

FACTORS AND SOLUTIONS OF STUDENTS' *BULLYING* BEHAVIOR

Damri¹, Engkizar² Syafrimen Syafril³ Zainal Asril⁴, Munawir K⁵, Yunus Rahawarin⁶, La Mai Tulum⁷
Asrida⁸, Viola Amnda⁹

^{1,2,9}Universitas Negeri Padang, Indonesia

³Universitas Islam Negeri Raden Intan Lampung, Indonesia

⁴Universitas Islam Negeri Imam Bonjol Padang, Indonesia

⁵Universitas Islam Negeri Alauddin Makassar, Indonesia

⁶Universitas Pattimura, Indonesia

⁷Yadanapon University, Myanmar

⁸Institut Agama Islam Negeri Batusangkar, Indonesia

Correspondence address: damrirjm@fip.unp.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis apakah faktor penyebab perilaku bullying di kalangan peserta didik serta bagaimana solusi untuk menanggulangnya. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Sumber data diambil melalui wawancara mendalam kepada dua puluh orang informan yang terdiri dari peserta didik Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, kepala sekolah, guru, satpam sekolah, pemerhati pendidikan dan orang tua peserta didik. Seluruh data wawancara kemudian dianalisis secara tematik menggunakan software analisis kualitatif NVivo 10. Secara keseluruhan hasil penelitian mendapati Sembilan tema penting. Empat tema terkait faktor penyebab perilaku bullying yaitu: i) telah membudaya di kalangan peserta didik, ii) perbedaan fisik antara pelaku dan korban, iii) penegakkan disiplin oleh senior kepada junior dan iv) kondisi cacat dan lemah fisik korban. Selanjutnya lima tema terkait solusi menanggulangi permasalahan bullying yaitu) memberikan tindakan tegas kepada pelaku, ii) meniadakan tayangan televisi yang berkaitan dengan kekerasan, iii) membekali anak dengan ilmu beladiri, iv) memberikan edukasi secara berkelanjutan tentang bahaya perilaku bullying, dan v) menanamkan sikap saling menghormati kepada anak.

Kata Kunci: *Perilaku, bullying, faktor, solusi*

Abstract

This study aims to analyze the factors that cause bullying behavior among students and how to solve it. This study was employed a qualitative method with a case study approach. Sources of data were taken through in-depth interviews with twenty informants consisting of elementary school students, junior high schools, senior high schools, principals, teachers, school security guards, education observers and parents of students. All interview data were then analyzed thematically using NVivo 10 quality analysis software. Overall, the study found nine important themes. Four themes related to the factors causing bullying behavior, namely: i) entrenched beliefs among students, ii) physical differences between the perpetrator and the victim, iii) discipline by seniors to juniors and iv) the condition of the victim's physical disability and weakness. Five themes related to solutions to tackling the problem of bullying, namely i) giving firm action to the perpetrator, ii) eliminating television shows related to violence, iii) equipping children with martial arts, iv) providing continuous education about the dangers of bullying, and v) instilling mutual respect in children.

Keywords: *Behavior, bullying, factors, solutions*

INTRODUCTION

The phenomenon of bullying has again tarnished the face of Indonesian education, as if bullying has become a culture in schools. All of the above

cultures are in accordance with the philosophy of the Indonesian state as stated in Pancasila as the basis of the State (Murniyetti *al.* 2016). However, at

present the expected Pancasila values are increasingly difficult to find in people's lives, including in school institutions as a foundation in instilling life values.

Furthermore, the Bullying case that befell a *santri* in Padang Panjang, West Sumatra, who was beaten by seventeen students. The bullying case above did not occur secretly, it was even witnessed by some other students when the incident took place. This incident must not be repeated, because almost all victims not only suffered physical and fatal impacts, not even a few who had lost their lives (Maghvira, 2017).

In general, bullying is the negative behavior of a person or more towards the victim which is done repeatedly, occurs from time to time by hurting physically and mentally (Prasetyo, 2011; Damri *et al.* 2017). While Royanto & Djuwita (2010) Bullying itself is an act of conscious and purposeful aggression or manipulation, which is carried out by one or more people against one or a group of other people. Where is the perpetrator intentionally hurting others, both physically and psychologically to get satisfaction because they feel more powerful, so that the target is usually someone who is weaker and does not have enough social support to fight (Sullivan, 2010), which involves unbalanced strength and power, so that the victim is in a state of being unable to defend himself effectively against the negative actions that the victim has received (Krahe, 2005). Bullying is a problem whose impact must be borne by all parties (Priyatna, 2010) be it the perpetrator, the victim, or he who witnessed the bullying.

