the victim who is always being bullied . The victim wants the perpetrator to be able to introspect himself to be a better person.

This was clarified through the results of interviews with participants as follows:

"I mean this sis .. Budi hopes they can change into a better person, after that they can see the other person's point of view that the person being bullied is annoyed and feels uncomfortable, anyway they can change sis .. become a better person to them, can see other people's point of view, can introspect oneself " (P1).

Keep yourself busy with positive things

This theme explains that victims of bullying avoid sources of stressors by keeping themselves busy with positive things such as distracting themselves by playing, reading books, participating in extracurricular activities or activities in the community. This was done to reduce the burden felt by victims because of this bullying.

This was clarified through the results of interviews with participants as follows:

"Just shut up in class sis, don't do anything .. I don't care, it's like stupid, I don't open it, bro ... open up the cellphone at most, play the cellphone, chat with friends" (P3) .

"There are ikot sis like scouting with Pakibraka sis ... there are no sis ... there are none at all ... there are no sis ... at most there are playing with friends" (P8) .

Receiving protection vs. Losing support

This theme explains that in a condition victims get protection or assistance provided by their peers, schools and parents who take part in the problem of bullying experienced by the victim. The victim feels very happy because he gets protection from people around the victim.

This was clarified through the results of interviews with participants as follows :

" Responding like that, sis?. There ... Adi ... uhm ... that's enough, poor him ... continues to be bullied ... that's enough ... yeah ... I don't remember ... I think it's just him" (P2).

The condition experienced by the victim made the victim feel that he was not alone but that there were always people who would protect him.

This was clarified through the results of interviews with participants as follows :

"Ehm..ehm..there amuse us sometimes sis .. bro .. no sis .. ne people even say what are you doing to get angry with him" (P6).

Victims also mend a patkan support from the school. One of the supports provided by the school to victims is in the form of strengthening to encourage victims and provide advice to victims.

This was clarified through the results of interviews with participants as follows:

"Yes, sis, encouraged sis, advised Sis to say don't listen ... don't listen to what friends are saying, sis" (P7).

In addition, the form of support provided by the school is also given to the perpetrator by bringing the perpetrator to the counseling guidance teacher to be briefed if the reported bullying problem is still mild, but if the reported bullying problem is severe then a punishment or punishment will be given as if not warned. ignored, there will be a parental call, will be suspended and if the school cannot be guided any more, they will be expelled from the school.

This was clarified through the results of interviews with participants as follows:

"Taken to BK .. maybe given punishment for the culprit .. Budi knows if the light ones don't know, but if the heavy ones don't usually go to school like that for 2 weeks ... there sis .. parents called first ... yes sis (P1)

In addition to providing punishment, the school also provides support in the form of socialization either through questionnaires or counseling about bullying issues.

This was clarified through the results of interviews with participants as follows:

"There is ... in the BK place, there is ... yes ... the form of a questionnaire ... including each class ... not there ... before the questionnaire was there it was also explained the impact ... what are the reasons ... yes ... no. . At most 15 minutes, then I was given a questionnaire .. (pause) .. decreased a little .. I; decreased a little huh..da .. interviewed the person who was bullied .. after that the person who bullied was called a BK teacher ... in the socialization..yes. So "(P2).

In addition to the support of friends and the school, victims also have the support of parents is the support provided in the form of advice to the victim, but there are also parents who are directly advising the sipem bully that mem not bully her.

This was clarified through the results of interviews with participants as follows :

"Sometimes there are also stories ... they say it's okay ... just guaranteed ... just focus on learning like that" (P8)

"Adek said .. yes say, don't have to listen to it, just focus on studying at school, don't need to open it, Sis. If it's really bad, tell me to report to the teacher Sis ... that's what he said ... that's all sis .. "(P4).

However, in certain conditions, the victim does not get protection, sometimes the victim feels that there is no protection because the victim's friends do not provide support to the victim regarding the bullying problem they experience.

