

Identification of School Bullying Behavior in High Grade Students of State Elementary School 001 Balam Jaya Kampar

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ABSTRACT: This study aims to further identify bullying behavior in schools in the 001 Elementary High School Balam Jaya Kampar. This study uses a quantitative descriptive method. For the aspect of direct physical contact has the highest percentage of 90.26% with the "Very High" category, the verbal contact aspect has a percentage of 83.71% with the "Very High" category, the direct non-verbal behavior aspect has a percentage of 88.00% in the "Very High" category, while indirect non-verbal behavior has a percentage of 85.00% in the "Very High" category, it can be said from the four aspects of Bullying Behavior in Elementary High School Students Bullying School Behavior in Kampar Negeri 001 Balam Jaya the highest was direct verbal contact, and the lowest was indirect non-verbal behavior. So all those related to students such as principals, teachers, counseling guidance teachers, and parents respond to bullying behavior in small or large forms so as not to cause victims and have a detrimental impact on students.

Keywords: behavior, school bullying, elementary school

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INTRODUCTION

Explaining the problem's formulation should cover the following points: (1) Problem recognition and its significance; (2) clear identification of the problem and the appropriate research questions; (3) coverage of problem's complexity; and (4) clear Education is a process, method or act of educating. Education aims to change a person's behavior or attitude by shaping that person's attitude or behavior. Behavior will shape a person's personality. Personality is related to patterns of social acceptance. As in his book, Djaali (2011) reveals that someone with a personality according to the pattern adopted by society will get a good reception. On the other hand, if a person has a personality that is contrary to the pattern adopted by society, he will receive from the community not living. Education functions to shape the personality of each student so that he can be accepted by the community where he lives. During this time, education in schools on academic success only. In fact, another success that is no less important is the success in shaping the student's personality (Dewi, 2020). In an effort to implement education in schools, various supporting factors are needed. One of these factors is conducive classroom and school conditions for students, namely physically and non-physically conducive (Nicolaidis et al., 2002). Physically conducive includes the condition of buildings, facilities and the environment that can support the success of education. While what is meant by non-physically conducive is the maintenance of the school atmosphere (Bayer et al., 2018).

Schools are categorized as non-physically conducive, if the school is able to create a peaceful or peaceful atmosphere. Novan Ardy (2012), revealed that a peaceful school has 9 criteria, namely free from conflict and violence, has peace, is comfortable and safe, gives attention and affection, is able to work together, is accommodating, has compliance with regulations, is able to internalize values. religion and good relations with society (Camelia, 2019). But in reality there are several cases that cause a school to be no longer peaceful for its students, namely bullying behavior. The phenomenon of bullying began to become a serious concern in the 1970s, the pioneer was Professor, Dan Olweus from the University of Bergen in Scandinavia (Novan Ardi. W.). The word bullying itself comes from the word bully which means, a bully or a person who annoys weaker people. Bullying can also be broken down into the word bull which means bull. If interpreted roughly, then bullying can mean a bull that is butting here and there.

Bullying is an aggressive behavior that is carried out by a person or persons towards someone who is considered weaker with the intention to hurt and is carried out continuously (Kustanti, 2015).

Bullying can be done by teachers to students, students to other students and a group of students to other students (Khiyarusoleh & Ardani, 2019). One such case is that a grade II elementary school student in Samarinda did not want to go to school because she was afraid of her friends. These reasons are, the teacher's lack of appreciation of what he is doing or not having a constructive emotional bond with his students, the teacher's desire to pursue curriculum targets and the teacher's desire to apply discipline to students (Abu Huraerah, 2012). Meanwhile, violence perpetrated from one student to another or from a group of students to another, can be caused by seniority factors, seniority traditions, family factors that do not get along, school situations that are not harmonious, the individual character itself and the wrong perception of values for behavior. victims of bullying (Ponny Retno A, 2008). Bullying is often not taken seriously by parents, parents tend to delegate the case to the teacher. According to Steven, (Ponny Retno A, 2008) bullying will become more frequent due to the lack of response from parents and teachers. This confirms that parents and teachers often let and underestimate what happens to their children and students. Actions on school bullying can have a negative impact for the short and long term (Kurnia & Aeni, 2018). The short-term effects caused by bullying behavior are decreased children's interest in learning, decreased interest in doing school assignments given by the teacher, and lack of interest in participating in school activities (Widayanti & Siswati, 2009). Meanwhile, the consequences of bullying on victims in the long term are that children experience depression in learning, are not confident, children will have difficulty in good relations with peers and always have anxiety about unpleasant treatment from their friends (Muspita et al., 2017). From the problems above, the researchers conducted research on further identifying the behavior of school bullying in the 001 Elementary School, Balam Jaya Kampar.

