



# The Impact of Bullying on the Social Development of Adolescents at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency

Dina Nur Shadrina

Universitas Tanjungpura, Jl. Prof. Dr. H. Hadari Nawawi, Bansir Laut. Kecamatan Pontianak Tenggara, Kota Pontianak, Kalimantan Barat 78124, Indonesia

## ARTICLE INFORMATION

Received: September 21, 2024  
Revised: December 01, 2024  
Available online: December 31, 2024

## KEYWORDS

Bullying; Impact of bullying; The role of schools in overcoming bullying

## CORRESPONDENCE

Name: Dina Nur Shadrina  
E-mail: [dinanur.cs88@gmail.com](mailto:dinanur.cs88@gmail.com)

## A B S T R A C T

The aim of this research is to determine the role of schools in minimizing the impact of bullying on the social development of students at SMA Negeri 1 Sungai Ambawang. The location of this research is SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency. The research subjects were members of the Violence Prevention and Handling Team (TPPK) of SMA Negeri 1 Sungai Ambawang. This research uses qualitative research. Data collection techniques in this research were observation, interviews and documentation. The data analysis techniques used are data collection, data reduction, data presentation, verification. The results of this research are the role of SMA Negeri 1 Sungai Ambawang school in creating Anti-bullying Programs and Policies; the school formed a special team, namely the Violence Prevention and Handling Team (TPPK); The monitoring system implemented is in collaboration with all school officials to monitor and pay attention to bullying in the classroom. There is a school community approach at SMA Negeri 1 Sungai Ambawang, namely teachers and the PPK Team play a role in providing guidance, direction, support and protection to students; provide an understanding of the dangers of bullying towards students by providing outreach; ascertain where bullying occurs by seeking information about acts of bullying that students often experience at school; handling of bullying cases is carried out through discussions with parents, teachers and third parties, namely the police as mediation intermediaries, providing guidance and supervision to students; The school will collaborate with the Kubu Raya Regency Women's Empowerment and Child Protection Service.

## INTRODUCTION

Based on the 2023 end of year education records (Catahu) released by the Federation of Indonesian Teachers' Unions (FSGI), the number of bullying cases in Indonesia has actually increased. The Federation of Indonesian Teachers' Unions (FSGI) recorded cases of bullying in education units throughout 2023 reaching 30 cases. Where 80% occurred in education units under the authority of the Ministry of Education and Culture and 20% of cases occurred in education units under the Ministry of Religion. The 30 cases are cases that have been reported and processed by the authorities. This number increased from last year when FSGI recorded 21 cases of bullying. Of the 30 cases, the distribution of cases occurred at various levels: 50% occurred at junior high school/equivalent level, 30% occurred at elementary school/equivalent level, 10% occurred at high school/equivalent level, and 10% occurred at vocational school/equivalent level (Noya et al., 2024).

Apart from that, data collected by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) shows that bullying cases are still a terror for children in the school environment. From this data, it is known that 226 bullying cases were recorded in 2022. Then in 2021 there were 53 cases and in 2020 there were 119 cases. Meanwhile, the types of bullying that victims often experience are physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2) (Natalia et al., 2024).

To prevent and protect students from violence and bullying in schools, the Ministry of Education and Culture issued Permendikbudristek Number 46 of 2023 concerning Prevention and Handling of Violence in the Education Unit Environment (PPKSP) and formed a Violence Prevention and Handling Team (TPPK) at the education unit level as well as a Violence

Prevention and Handling Task Force. (PPK Task Force) in the regional government domain.

Bullying acts that often occur among students in Senior High Schools (SMA) are verbal bullying, such as students often making fun of and insulting their classmates, and physical bullying, where students carry out physical violence or damage the victim's belongings, such as hitting, kicking, pinching, etc. destroying a friend's things. Cases of bullying experienced by students at school will have a negative impact on students' social development, students find it difficult to adjust to peers and teachers in the school environment. The impact of bullying also has long-term negative effects because what the victim experiences will always remain traumatized.

Bullying sometimes goes unnoticed, resulting in victims falling victim. The lack of attention in schools is due to the effects of bullying which are not directly visible, and there are no reports from victims. An example of bullying that occurred at SDN I Rasau Jaya I. Bullying to the naked eye looks like ordinary jokes to children, but has serious consequences. Verbal teasing or teasing turns out to be dangerous for children. Generally, parents and teachers think a warning is enough to end teasing at school. In fact, psychological or emotional wounds are deeper and more painful and the effects can have long-term impacts (Wijianto et al., 2023).