This was clarified through the results of interviews with participants as follows :

"Once, sis, when I reported to the BK, my return was even more bullied by this person in the parking lot. I said I liked reporting ... because when I reported my parents were called by BK so the parents got even more angry with me ... Only even though I reported it because bullied in the parking lot .. uhm not sis .. lazy to also deal with other people sis "(P4).

In addition, according to the school's participation , it is not optimal in providing protection for victims related to bullying problems, such as the sanctions given have not been firm so that no changes have occurred, then there is no special program related to *bullying* prevention and there is still a lack of socialization given regarding *bullying*.

This was clarified through the results of interviews with participants as follows :

"I don't think there is any impact of bullying ... there is no socialization about drugs sis ... for now there is no program for bullying (P7).

"There are not many changes, sis .. I see-that's all .. there are no changes sis ,, still often - often teased too sis ,, there are no takotnya of the parents ,, I still like to make fun of it too" (P8).

DISCUSSION

Teenagers are faced with situations that are quite difficult in perceiving the bullying they experience. In one condition, adolescents perceive that bullying is common and naturally occurs in school. According to them every man must have been getting bullied at school and it was normal. Teens also think that bullying is a form of prank done by their friends so that they don't really care about the bullying they receive and don't need to report it because it's not dangerous.

This is in line with research conducted by Darmawan (2017) which shows that the form of bullying that occurs in high school environments in Palu City has not reached a stage that endangers victims and does not have a negative effect on academic achievement and students' daily lives. The findings in this study also said that bullying was not a serious problem, because one of the students said bullying was just a joke. They think that what the perpetrator is doing is still within the limits of what they can do, so there is no need to worry.

Students perceive that bullying is a tradition at school and are considered normal so they do not want to report it. They think that this is a way to maintain the fertility of bullying in schools, because over time, the victim will be freed from this bullying after feeling an increase in social status such as advancing in grade (Permatasari, Yuli, 2017).

However, in certain circumstances teens perceive that they do not agree with bullying because there is bullying - bullying particular according to the victim himself had crossed the line, so it can not be tolerated. Based on the results of the data analysis, the victim said that bullying that crossed the line, such as mocking and calling parents' names and playing violence physically. Bullying behavior is considered to be serious or crosses the line if it can have a negative effect on victims, both physically and psychologically, which results in negative actions (Darmawan, 2017).

The bullying experienced by the victim makes the victim feel annoyed and uncomfortable. The response and feelings of the victim to the bullying they receive can have a psychological impact on the victim, namely the victim feels sad and inferior.

Based on research conducted by Ikhsani (2015) which reveals that bullying treatment can have a psychological impact on victims such as feelings of annoyance, sadness, insecurity, discomfort, not concentrating on learning in class. The same thing was also expressed by Setiawan (2018) based on the results of his study showing that from the results of his observations on bullying victims, it was found that bullying victims had an attitude of being alone, insecure and difficult to socialize because of low enthusiasm and self-confidence, and peers could not understand their condition.

Bullying will have a negative impact on the physical and psychological health of adolescents, such as headaches, difficulty sleeping, fatigue, self-harming behavior, feeling lonely, depression, and having suicidal thoughts. Depressive symptoms are very severe effects found in victims of bullying (Zhou, Liu, Niu, Sun, & Fan, 2017).

The results of data analysis also show that some victims experience helplessness when bullied by their friends. This can be seen when the bully gives up, is silent and does not believe in himself. This is in accordance with research conducted by (Utami et al., 2019) which shows that there is a relationship between bullying and helplessness in adolescents where the result is that the powerlessness of adolescents is 90.5%. Teens try to avoid problems, be they trivial problems or not, because adolescents feel helpless when facing these conditions.

Powerlessness in adolescents can lead to a lack of self-confidence, so that it can have a negative impact on the quality of life of adolescents such as the emergence of feelings of anxiety, can cause depression so that if allowed to affect the psychological state of adolescents, disturbances in thinking, and can reduce social relationships in adolescents (Febriyani & Darlina, 2017).