According to several previous studies, there are several factors that underlie bullying such as family factors, bullying behavior often comes from problematic families, and children will study bullying behavior when observing conflicts that occur in their parents, then imitate their friends (Ariesto, 2009). Furthermore, Ariesto also added that the

cause of bullying is also inseparable from school, children as bullying actors will get reinforcement of their behavior if the school often ignores bullying behavior. Besides, schools that are easy to find cases of bullying are generally schools where there is behavior discriminatory both teachers and students, lack of supervision and ethical guidance from teachers and school officials, there is a large gap between rich and poor students, a pattern of discipline that is very rigid or too weak, inappropriate guidance, and inconsistent regulations (Putri, 2018; Amnda, *et al.* 2020). Even Tumon (2014) argues that peer factors also influence children in doing bullying, where children will do bullying in an effort to prove that they can belong to a certain group, even though they themselves are uncomfortable with this behavior, then there is an influence from social environmental conditions that play a role in the occurrence of bullying behavior. Last but not least, a television shows and printed media which also affect the occurrence of bullying.

The act of bullying can be divided into three categories, namely physical bullying, verbal bullying and mental or psychological bullying (Nusantara, 2008). Physical bullying occurs when a person is physically harmed through actions, verbal bullying is bullying that is done by threatening, making sexual calls, and spreading false or malicious rumors and mental or psychological bullying is an act of ignoring other people, isolating and ostracizing.

From the act of bullying, it is found that the impact of bullying behavior, the impact of bullying behavior will inhibit children's behavior in self-actualizing because bullying behavior does not provide a sense of security and comfort, makes victims feel intimidated, inferior, worthless, difficult to concentrate on learning, and unable to socialize with the environment (Amini, 2008). So that school is no longer a fun place for students, but rather it becomes a frightening and

traumatic place (Mudjijanti, 2012; Hasanah *et al.* 2019).

According to the Child Protection Commission (KPAI), Indonesia is the country with the most cases of bullying in schools that have been reported by the public to the Commission for Child Protection. KPAI recorded 369 reports related to this issue. 25% of this total was reported in the education sector, namely 1,480 cases. The cases that were reported were only a fraction of the cases that occurred, not a few acts of violence against children were not reported (Setyawan, 2015).

To reduce bullying, there are several solutions offered, including immediately dealing with bullying in a firm and disciplined manner, creating opportunities to do good, cultivating empathy, teaching social skills, parents carefully monitoring television shows, at school involve students in constructive, entertaining, and exciting activities, and teach students to have good intentions (Coloroso, 2007; Jaafar *et al.* 2020).

The results of a preliminary study conducted by researchers on February 19, 2019 on students who had been bullied, obtained data that bullying occurs because it has become a culture among students, they also argue that discipline enforcement by seniors and physical differences between students is also a background of bullying. For this reason, researchers want to find deeper information related to the phenomenon of bullying that occurs especially in Indonesia so that the public knows the causes, forms of bullying, the impact and solutions offered for bullying, which aims to reduce or prevent bullying from happening again.

RESEARCH METHODS

This study uses a qualitative method through a case study approach. According to Engkizar *et al.* (2018); Eriyanti *et al.* (2020); Maputra *et al.* (2020) this method is appropriate when a researcher wants to explore a problem in depth. Meanwhile, Denzin & Lincoln (1994) and Bungin

(2003) state that research designs like this can help researchers understand deep and complex problems.

Sources of data were taken through in-depth interviews with twenty informants consisting of four elementary students, four junior high school students, four junior high school students, four senior high school students, all schools are located in Padang city. The next informants were two principals, two teachers, two school security guards, education observers and parents of students. The informants were chosen by using *purposive sampling* technique.