In the case that occurred at the Kubu Raya Islamic Boarding School, the victim of bullying preferred to remain silent when being bullied, because he was afraid of being bullied who would injure himself and the victim had difficulty reporting the incident to the caregiver or teacher. This makes victims of bullying harbor feelings of hurt, anger or pent-up emotions and will have difficulty making friends. One other way victims of bullying do this is to be alone. The boarding school students will

carry out activities alone or the victims of bullying do not have many friends (Pratiwi et al., 2023).

Meanwhile, the impact of bullying in other cases shows that students who are victims of bullying have a low level of development of social skills. This happens because students find it difficult to build social relationships with other people and this results in a lack of caring between friends. So this is what makes the level of development of social skills of students who are victims of bullying at SMP Negeri 2 Selomerto low (Febriana & Hariyadi, 2023).

To overcome and minimize bullying in schools, there needs to be participation from all school parties. From a study, it states that, the role of the school in preventing bullying behavior in PGRI Palangka Raya High School students is that the school finds out about the student's background, the school takes an approach with the students, the school knows the influence of the environment on students, the school finds out about the problems they face. by students, the school carries out positive activities such as religious activities (M. Ali et al., 2021).

The results of other research state that the teacher's role in bullying towards students is as someone who guides or gives advice and direction and develops students so that they can overcome cases or problems that occur regarding bullying in order to minimize bullying that occurs at school. Teachers must also be able to shape students' personalities and build positive relationships with students, and teachers need to be aware of violent acts committed by their students (Adiyono et al., 2022). Children who are victims of bullying will experience psychological and physical disorders, experience loneliness more often, and have difficulty making friends, while children who are perpetrators of bullying tend to have low grades. (Arief & Fitroh, 2021).

School actions to deal with bullying behavior, eliminating physical laws, disciplinary action should be given in the form of consequences for negligence, so that children/students understand their mistakes, regular training for teachers, this training not only discusses teaching techniques in the classroom but also new insights on how to disciplining students without having to hurt them either physically or emotionally, providing education and counseling to parents so that they have the courage to express difficulties in educating children, collaborating with child protection institutions to handle cases of violence against children, implementing regulations that are fair and not burdensome to students (Komariyah, 2022).

Social development is the process of learning to adapt to group norms, morals and traditions, merging into one unit of mutual communication and cooperation. Humans are social creatures, relate reciprocally to other people, cannot live alone, and always interact and communicate with the environment (Sumarni, 2022).

Changes in behavior in children really depend on what is in their environment. If the social stimulus obtained from the environment is good then development will also be good. However. The current reality is that there are still many children whose development is hampered. Children are reluctant to explore, children are afraid of existing social situations, children become shy, children's emotions are disturbed (Munawarah, 2022).

Several of the phenomena above became the basis for researchers in determining this research. Seeing several cases of bullying that are increasingly occurring in the school

environment, makes researchers feel it is important to pay attention to bullying cases in Senior High Schools (SMA), namely at SMA Negeri 1 Sungai Ambawang. Because the impact on victims of bullying is not only psychological but can have an impact on the social development of teenagers.

The dangers of bullying need to be known by all school officials, including principals, teachers and school staff as well as parents of students, to minimize acts of bullying that occur among students at school. There are those who still think that bullying at school is something that is common among teenagers, just ordinary teasing between students. The school's lack of understanding about the dangers of bullying for students, and the school's lack of participation in paying attention to and supervising students, are obstacles for the school in following up on bullying cases that occurred at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency. There is a need for the participation of all school parties in handling bullying cases at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency. The aim of this research was to determine the role of schools in minimizing the impact of bullying on the social development of students at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency.

## METHOD

The type of research used in this research is qualitative research. Based on the problems that have been formulated in this research, the method used is the descriptive method. Descriptive method is research carried out to describe independent variables, either only on one variable or more (stand-alone variables) without making comparisons and looking for that variable with other variables (Asri & Julisman, 2022).