When the victim is bullied, the victim will also show his strength when being bullied against bullying that has crossed the limit according to the victim. The victim will respond with aggressive behavior such as anger. Rozie (2018) revealed that positive and negative individual perceptions of an event will affect the visible individual actions.

Based on the results of the study, it is known that 64.3% of adolescents choose to be silent and close themselves, 39.3% become insecure, 21.4% withdraw from their social environment, 17.9% just laugh at other people's attitudes to them, 14.3% against, and 3.6% said it was considered normal (Andika, 2021).

However, there are teenagers when they are bullied, they do not use their emotions to solve the problems they experience. This is in line with research conducted by Meilena & Suryanto (2015), namely self-disclosure and assertive behavior are related to the tendency to avoid bullying. The results of this study say that self-disclosure and assertive behavior are related to the tendency of self-disclosure and emotional regulation where the results show that the higher the assertive behavior of adolescents, the higher the tendency of these adolescents to avoid bullying.

In order to offset the impact experienced by the victim regarding the bullying problem she is experiencing, the victim tries to distract herself by keeping herself busy with positive things. This is supported by research conducted by Diti & Cahaya (2016) which reveals that in order to overcome a problem, they divert their attention, namely playing games, saying istighafar, and focusing on studies. This is done to limit the effects of bullying so that it does not interfere with their lives.

Based on the data analysis, it was also found that another form of diversion carried out by victims related to the problem of money bullying that they experienced was by participating in activities in the community such as participating in preaching activities. This is in line with research conducted by Eka, et al. (2020) which shows that there is a difference before and after reading the Koran therapy on the level of anxiety in adolescents due to bullying at Mts Ma'arif Nyatnyono Ungaran where the level of anxiety before reading Al -Qur'an experienced a moderate level of anxiety (47.4%). Meanwhile, after reading the Koran experienced a mild level of anxiety as much as (42.1%).

In dealing with the problem of bullying, victims get support from their peers in class when they are bullied . This makes the victim feel happy because he is not alone, someone is helping him. In general, adolescents depend more on their peers than their parents. Teens have strong emotional bonds with their peers. Strong solidarity with peers will make adolescents a stronger person so that adolescents will be more easily influenced by their peers (Sigalingging & Sianturi, 2019).

For middle school students, peer support is essential for managing various problems and for improving social functioning. Thus, the acceptance and support of friends greatly affects the occurrence of bullying in schools. And one finding suggests that lack of peer support and peer rejection are significant risk factors for becoming victims of bullying. A study with 880 students, ages 12-16, found that with high support, the incidence of bullying will be low (Wang, Hong, Wei, Hwang, & Wang, 2018).

A study conducted by Akasyah, wildan, et al (2020) identified that there is a correlation between peer social support and the psychological resilience of adolescents who experience conflict and emotional problems due to bullying. This shows that peer social support has a positive impact in increasing psychological resilience in adolescents (Akasyah, wildan, et al, 2020).

Based on the results of data analysis, apart from getting support from friends, the victim also received support from the school, especially from the school counseling teacher (BK) in providing enlightenment and anti- bullying education to students, either counseling or questionnaires distributed to students so that they feel protected and cared for by the school.

Apart from peer social support, teacher support also plays an important role in preventing or reducing the risk of becoming a victim of bullying. Teachers who support bullying prevention will have an effect in reducing violence in schools. Meanwhile, harsh treatment from the teacher itself can increase the risk of bullying. A study consisting of a sample of 4,386 Italian youths showed that teachers' sense of injustice towards their students is at risk of bullying (Wang et al., 2018).