Furthermore, to retrieve data from all informants the authors use a set of structured interview protocol instruments that are guided by Krueger (1994) design, so that the interview to be neatly structured and the informant to easily understand the flow of the conversation, it was important for researchers to compile the interview protocol in several parts, namely opening questions, introduction, transition, keys, and closing questions.

All data collected through in-depth interviews are then analyzed thematically using the Nvivo 10 software. Thematic analysis is a more flexible way to identify, analyze, and report qualitative research data. Before all data were entered into the NVivo 10 analysis tool, all the results of the interviews with the informants were transcribed, then reduced, grouped into a theme to be reported in the form of dialogue or verbatim. Data analysis techniques in this way have been carried out by several previous researchers such as (Braun & Clarke, 2019; Engkizar, *et al.* 2018; Agusti *et al.* 2018; Zafirah *et al.* 2018; Rahawarin *et al.* 2020).

RESULTS AND DISCUSSION

To make it more interesting and clear, the authors will describe all the results of this study in detail. The authors will start reporting the results of this research from the first to the fourth issue. On the first issue, as the writer mentioned earlier, there are four causes of bullying

behavior by students at school. The four causes are as follows: i) entrenched beliefs among students, ii) physical differences between perpetrators and victims, iii) enforcement of discipline by seniors to

juniors and iv) physical disability and weakness of the victim. To make it clearer the four themes above can be seen in Figure 1 as follows:

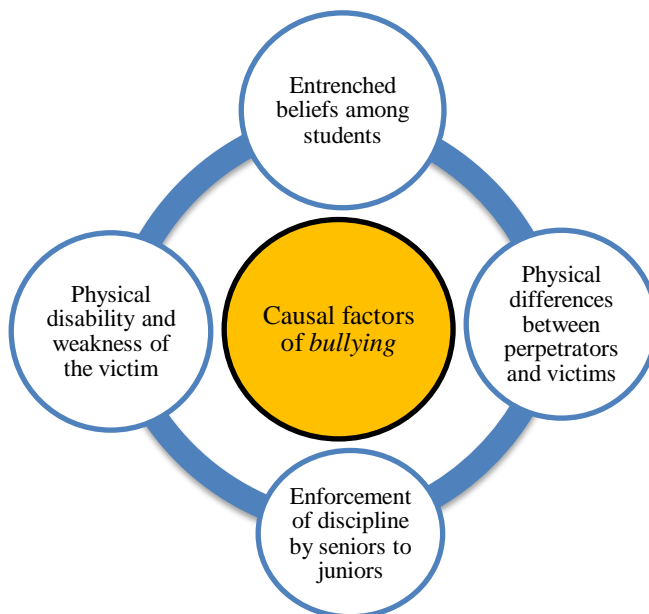


Figure 1: Description of *bullying* causal factors

The four factors that cause bullying as seen in Figure 1 above, the authors get from informants when direct interviews are conducted. This information was conveyed by the informants in slightly different languages, but had the same

meaning. In the following, the authors will display excerpts from the authors's interviews related to these four themes as can be seen in tables 1,2,3 and 4 below:

Table 1: Excerpts of the First theme interview with informants

Causes of bullying	Informant	Interview excerpt
<i>Entrenched among students</i>	Student	, ... in my opinion it has become a culture among students, ...
	Student	, ... it has become a culture in this school, I've seen (informant pointed out a place)
	Student	, ... following in the footsteps of previous seniors, so it is not a habit, but has become a culture among students, ...
	Teacher	,... Because he saw that his seniors had committed bullying, so that the juniors had followed that kind of action too.
	Educational observer	, ... not a culture but the thought that bullying is not cool
	School security	, ... in my opinion because of threats from previous seniors, bullying behavior continues

and over time has become a culture among students that cannot be eliminated

Table 1 above is an overview of the author's interviews with informants related to the results of the research on the first theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 2: Excerpts of the second theme interview with informants

Causes of bullying	Informant	Interview excerpt
<i>Physical differences between perpetrators and victims</i>	Student	, ... I was bullied because of the difference in skin color that is not like most people, ...
	Student	, ... I was ostracized by my friends because my body was too big, ...
	Student	, ... many people bully because of physical differences from other people, some think they are joking, but not necessarily those who feel bullied accept it, ...
	Teacher	, ... of course, because every human being born already has standards for himself, so he has standards in choosing his friends, physical determines choosing friends, choosing friends includes bullying behavior
	Educational observer	, ... physical differences are one of the factors that trigger bullying, currently known as body shaming
	Headmaster	, ... consider themselves the most perfect compared to others, so that bullying appears, ...
	School security	, ... physical differences that are considered trivial to children, but which can have a major impact on the effects of bullying