Purposive sampling is a sample selection technique with certain considerations. This means that sampling is based on certain considerations or criteria that have been formulated in advance by researchers (Ani et al., 2021).

The researcher determined the subjects using a purposive sampling technique, namely the researcher chose informants with the criteria that the person knew the most about the information on the role of schools in overcoming bullying at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency that was needed by the researcher. The object of research in this study is the role of schools in overcoming bullying at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency. Researchers want to know the role of schools in overcoming bullying at school.

The author chose the technique that best suits the problems in this research as follows: (1) Observation technique, (2) Interview technique, (3) Documentation technique. The data collection tools are observation sheets, interview guides, and documentation tools.

The data analysis techniques in this research are as follows: (1) Data Collection (Collecting Data) In qualitative research, data collection is by observation, in-depth interviews, and documentation or a combination of the three (triangulation). (2) Data Reduction Reducing data means summarizing, selecting the main things, focusing on the important things. Data reduction aims to provide a clearer picture and make it easier for researchers to carry out further data collection. (3) Data Display (Data Presentation) In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, flowcharts, and the like. (4)

Conclusion Drawing/Verification (Conclusion Drawing/ Verification) Conclusions in qualitative research are new findings that have not previously existed. Findings can be in the form of a description or picture of an object that was previously unclear so that after careful examination it becomes clear.

## RESULT AND DISCUSSION

The role of schools in overcoming bullying at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency is related to 2 indicators, namely, the role of SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency in creating Antibullying Programs and Policies, and the role of schools in the School-Encompassed Community Approach.

### *The role of SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency in creating Anti-bullying Programs and Policies*

a. *There is a set of regulations that are made involving the principal, teachers, school staff and students*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, explained that the regulations at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency were made based on the agreement of all school parties, involving the principal, teachers and parents of students. Schools make regulations to overcome and prevent bullying cases according to the level of the case, there are severe cases, moderate cases and mild cases. If the bullying cases experienced by students are still moderate or mild, the school simply needs to call, guide and provide supervision to students who are victims of bullying and perpetrators of bullying. For serious cases of bullying, the school will give strict sanctions to students who carry out bullying acts, and involve a third party in handling this case.

Another opinion explains that the anti-bullying program in the educational unit involves students, teachers, parents, alumni and the community/environment around the educational unit (Kemendikbud, 2021). A similar opinion also states that anti-bullying programs in schools unite the roles of schools, teachers, students and parents (Widyaningtyas & Rochman Hadi Mustofa, 2023).

b. *The working group was initiated by the school principal with the help of other parties within the school*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, said that this school already has a special team, namely the Violence Prevention and Handling Team (TPPK), which was formed with the aim of preventing and dealing with cases of bullying that occurred at school. This team involves the participation of the principal, teachers, school committee, and representatives of student parents and school administration staff in membership and follow-up on bullying. The Violence Prevention and Handling Team (TPPK) of SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency was formed in October 2023.

The formation of the PPK Team was made at the request of the Kubu Raya Education and Culture Service, taking into account Permendikbudristek No. 46 of 2023 concerning Prevention and Handling of Violence in the Education Unit Environment, where schools are encouraged to form task force teams to protect students from bullying.

The following is the explanation of Permendikbudristek No. 46 of 2023 concerning Prevention and Handling of Violence in

Educational Unit Environments, article 15 concerning educational units strengthening governance by:

1. Establish a TPPK within the educational unit;
2. Facilitate the implementation of TPPK duties and functions (Hasanuddin et al., 2024).

Mr. LH said that the follow-up to handling bullying cases at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency will only begin in the 2024/2025 academic year. He also explained that there are currently no complete facilities and infrastructure for recording bullying cases in this school, for bullying cases that occur in the 2024/2025 school year there are no data records yet, and will soon be completed by the PPK Team.

The composition of the Violence Prevention and Handling Team (TPPK) of SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency:

Table 1. Composition of Members of the Violence Prevention and Handling Team (TPPK) of SMA Negeri 1 Sungai Ambawang.

No	Name	Representative	Position in TPPK
1.	Iis Mania, S.Pd	Teacher	Coordinator
2.	Abdul Hafid, S.Sos.I	School Committee Chair	Member
3.	Ewinalgo, SH	Parent Representative	Member
4.	Lukmanul Hakim, S.Pd	Teacher	Member
5.	Shinta Aryani, A.Md	Administrative Staff	Member

Source: SK TPPK SMA Negeri 1 Sungai Ambawang 2023.