Apart from peer and teacher support, parental support also affects the bullying problems experienced by victims. Based on the analysis of data, the victim's parents to give support to victims by providing reinforcement and jump spaciousness to advise sipelaku bully that mem not bully her again

Based on the results of research conducted by (Raanaas, 2016), it shows that parental support is able to mediate mental health problems among peers who are victims as well. Research also shows that warm family relationships and a positive home environment help protect children from the negative outcomes associated with victims of bullying.

This is in accordance with Roy's theory which says that one of the modes of adaptation proposed by Roy is an interdependence mode where the adaptation mode focuses on interactions to give and receive love and affection, attention and mutual respect which will

form dependence and independence in receiving something for himself. This interdependence mode can be seen from the balance between giving and receiving (Pardede, nd, 2020).

But sometimes there is the condition certain victims felt himself lacking support from peers when they are on the bully, as only see it when bullying occurs, and increasingly in the banter if the victim reported the problem of bullying in schools. This made the victim feel alone, no one helped and the victim did not want to report to the school for fear of getting shunned by her friends.

This is in accordance with the statement from Puspita & Kustanti (2018) which states that when adolescents do not get positive support from their friends, they will think as if they are not accepted and are not needed by their environment. This impact can make adolescents feel worthless and can increase aggression in him which makes him feel satisfied. Therefore, adolescents need support from peers in order to foster self-confidence and increase self-esteem.

Poor peer relations and a lack of support from the social environment will put bullying at risk. With healthy interactions between peers it can introduce to children that giving and receiving behavior is very important to foster socialization and suppress aggression. The point is that peer social support is very influential in shaping the behavior of adolescents who generally have begun to show independence and are closer to their peer social environment (Hertika N., et al, 2016).

In addition to feeling less support from friends, the victim felt that the school was not maximized in handling problems related to bullying because bullying still occurs at school. According to the victim, there is no special program from the school related to bullying prevention in schools.

This is in line with what is said by Rizkita (2020) when the schools often ignore the problem of bullying occurring in schools, making children as perpetrators of bullying get reinforcement to their own behavior that resulted in the child will do the bullying against children other. Bullying can develop rapidly in a school environment. By often giving punishments that are not constructive to the perpetrators, it cannot develop a sense of respect and respect among fellow school members (Rizkita, 2020).

LIMITATIONS

There is a limitation in this research that the researcher lacks experience in conducting interviews during the research implementation because the researcher is doing qualitative research for the first time. Researchers also use closed questions, so the information obtained is still incomplete because there are answers that have not been revealed completely. In addition, researchers are less able to explore nonverbal responses such as facial expressions, interview situations because interviews are conducted online via telephone. Another limitation of this study is that there is one mode of adaptation, namely a physiological adaptation mode that cannot be measured because the research was carried out during the pandemic, so it was not possible to meet directly with participants to measure the physiological state of the victim such as pulse, blood pressure and others.

CONCLUSION

Based on the results of this study, it was found that adolescents had difficulty perceiving bullying they experienced. Where the victim perceives that the bullying he is experiencing is a natural thing that occurs in the school environment and is considered a form of prank. On the other hand, the victim also perceive that there

is bullying - bullying particular according to the victim had crossed the line . Bullying can provide impact negatively, in which these impacts can affect all aspects of life of victims which includes psychological aspects (shame, fear, anxiety and sadness), physical aspects (injury and disability) and social aspects (excluded), which if a spec-aspect this continues and is left alone, it will affect the development of the next life of the victim.

To reduce bullying, the victim tries to keep herself busy with positive things such as distracting the victim (playing games that don't interfere with other activities, reading books and talking to other friends), participating in extracurricular activities. By keeping busy with these activities it will increase the role function of the victim where the victim feels that he is still needed and valuable.

When the victim was prostituted, on the one hand the victim received protection from people around the victim, such as friends, teachers and parents. On the other hand, the victim also did not receive support either from friends or from the school. Therefore there needs to be cooperation between all parties, both teachers, students in the environment and parents of students in overcoming and preventing bullying at school so that victims feel protected and cared for by them.

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