THEORITICAL REVIEW

Behavior

Woodworth and Schlosberg argue that the behavior or activity of an individual begins with a stimulus or stimulus whose behavior is a response to stimuli that affect the individual (Bimo Walgito, 2010). According to Sunaryo (2004), behavior from a biological point of view is an activity or activity of an organism that can be observed directly or indirectly. In general, Sunaryo (2004) defines behavior as an activity that arises from a stimulus and response and can be observed directly or indirectly.

School Bullying

Heineman (Astuti, 2008), developed a theory which states that bullying is considered an act of reactive aggression. Reactive aggression is an action taken by a group of children/persons suddenly as a reaction to the treatment or disturbance of other people to members of the group. Santrock (2007) defines bullying as verbal and physical behavior intended to annoy someone who is weaker. While bullying is a situation where there is an abuse of power by a person/group (Semai Jiwa Amini Foundation, 2008). Ken Rigby (Astuti, 2008) defines bullying as a desire to hurt. This desire is put into action, causing one to suffer. This action is carried out directly by a stronger person or group, is irresponsible, is usually repeated, and is carried out with pleasure (Yolanda & Budiyati, 2020).

School Bullying Types

Riauskina et al (Novan, 2012) classify bullying into four categories, namely; First, direct physical contact, namely violence that hits someone directly, for example hitting, pushing, damaging other people's belongings; Second, direct verbal contact, namely verbal violence that is carried out directly to someone, for example body shaming, spreading gossip, criticizing or making fun of, cursing, giving other nicknames and so on; Third, direct nonverbal behavior, this behavior is usually accompanied by physical or verbal bullying for example mocking, sticking out tongue, displaying facial expressions that are condescending or even threatening, and Fourth, indirect nonverbal behavior for example sending anonymous letters, ostracizing or ignoring someone, silence and manipulate friendships to the point of be cracked.

METHOD

This research is a quantitative descriptive study on the identification of school bullying behavior in high-class students at state elementary school 001 Balam Jaya Kampar. Descriptive quantitative

research method is a method that aims to make pictures or descriptive of a situation objectively using numbers, starting from collecting data. , interpretation of the data as well as the appearance and results (Sugiono, 2012). This type of research is quantitative using a quantitative descriptive research design.

Place and time of research

The location of this research was conducted at the State Elementary School 001 Balam Jaya Kampar. While this research was conducted in the first week of November 2021 until the second week of November 2021, the data analysis process for writing the report was carried out in the third week of November 2021 until the third week of March 2022.

Research subject

Based on the population, in determining the sample in this study, the random sampling technique was used, namely a sampling technique where only some members of the population were used as a sample of 70 students, so the students who were bullied and bullied students were taken. So the number of samples used in this study were 30 students.

Research Instruments

The instrument in quantitative research is the one who conducts the research itself, in other words, the researcher. So the instrument in quantitative research is the human instrument. Therefore, the researcher must validate how far he is ready to go into the field. However, to make it easier for researchers, a grid of instruments was made.

Table 1. Special Grid of Research Instruments

Research variable	Sub variables	Descriptor indicator
School bullying behavior	School bullying behavior from its forms	1. Direct physical Contact 2. Direct nonverbal behavior 3. Indirect nonverbal behavior

Research procedure

There are several steps taken in this research, namely: 1) Selecting the problem, 2) Preliminary study, 3) Formulating the problem, 4) Formulating the basic assumptions, 5) Choosing the approach, 6) Determining the variables and data sources, 7) Determining and compiling instruments, 8) Collecting data, 9) Data analysis, 10) Drawing conclusions, and 11) Writing reports.