There is a similar opinion which states that by forming an anti-bullying team, schools can form an anti-bullying team consisting of teachers, staff and students whose job is to monitor the situation at school, provide support to victims and talk to perpetrators (Selian & Restya, 2024). Another opinion stated that the formation of the Anti-Bullying Strategy Team was conveyed directly by the school principal and chaired by the guidance and counseling teacher. The counseling guidance teacher and the principal each take 4 people in each class without the other students knowing, so that every time an act of bullying occurs, the task of the anti-bullying team is to report it to the guidance and counseling teacher without the other students knowing, with the aim that the perpetrator does not hold a grudge against the anti-bullying team. who has reported this action. Next, the process is carried out by the guidance and counseling teacher to follow up on the process. The anti-bullying team was formed with the hope and aim of preventing students from carrying out bullying without anyone knowing (Prasetio & Fanreza, 2023).

c. *Existence of a Monitoring System A set of regulations approved by a working group that has been formed*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, explained that bullying at this school usually happens to students who are quiet, geeky or don't have an attractive appearance, and are diligent. Apart from that, bullying also has a negative impact on students, such as students not having the courage to defend themselves, students feeling afraid to report the bullying they often

experience and reducing student interaction with their classmates.

From the interview results, the bullying that occurred at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency had a negative impact on students' social development, namely that students became afraid of being at school and began to distance themselves from classmates by reducing interactions in class. The same thing is shown in several studies.

There is a similar opinion which concludes that victims of bullying prefer to remain silent when being bullied, because they are afraid of being bullied who will hurt themselves and the victim finds it difficult to report the incident to a caregiver or teacher. This makes victims of bullying harbor feelings of hurt, anger or pent-up emotions and will have difficulty making friends. One other way victims of bullying do this is to be alone. The boarding school students will carry out activities alone or the victims of bullying do not have many friends (Pratiwi et al., 2023).

Mr. LH as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency also explained that, to minimize or prevent bullying, the PPK team, teachers, homeroom teachers, parents and students can tighten the supervision system in schools, by monitoring and paying attention to signs of bullying in the classroom. The school's role in supporting the monitoring process at this school is that the school provides CCTV facilities installed in all classes to make it easier for the principal, teachers and the PPK Team to monitor the situation in the classroom remotely.

There is a similar opinion which says, to anticipate bullying problems, take a proactive approach in anticipating bullying problems. Through routine monitoring within the school environment, teachers and school staff play an active role in recognizing early signs of bullying and intervening before the situation worsens (Nugroho & Nursi, 2023).

### *School-Encompassed Community Approach at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency*

#### *a. Improve Communication with students*

Mr. LH as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, explained that the role of teachers and the PPK team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency is very necessary in providing guidance, direction, support and protection to students so that students have the courage to report and against bullying at school. With guidance and support from the teacher, good communication can be created for students when interacting. This has a positive impact on students who are victims of bullying and perpetrators of bullying, students have started to have the courage to defend themselves if they are bullied, students have started to be active in school activities and have started to have lots of friends at school.

There is a similar opinion, for children it is also necessary to explain the attitude that needs to be taken when they experience bullying. Children need to be taught to stand up against bullying so they don't become victims of bullying. Because basically victims of bullying are students who are weak and don't dare to fight back. Apart from that, good two-way communication is also needed between students and the school and students with students. Good communication will build closeness and familiarity. Someone who is familiar with other people, of course, will not want to hurt their friends. Closeness

between teachers and students is also needed. Generally, the perpetrators of bullying are students who have problems in family relationships. Students who have these problems need a place to express what they feel. In this case, the teacher can approach the student and become a place to share stories with the student. With this, the potential for bullying can be reduced because students can vent what they feel by telling stories to the teacher. Apart from that, the student feels that someone loves and cares about him (Nurfitriyanti et al., 2024).

Another opinion also stated that, another solution in handling bullying is to ask eyewitnesses to have the courage to report (Anjelita & Utama, 2024).