Table 2 above is an overview of the author's interviews with informants related to the results of the research on the second theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 3: Excerpts of the third theme interview with informants

Causes of bullying	Informant	Interview excerpt
<i>Enforcement of discipline by seniors to juniors</i>	Student	, ... in my opinion the violence perpetrated by seniors is solely for the enforcement of discipline, ...
	Student	, ... my seniors were rude to their juniors, with the excuse of wanting to uphold discipline so that seniors would not be spoiled and could be independent
	Student	, ... no, because discipline doesn't have to be bullying
	Teacher	, ... most of the school that often bullies are students who are at the highest level, so they want to show that this is me, I am more mature,

	more disciplined, and know more about many things, ..
Educational observer	, ... I don't agree with that, because to discipline it doesn't have to be bullying behavior, but use good methods, ...
School security	, ... disciplinary enforcement is necessary, but not accompanied by bullying, such as not using physicality to enforce discipline

Table 3 above is an overview of the author's interviews with informants related to the results of the research on the third theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 4: Excerpts of the fourth theme interview with informants

Causes of bullying	Informant	Interview excerpt
<i>The condition of the victim's physical disability and weakness</i>	Student	, ... I was bullied because of the unequal gait, where I had broken bones, so that after healing my legs did not fully recover, ...
	Student	, ... I do not agree that physical disabilities are the basis for students to bully, because the lack of a person is not his own will, but bullying because of physical disabilities is a very immoral act.
	Student	, ... it could happen, but bullying someone because of their physical disabilities, is a very low thing
	Teacher	,... One of the causes of bullying is a person's physical disability,...
	Educational observer	, ... I agree that physical disabilities are one of the factors causing bullying, because many children turn someone's disability into ridicule

Table 4 above is an overview of the author's interviews with informants related to the results of the research on the forth theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

In the second aspect, as previously mentioned, there are five solutions for how to overcome bullying behavior. The five solutions are i) giving firm action to the perpetrator, ii) eliminating television shows related to violence, iii) equipping

children with martial arts, iv) providing continuous education about the dangers of bullying, and v) instilling mutual respect in children. To make it clearer the six themes above can be seen in Figure 2 as follows:



Figure 2: Description of solutions to overcome *bullying*

Six solutions offered from bullying behavior as seen in Figure 4 above, the authors get from informants when direct interviews are conducted. This information was conveyed by the informants in slightly different languages, but had the same

meaning. In the following, the authors will display excerpts from the authors's interviews regarding these six themes as can be seen in the following tables 5,6, 7,8, and 9:

Table 5: Excerpts of the first theme interview with informants

Solution offered	Informant	Interview excerpt
<i>Give firm action to the perpetrator</i>	Student	, ... I hope that the principal enforces strict rules for bullying behavior to be followed up ...,
	Student	, ... I hope friends who bully can be punished so that they are deterred from doing that ...,
	Teacher	, ... by giving punishment to the perpetrators of bullying, if it has reached a serious stage, it is followed up by reporting it to the realm of law
	Educational observer	, ... by reporting to the realm of law when the bullying has exceeded the limit, ...
	Parents	, ... of course I want the perpetrators of bullying to get the punishment that deserves ...,

Table 5 above is an overview of the author's interviews with informants related to the results of the research on the first theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 6: Excerpts of the second theme interview with informants

Solution offered	Informant	Interview excerpt
<i>Eliminate television shows related to violence</i>	Teacher	,... Starting from monitoring the use of television, social media and the internet. Then provide education to children in the right way ...,
	Educational observer	, ... parents must provide education in an appropriate way, related to the use of media such as television and social media, ...
	Parents	, ... as a parent I limit the use of electronic media to children, because not everything in the electronic media contains positive things but there are also many negative things, one of which is bullying ...