RESULT AND DISCUSSION

This study makes the High class, namely class IV (Four), V (Five), and VI (Six) the subject of research. Before the researcher started the identification, the researcher conveyed the aims and objectives of this study to the subjects, namely students who were subjected to School Bullying treatment and students who received their School Bullying treatment as samples in this study. Sources of information were obtained from distributing questionnaires and interviews, there were 30 students who were treated as School Bullying and students who received treatment of School Bullying.

Students who were selected as samples were given a questionnaire containing 20 statements and each of them consisted of 4 statements covering aspects of direct physical contact, direct verbal contact, direct non-verbal behavior, and indirect non-verbal behavior, the questionnaire was then described by presenting the percentage of contact aspects. direct physical contact, direct verbal contact, direct non-verbal behavior, and indirect non-verbal behavior. After the students filled out the questionnaire, the researcher conducted non-structured interviews. This interview aims to strengthen the questionnaire data. So that the data generated from the distribution of the questionnaire becomes more accurate (Hertinjung, 2013).

Direct Physical Contact

Direct Physical Contact is measured using three indicators, namely hitting, pushing and damaging (Ulfah et al., 2017). Of the four indicators of School Bullying behavior seen from the aspect of non-verbal

behavior that is always and often carried out by students is the behavior of pushing and hitting other students (Waasdorp et al., 2021). Like, Seeing a friend I don't like walking in front of my class pushing him, Breaking a friend's belongings at school, hitting my friend during school breaks, pushing a friend I don't like at school (Rawlings & Stoddard, 2019).

Table 2. School Bullying Behavior Questionnaire Data Direct Physical Contact Indicator

No	Questionnaire Description	SL	SR	KD	JR	TP	TOTAL
		5	4	3	2	1	
1	Seeing a friend I don't like walking in front of the class I encourage her	3,3%	6,7%	6,7%	26,7%	56,7%	100%
2	Breaking things belonging to friends at school	3,3%	6,7%	3,3%	26,7%	60,0%	100%
3	I hit my friend during school break	-	6,7%	10,0%	26,7%	56,7%	100%
4	Pushing friends I don't like at school	-	-	-	16,7%	83,3%	100%
5	Hitting a friend you don't like when you meet on the street	-	-	-	20,0%	80,0%	100%
Total Percentage		90,27%					
Category		Very high					

As the results can be seen in the student's questionnaire answers to the operational questions of the one, two, three, four, and five questionnaires. School bullying behavior of students seen from direct physical contact is classified as very high with a total percentage of 90.27% in the "Very High" category. The results of this study were also corroborated by the results of student interviews. From the results of research conducted there is bullying behavior that is encouraging. Most of the students pushed the victim for various purposes, ranging from joking to intentionally hurting the victim. Lantip (2013, 9-12) argues that the factors that influence the occurrence of school bullying behavior are temperament factors which are individual characteristics that are potentially possessed since birth, therefore this temperament factor cannot be denied as one of the causes of bullying in all child level because what is meant by a temperamental child is a child who is emotional, angry, sensitive, aggressive, often behaves deviantly, dominates, and is out of control. Wiyani (2012: 12) argues that school bullying behavior is a pattern of negative behavior that is carried out repeatedly and has negative goals. This behavior leads directly from one child to another because of an imbalance of power that aims to oppress weaker children. (Amawidyati et al., 2017). From the results of the research and interviews, it can be concluded that pushing and hitting behavior is often carried out by students in the Tiggi Class of State Elementary School 001 Balam Jaya Kampar.

Direct Verbal Contact

Aspects of the verbal box are directly measured using five indicators, namely body shaming, spreading gossip, criticizing, cursing, and calling with other nicknames. Of the five indicators of School Bullying behavior, direct verbal contact is always and often carried out by students criticizing, cursing, and calling by other nicknames such as, giving another nickname to my friend, talking about friends to other friends when the person is not around, spreading gossip about friends. who I don't like to other friends, mocking my friends when I pass on the school street, seeing friends who don't like me immediately say rudely, say rudely to friends I don't like, mock friends at school by saying ugly, black, , fat and smelly (Muntasiroh, 2019).