#### *b. Invite school staff and administrators to understand the problem of bullying and its consequences*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, conveyed that the role of the Violence Prevention and Handling Team (TPPK) at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency in providing an understanding of the dangers of bullying in schools, namely by providing outreach to teachers, school staff, parents of students. The socialization activities held by this school aim to increase the participation of teachers, school staff and parents in paying attention and supervising students at school and at home. The involvement of all parties at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency can support the success of the teamwork program in overcoming and preventing bullying that occurs at school.

The opinion above is similar to other researchers who state that efforts are to increase awareness about bullying, through education and campaigns, protecting victims by providing support, and creating a safe and supportive school environment. All of this requires active collaboration between students, teachers, parents and school staff to create an educational environment that is free from bullying (Sihidi & Amirudin, 2022).

Another researcher also said, Socialization of the anti-bullying program is carried out at this stage so that everyone involved understands and understands what bullying is and the impact it causes (Hamzah et al., 2023).

#### *c. Determine where bullying occurs*

Mr. LH as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, said that the role of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency is in determining where bullying occurs, by seeking information about acts of bullying through students who are victims of bullying, by calling students. In this case, talking one-on-one asks where this student is often bullied, then determines which location is often the target of bullying. After finding out the location of the bullying, the team and teachers carried out intensive supervision at the location of the incident. In this school, bullying often occurs in the classroom, when there is no teacher. To prevent bullying in class, the PPK team, teachers and homeroom teachers are increasing supervision. We also involve students as spies in class to monitor acts of bullying, and monitor the progress of bullies in class so that this act of bullying does not happen again.

This is in line with the opinion of other researchers who stated, "When there is a problem, the homeroom teacher calls the students concerned, enters in the notebook the students



who have problems are called one by one, finds out what problems are occurring, first classifies the problems, the teacher finds the problems that occur, students who make mistakes are called and brought together, students who make mistakes (M. Ali et al., 2021).

*d. Establish a baseline to measure bullying conditions after intervention*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, said that the role of the Violence Prevention and Handling Team (TPPK) in establishing a baseline for measuring bullying conditions after carrying out intervention is seen from the handling of bullying acts in this school, grouped based on the category of case. . Severe, moderate and mild cases. Bullying acts that often occur at school, students often make fun of their friends. Like yesterday's case, because they were often made fun of, resistance arose from the victims who were being bullied and there were fights between students. Serious cases that cause fights are resolved by discussing with the student's parents, the student concerned, and the police as mediators for mediation. Meanwhile, we resolve moderate cases without involving third parties, and for minor cases we handle them internally between the teacher and the student concerned. After the discussion and mediation process is complete, we also provide guidance to the student, for severe and moderate cases students are given guidance twice, mild cases are given guidance once. Apart from that, we also carry out supervision to see developments or changes in attitudes of students who are victims of bullying and students who are perpetrators of bullying in class.

There is a similar opinion which states that schools also follow standard procedures for handling bullying cases by providing sanctions that are adjusted to the severity of the bullying behavior. Sanctions can take the form of a warning, suspension, or sending the student back to his parents, depending on the severity of the case (Nugroho & Nursi, 2023).

Other researchers also concluded the same thing, when a bullying case occurs, the school will immediately carry out an investigation to collect information and evidence related to the case. This investigation was carried out fairly and objectively, by listening to all parties involved, including victims, perpetrators and other witnesses. During the investigation process, the school provides support and assistance to victims of bullying. Schools provide counseling and guidance services from school counselors or other professionals to help victims overcome the trauma and psychological impacts they have experienced (Bagaskara et al., 2024).



**Figure 1.** Discussion and guidance from parents of students with teachers at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency.

Source: researcher 2024.

*e. Contact experts if bullying cases cannot be handled*

Mr. LH, as a member of the PPK Team at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, said that, in handling cases of serious bullying that cause fights and physical injuries to students, the school needs a third party involving the police as a mediator to mediate between the victim and the perpetrator. We also need support and cooperation with the relevant departments in making the school PPK Team's work program a success. We plan to collaborate with the Kubu Raya Regency Women's Empowerment and Child Protection Service in overcoming and preventing bullying in schools.

A similar opinion states that, to prevent bullying in children, collaboration with external parties is very important (Shodiq & Machmudah, 2021). Other researchers also concluded that the involvement of external parties could occur if the bullying case involved criminal acts or serious legal violations. For example, if there is physical violence that results in serious injury, or if there is a threat of violence that endangers the victim's safety (Bagaskara et al., 2024).