Table 6 above is an overview of the author's interviews with informants related to the results of the research on the second theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 7: Excerpts of the third theme interview with informants

Solution offered	Informant	Interview excerpt
<i>Equip children with martial arts</i>	Teacher	,... Provide outreach on ways to overcome bullying behavior, such as bringing in competent speakers...,
	Educational observer	, ...
	Parents	, ... as parents should teach independence to children from childhood, so that the child is not mentally weak ...,

Table 7 above is an overview of the author's interviews with informants related to the results of the research on the third theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 8: Excerpts of the fourth theme interview with informants

Solution offered	Informant	Interview excerpt
<i>Provide continuous education about the dangers of bullying behavior</i>	Teacher	, ... we as teachers must do outreach to students, by instilling an attitude that bullying is not allowed, because no human being is better and worse, ...
	Educational observer	,... Yes, the child should be taught how to respect others so that bullying does not happen again,...
	Parents	,... Teaches children that bullying is inhumane behavior and how important is mutual respect...,

Table 8 above is an overview of the author's interviews with informants related to the results of the research on the fourth theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

Table 9: Excerpts of the fifth theme interview with informants

Solution offered	Informant	Interview excerpt
<i>Instilling mutual respect in children</i>	Teacher	, ... care must be instilled in students from an early age, perhaps by showing videos about friendship and so on ...,
	Educational observer	, ... foster mutual empathy and sympathy, one of which is mutual cooperation and social service ...
	Parents	..., By teaching children to respect and help friends in distress, it will foster an attitude of empathy and sympathy among others ...,

Table 9 above is an overview of the author's interviews with informants related to the results of the research on the fifth theme, the authors find this information from direct interviews. The information was conveyed by the informants in slightly different language, but had the same meaning.

In the background section of this article, the authors have explained that bullying among students is negative behavior from the perpetrator to the victim, both physically and psychologically (Sullivan, 2010; Prasetyo, 2011; Masdin 2013). Bullying is a conscious and purposeful act of aggression or manipulation committed by one or more people against one or a group of other people.

Referring to the results of this study, there are four factors that cause bullying, namely civilization among students, physical differences between perpetrators and victims, enforcement of discipline by seniors to juniors, and physical disabilities and weaknesses of victims.

The results of this study are supported by several previous studies such as Ariesto (2009) & Tumon (2014), there are several factors that underlie bullying such as family factors, bullying behavior often comes from problematic families, the cause of bullying is also inseparable from school, children as perpetrators of bullying, their behavior will be reinforced if the school often ignores bullying behavior. In addition, peer factors also influence children in doing bullying, where children will do bullying in an effort to prove that they can belong to a certain group (Tumon, 2014).

Even the results of research by Carroll *et al.* (2009) found four factors that influence students to take risky actions, these factors are individual factors, family, peer group, and community factors. The bully can be affected by the weak social skills of the bully because he has low sympathy and empathy and has an oppressive character.

According to the authors' analysis, the emergence of acting as a bully on students is also influenced by the play group. As it is known that the age of students who begin to enter adolescence, then this age is where they look for self and group identity. So when adolescents do not have guidelines in choosing play groups, teenagers may enter into play groups that lead to juvenile delinquency activities. Deviant youth playgroups may seek recognition of their existence from bullying people who they feel are weaker so that they have recognition from their environment that they have courage and power. This statement is reinforced by the research results of that the occurrence of bullying by adolescent play groups.

The results of this study are also supported by Lestari (2016) who found three factors that cause bullying behavior, namely First; family is the cause of bullying behavior among students, because the family is less harmonious, incomplete (parents died or divorced), the

socialization process is not perfect from the family, communication is not smooth between parents and children, and poor parenting fair. Second; Peers are the cause of bullying among students, because of the high intensity of communication between peers that allows these students to be instigated by their friends who are negatively oriented, there is a factor of wanting to be recognized by members of their peer group, maintaining the existence of the group in the eyes of students other. Third; Mass media is the cause of bullying among students, due to the misuse of social media as a medium for bullying in non-verbal form (text). However, the research results of Lestari et al. (2018) found slightly different results; namely, other factors that cause bullying are personality and cultural factors.

Furthermore, on the aspect of solutions or how to deal with bullying among students, the results of this study found five recommendations, namely giving assertive action to the perpetrators, eliminating television shows related to violence, equipping children with martial arts, providing continuous education about the dangers of bullying behavior, and instill mutual respect in children.