Table 3. School Bullying Behavior Questionnaire Data Direct Verbal Contact Indicator

No	Explanation	SL	SR	KD	JR	TP	Total
		5	4	3	2	1	
1	Giving another nickname to my friend	60,0%	33,3%	6,7%	-	-	100%
2	Talking about friends to other friends when the person is not around	53,3%	23,3%	20,0%	3,3%	-	100%
3	Spreading gossip about friends you don't like to other friends	80,0%	20,0%	-	-	-	100%
4	Making fun of my friends when they cross paths at school	6,7%	30,0%	40,0%	13,3%	10,0%	100%
5	Seeing a friend that I don't like, I immediately say rude	33,3%	16,7%	10,0%	20,0%	20,0%	100%
6	Saying rudely to a friend you don't like	76,7%	20,0%	3,3%	-	-	100%
7	Make fun of friends at school by saying ugly, black, fat and smelly	63,3%	30,0%	6,7%	-	-	100%
Total Percentage				83,52%			
Category				Very high			

As the results can be seen in the student's questionnaire answers to operational questions 6,7, 8, 9, 10, 11 and 12. School bullying behavior of students seen from direct verbal contact is classified as very high with a total percentage of 83.52% in the "Very High" category. The results of this study were also corroborated by the results of student interviews. The researcher's observations in the field showed that verbal bullying in the form of dubbing often occurred. The nickname was originally caused because it was just a joke. There are those who claim to have been angry and even cried because they did not accept it (Bauman et al., 2008). Lantip (2013: 9-12) mentions the factors that influence bullying behavior, namely the child's contribution is something inside the child that can affect behavior.

Temperament is an individual characteristic that is potentially possessed since birth, therefore this temperament factor cannot be denied as one of the causes of bullying at all levels of children because what is meant by temperamental children are children who are emotional, angry, sensitive, aggressive, often misbehave, and dominate. Trevi, 2010 (Levianti, 2008: 6) argues that bullying can occur due to factors from children who often behave deviantly, aggressively, and like to do violence. Furthermore, factors from the child's social environment, family parenting patterns, school climate, and media in the form of the internet, television, and other electronic media have a bad influence on children's development. Anantasari (2006: 113) says that the cause of school bullying behavior is a form of intentional behavior towards other people or other objects with the aim of harming, injuring or harming the victim both physically and psychologically. From the results of the research and interviews, it can be concluded that insulting, cursing, and calling by other nicknames are often carried out by students in the High Grade Students of State Elementary School 001 Balam Jaya Kampar.

Direct Non-Verbal Behavior

Aspects of non-verbal behavior were directly measured using three indicators, namely mocking, sticking out the tongue, and condescending facial expressions. Of the three behavioral indicators of School Bullying, direct non-verbal behavior is always and often carried out by students criticizing, cursing, and calling with other nicknames.

Table 4. School Bullying Behavior Questionnaire Data Non-Verbal Direct Contact Indicators

NO	Explanation	SL	SR	KD	JR	TP	Total
		5	4	3	2	1	
1	Making fun of friends in class	56,7%	30,0%	10,0%	3,3%	-	100%
2	Turning your face away when you run into friends you don't like at school	36,7%	36,7%	23,3%	-	3,3%	100%
3	Making fun of friends of a different ethnicity with me	56,7%	26,7%	10,0%	6,7%	-	100%
4	When a friend passes in front of my class sticking out his tongue at him	83,3%	16,7%	-	-	-	100%
Total Percentage		88,00%					
Category		Very high					