## CONCLUSION

Based on the results and discussion presented above, it can be concluded that the role of schools in minimizing the impact of bullying on the social development of students at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, namely, SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency makes regulations to overcome bullying by involving all school parties. , form a Violence Prevention and Handling Team (TPPK), and carry out supervision to monitor and pay attention to signs of bullying in the classroom.

SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency provides direction and support to students so that students have the courage to fight and report acts of bullying that occur at school; provide outreach about bullying to all school parties; looking for information about acts of bullying that students often experience at school; handling bullying cases by mediating between students, providing guidance, and supervising students who have problems; and involves collaboration with the police and the Kubu Raya Regency Women's Empowerment and Child Protection Service in overcoming and preventing bullying in schools.

This research has limitations in collecting a lot of physical data about the role of schools in overcoming the impact of bullying on the social development of students at SMA Negeri 1 Sungai Ambawang, Kubu Raya Regency, due to the lack of complete infrastructure for the PPK Team to collect data on bullying cases in this school in an aggregate manner. written and digital.

## REFERENCES

- Adiyono, A., Adiyono, A., Irvan, I., & Rusanti, R. (2022). Peran Guru Dalam Mengatasi Perilaku Bullying. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 649. <https://doi.org/10.35931/am.v6i3.1050>
- Ani, J., Lumanauw, B., & Tampenawas, J. L. A. (2021). Pengaruh Citra Merek, Promosi Dan Kualitas Layanan Terhadap Keputusan Pembelian Konsumen Pada E-Commerce Tokopedia Di Kota Manado the Influence of Brand Image, Promotion and Service Quality on Consumer Purchase Decisions on Tokopedia E-Commerce in Manado. 663 *Jurnal EMBA*, 9(2), 663–674.