According to Coloroso (2007), it is necessary to take firm action against the perpetrators by the school, instill mutual respect and empathy, even the government needs to eliminate television shows that lead to violent behavior. Furthermore Muspita *et al.* (2017) stated that there are still schools that sometimes allow or do not apply strict sanctions to bullies as a result of this action continues.

Another problem that arises is the lack of government attention in monitoring scenes or shows of violence that appear every day in various television media, especially private television, so that these shows become bad guidance for children and adolescents.. So the most appropriate solution is that scenes and shows that indicate bullying should be eliminated.

The next solution is related to socialization and education about the dangers of bullying behavior, this education is not only aimed at students but also for parents. So that parents also have the competence to provide a good understanding to their children. With the collaboration between teachers, schools, government and parents, it is hoped that children's understanding will improve about the dangers of bullying behavior.

CONCLUSION

This study has succeeded in uncovering four factors that cause bullying behavior among students and five solutions in dealing with these problems. The four factors that cause bullying behavior are, in general, bullying has become a culture among students, physical differences between perpetrators and victims, enforcement of discipline by seniors to juniors, and physical disabilities and weaknesses of the victim so as to provide space for the perpetrator. Furthermore, the results of this study found five solutions to tackle bullying, namely giving firm action to the perpetrators, eliminating television shows related to violence, it is recommended that parents equip children with martial arts, schools and the government provide continuous education about the dangers of *bullying* and parents, people around children need to instill the value of respecting each other's then children' empathy will grow continuously.

REFERENCES

- Agusti, F. A., Zafirah, A., Engkizar, E., Anwar, F., Arifin, Z., & Syafril, S. (2018). The Implantation of Character Values toward Students Through Congkak Game for Mathematics Instructional Media. *Jurnal Penelitian Pendidikan*, 35(2).
- Amini, Y. S. J. (2008). *Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak*, Jakarta: Grasindo.

- Amnda, V., Wulandari, S., Wulandari, S., Syah, S. N., Restari, Y. A., Atikah, S., & Arifin, Z. (2020). Bentuk Dan Dampak Perilaku Bullying Terhadap Peserta Didik. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 5(1), 19-32.
- Ariesto, A. (2009). Pelaksanaan Program Anti Bully Teacher Empowerment. Retrieved Juni 12, 2017.
- Braun, V., Clarke, V., Hayfield, N., Frith, H., Malson, H., Moller, N., & Shah-Beckley, I. (2019). Qualitative story completion: Possibilities and potential pitfalls. *Qualitative Research in Psychology*, 16(1), 136-155.
- Bungin, B. 2003. *Analisis Data Penelitian Kualitatif: Pemahaman Filosofis dan Metodologis Ke Arah Pengusaan Model Aplikasi*. Jakarta: P.T. Raja Grafindo Persada.
- Coloroso, B. (2007). *Stop Bullying (Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU)*. Jakarta: Ikrar Mandiri Abadi.
- Carroll, A., Houghton, S., Durkin, K., & Hattie, J. A. (2009). *Adolescent reputations and risk: Developmental trajectories to delinquency*. Springer Science & Business Media.
- Damri, D., Engkizar, E., & Anwar, F. (2017). Hubungan Self-Efficacy Dan Prokrastinasi Akademik Mahasiswa Dalam Menyelesaikan Tugas Perkuliahan. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 3(1), 74-95.
- Darmawan, D. 2017. *Bullying pheonema in school setting. Jurnal kependidikan: Penelitian inovasi pembelajaran*, 1 (2)
- Denzin, NK & Lincoln, YS. 1994. *Introduction: Entering the Field of Qualitative Research*. Thousand Oaks: Sage Publications.
- Engkizar, E., Alfurqan, A., Murniyetti, M., & Muliati, I. (2018). Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing The Coursework on Religion Education Subject. *Khalifa Journal of Islamic Education*, 1(1), 98-112.
- Eriyanti, F., Engkizar, E., Alhadi, Z., Moeis, I., Murniyetti, M., Yulastri, A., Syafril, S. The Impact of Government Policies towards the Economy and Education of Fishermen's Children in Padang City. *E&ES*, 469(1), 012057.
- Engkizar, E., Muliati, I., Rahman, R., & Alfurqan, A. (2018). The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process. *Khalifa Journal of Islamic Education*, 1(2), 148-168.
- Hasanah, U., Alizamar, A., Marjohan, M., & Engkizar, E. (2019). The Effect of Self Efficacy and Parent Support on Learning Motivation in Management Business Students in Padang's Private Vocational School. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 6(2), 133-140.
- Jaafar, A., Syafril, S., Faisal, F., Engkizar, E., Anwar, F., & Hakim, R. (2020). Impacts of Globalization on Adolescents' Behavior in Malaysia. *Islāmiyyāt*, 41(2), 3-8.
- KPAI. 2014. *Kasus Bullying dan Pendidikan Karakter*.
- Krahe, B. (2005). *Perilaku agresif. Yogyakarta: Pustaka Pelajar*.
- Krueger, R. A. 1994. *Focus group: a practical guide for applied research*. Ed. Ke-2. Thousand Oaks: SAGE Publications.
- Lestari, W. S. (2016). *Analisis Faktor-Faktor Penyebab Bullying Di Kalangan Peserta Didik (Studi Kasus Pada Siswa SMPN 2 Kota Tangerang Selatan)* (Bachelor's thesis).
- Lestari, S., Yusmansyah, Y., & Mayasari, S. (2018). Bentuk dan Faktor Penyebab Perilaku Bullying.