Of the three indicators of School Bullying behavior in direct non-verbal behavior which is always and often done by students criticizing, cursing, and calling by other nicknames such as, mocking friends in class, looking away when passing friends who are not liked at school, mocking a friend of a different ethnicity from me, when a friend passes by in front of my class sticks out his tongue at him as the results can be seen in the answers to student questionnaires on operational questions 13, 14, 15, and 16. School bullying behavior of students seen from direct non-verbal contact is classified as very high with a total percentage of 88% in the "Very High" category. The results of this study were also corroborated by the results of student interviews. Mocking, including making fun of or being made fun of, must have been felt by everyone, including researchers. In the physical education learning process that researchers observed, there was a tendency for children to do this. Mostly make fun of when students can't do the learning (Widayanti & Siswati, 2009). Sejiwa, 2008 (Putri, 2015) said that the form of nonverbal bullying behavior is the same as mental/psychological bullying, the forms of bullying behavior shown by the perpetrator to the victim include looking cynically and looking full of threats. WHO (Margareta, et al, 2009: 9-11) argues that nonverbal violence is a form of violence shown by body movements such as glaring, pointing hands at other people. From the results above, it can be concluded that making fun of is something that students often do to weaker students, because it causes the victim to feel embarrassed and feel inferior.

Indirect Non-Verbal Behavior

Aspects of non-verbal behavior are indirectly measured using four indicators, namely sending anonymous letters, isolating, silencing, and manipulating friendships (Wahyuni & Mahmud, 2016).

Table 5. School Bullying Behavior Questionnaire Data Indirect Non Verbal Contact

NO	Explanation	SL	SR	KD	JR	TP	Total
		5	4	3	2	1	
1	Make anonymous letters containing things you don't like to friends at school	80,0%	20,0%	-	-	-	100%
2	Influencing friends not to include friends I don't like in the school study group	53,3%	23,3%	20,0%	3,3%	-	100%
3	Silencing unwelcome friends in class	80,0%	20,0%	-	-	-	100%
4	Pitting between friends and other friends, resulting in the destruction of friendships in the classroom	6,7%	30,0%	40,0%	13,3%	10,0%	100%
Total Percentage				84,83%			
Category				Very high			

Of the four indicators of School Bullying behavior in indirect non-verbal behavior that is always and often done by students is isolating such as, making anonymous letters containing things that they don't like to friends at school, influencing the theme not to include friends who don't belong to me. likes to be in school study groups, silence friends who do not like in class, pitting one friend against another, resulting in the destruction of friends in class (Rohmah & Mamnu'ah, 2016). As the results can be seen in the answers to student questionnaires on operational questions 17, 18, 19, 20. The results of this study were also corroborated by the results of student interviews. School bullying behavior of students seen from indirect non-verbal contact is classified as very high with a total percentage of 84.83% in the "Very High" category. Sejiwa, 2008 (Putri, 2015) argues that school bullying behavior with indirect nonverbal forms is showing an awkward or unusual attitude, forbidding other people from joining the group, isolating, and manipulating friendly relations. Wiyani, (2012: 26-27) also argues that nonverbal behavior is indirect, for example sending anonymous letters, ostracizing or ignoring someone, silencing, and isolating, and manipulating friendships to crack. Margareta, et al, (2009: 17) argues that violence with indirect nonverbal forms is the treatment shown by children to other people by indirectly doing it to the victim, for example, by isolating them by not inviting them to play (Gini et al., 2008).

CONCLUSION

Overall aspects of the indicators used in identifying School Bullying Behavior in High Grade Students of State Elementary School 001 Balam Jaya Kampar are classified as very high. For the aspect of direct physical contact, the highest percentage is 90.26% with the "Very High" category, the direct verbal contact aspect has a percentage of 83.71% with the "Very High" category, the direct non-verbal behavior aspect has a percentage of 88.00% with the "Very High" category, while indirect non-verbal behavior has a percentage of 85.00% with the "Very High" category, it can be concluded from the four aspects of School Bullying Behavior indicators in High Grade Students of State Elementary School 001 Balam Jaya Kampar Behavior The highest school bullying is direct verbal contact, and the lowest is indirect non-verbal behavior.

The recommendation from researchers for schools is that schools should add more supervision from various layers, ranging from security and caraka to school principals supervising the behavior of bullying. Teachers should be responsive to bullying behavior in small or large forms so as not to cause victims. For BK teachers, they should record every bullying case that occurs at school as a record to reflect on the appropriate actions to deal with these cases. For parents, students should give great love

and attention to their children so that things that already happened doesn't happen again a second time. It is also hoped that extra but not strict supervision of their children is also expected to avoid other negative things that might occur.

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