- Anjelita, K., & Utama, C. (2024). Darurat Bullying: Perilaku Dan Solusi Untuk Menangani Tindak Bullying Di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 2(1), 31–41.
- Arief, B., & Fitroh, A. (2021). Perilaku Bullying pada Remaja dan Faktor-faktor yang Memengaruhinya. In *CV. Pena Persada*.
- Asri, S. K., & Julisman, I. (2022). Pengaruh Citra Merek dan Kualitas Produk Philips terhadap Minat Beli Konsumen pada Yogya Garnd Majalengka. *Jurnal Impresi Indonesia*, 1(3), 282–287. <https://doi.org/10.36418/jii.v1i3.40>
- Bagaskara, G. A. P., Suryana, S., & Saprialman, S. (2024). Strategi Penanganan dan Pencegahan Bullying di SMA IT Mentari Ilmu Karawang. *Indonesian Research Journal on Education*, 4(1), 233–239. <https://doi.org/10.31004/irje.v4i1.470>
- Febriana, A., & Hariyadi, S. (2023). Dampak Bullying Terhadap Perkembangan Kemampuan Sosial Siswa. *Guidance: Jurnal Bimbingan Dan Konseling*, 20(12), 101–112. <https://uia.e-journal.id/guidance>
- Hamzah, Manafe, H. A., Kaluge, A. H., & Niha, S. S. (2023). Bentuk Dan Faktor Penyebab Bullying: Studi Mengatasi Bullying Di Madrasah Aliyah. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(3), 481–491. <https://doi.org/10.38048/jipcb.v10i3.1968>
- Hasanuddin, H., Aritama, R., Waliadin, W., Nofianti, L., & Imelda, C. (2024). Sosialisasi Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 46 Tahun 2023 Tentang Pencegahan Dan Penanganan Kekerasan Di Lingkungan Satuan Pendidikan. *Jurnal Pengabdian Masyarakat Bangsa*, 2(5), 1633–1640. <https://doi.org/10.59837/jpmba.v2i5.1076>
- Kemendikbud. (2021). Perundungan / Bullying Yuk ! *Perundungan / Bullying Yuk !*, 3–24. <https://id.z-library.se/book/21404584/64bccb/stop-perundunganbullying-yuk.html>
- Komariyah, S. (2022). *Dampak Bullying School Terhadap Perkembangan Remaja*. 18–28. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/61909/1/11150150000081SELVIKOMARIYAHPT.pdf>
- M. Ali, F., Sakman, & Dotrimensie. (2021). Peran Sekolah Dalam Mencegah Perilaku Bullying Pada Siswa Sma PGRI Palangka Raya. *Jurnal Paris Langkis*, 2(1), 37–46. <https://doi.org/10.37304/paris.v2i1.3173>
- Munawarah, R. R. D. (2022). Dampak Bullying Terhadap Perkembangan Sosial Emosional Anak Usia Dini (Studi Kasus) Di Raudhatul Athfal Mawar Gayo. *Bunayya: Jurnal Pendidikan Anak*, 15–32. <https://jurnal.arraniry.ac.id/index.php/bunayya/article/view/14468%0Ahttps://jurnal.arraniry.ac.id/index.php/bunayya/article/viewFile/14468/7126>
- Natalia, A., Alfarizki, F., Ayu Mitari, I., Adiatma Widada, M., Handayani, M., Kholiqoh, N., Mutiara Wijayani, R., & Hernanda, R. (2024). Sosialisasi Anti Bullying Sebagai Upaya Pencegahan Tindak Kekerasan Pada Peserta Didik. *Jma*, 2(9), 3031–5220.
- Noya, A., Taihuttu, J., Kiriwenno, E., & Kiriwenno Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja, E. (2024). Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja Sitasi. *Humanlight Journal of Psychology*. Juni, 5(1), 1–16. <http://ejournal-iakn-manado.ac.id/index.php/humanlight>
- Nugroho, R., & Nursi, M. (2023). Peran Sekolah Dalam Menyikapi Perilaku Bullying Di Kalangan Siswa Smk Negeri 1 Pariaman. *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 4(1), 1–9.
- Nurfutriyanti, M., Candra, E. N., & Suharyati, H. (2024). Peran Sekolah dalam Mencegah Bullying di Sekolah ditinjau dari Filsafat Etika. *Edukatif: Jurnal Ilmu Pendidikan*, 6(3), 2041–2048. <https://doi.org/10.31004/edukatif.v6i3.6539>
- Prasetio, A., & Fanreza, R. (2023). Strategi Sekolah Dalam Upaya Pencegahan Bullying Di Ismaeliah School. *ANSIRU PAI : Pengembangan Profesi Guru Pendidikan Agama Islam*, 7(1), 1. <https://doi.org/10.30821/ansiru.v7i1.14761>
- Pratiwi, F., Aunurrahman, & Halida. (2023). Study Kasus Bullying Terhadap Dampak Psikologis Anak Usia SMP Pondok Pesantren Kubu Raya. *Journal on Education*, 06(01), 9513–9520.
- Selian, S. N., & Restya, W. P. D. (2024). Peran Kepala Sekolah dalam Mengatasi Bullying di Sekolah. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(2), 531–539. <https://doi.org/10.51169/ideguru.v9i2.751>
- Shodiq, M., & Machmudah, M. (2021). Implementation of Anti-Bullying Module Through Child-Friendly Schools in Primary School. *Kresna Social Science and Humanities Research*, 1(23), 1–5. <https://doi.org/10.30874/ksshr.37>
- Sihidi, I. T., & Amirudin, Z. (2022). Anti-bullying campaign at the Mambaus Sholihin Islamic Boarding School 2 Blitar. *Community Empowerment*, 7(3), 434–441. <https://doi.org/10.31603/ce.5788>
- Sumarni, S. (2022). Peran orang tua dalam mengoptimalkan perkembangan sosial anak usia 5-6 tahun ARTICLE INFO ABSTRACT. *Jurnal Pendidikan Anak*, 11(2), 171–180.
- Widyaningtyas, R., & Rochman Hadi Mustofa. (2023). Implementasi Kebijakan Anti-Bullying Sekolah Adipangastuti di SMAN 1 Surakarta. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(01), 533–548. <https://doi.org/10.31316/gcouns.v8i01.5489>
- Wijianto, B., Yap, I., Indriyani, R., Damanik, V. H., Manullang, I. A., & Mu'arif, D. A. (2023). Edukasi Pencegahan Bullying kepada Siswa SDN 01 Rasau Jaya Kubu Raya. *PengabdianMu: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 8(5), 665–671. <https://doi.org/10.33084/pengabdianmu.v8i5.4828>