- ALIBKIN (Jurnal Bimbingan Konseling)*, 6(2).
- Maghvira, G. (2017). Analisis Wacana Kritis Pada Pemberitaan Tempo. co tentang Kematian Taruna STIP Jakarta. *Jurnal the Messenger*, 9(2), 120-130.
- Masdin, M. (2013). Fenomena Bullying dalam Pendidikan. *Al-Ta'dib*, 6(2), 73-83.
- Mudjijanti, M. M. (2012). School Bullying dan peran guru dalam mengatasinya. *Krida Rakyat*, 2(2).
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola pelaksanaan pendidikan karakter terhadap siswa sekolah dasar. *Jurnal Pendidikan Karakter*, 6(2).
- Muspita, A., Nurhasanah, N., & Martunis, M. (2017). Analisis faktor-faktor penyebab perilaku bullying pada siswa SD Negeri Kecamatan Bukit Kabupaten Bener Meriah. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 2(1).
- Maputra, Y., Syafril, S., Wekke, I. S., Sabiruddin, J., Anggreiny, N., Sarry, S. M., Engkizar, E. Building Family's Social Resilience through Batobo Culture: A community environment proposal. *E&ES*, 469(1), 012062.
- Nusantara, A. (2008). *Bullying: Mengatasi kekerasan di sekolah dan lingkungan*. Jakarta: Grasindo.
- Prasetyo, A. B. E. (2011). *Bullying di sekolah dan dampaknya bagi masa depan anak*. *El-Tarbawi*, 4(1).
- Priyatna, A. (2010). Memahami, Mencegah Dan Mengatasi *Bullying*.
- Putri, M. (2018). Hubungan Kepercayaan Diri dan Dukungan Teman Sebaya dengan Jenis Perilaku *Bullying* di Mtsn Lawang Mandahiling Kecamatan Salimpaung Tahun 2017. *Menara Ilmu*, 12(8).
- Royanto, L. R. M., & Djuwita, R. (2010). Peran faktor personal dan situasional terhadap perilaku *bullying* di tiga kota besar di Indonesia.
- Rahawarin, Y., Engkizar, E., Hakim, R., Sari, W. W., Ramdani, N. S., Kasmar, I. F., Wulandari, S., Restari, Y. A., Mutathahirin, M., Amnda, V., & Arifin, Z. (2020). Seven Motivations of Students Selecting Department of Islamic Teaching Education in Public University. *Asian Social Science and Humanities Research Journal (ASHREJ)*, 2(1), 45-55.
- Setyawan, David. (2015). KPAI: *Pelaku Kekerasan terhadap Anak tiap Tahun Meningkat*.
- Sullivan, K. (2010). *The anti-bullying handbook*. Sage.
- Tumon, M. B. A. (2014). Studi Deskriptif Perilaku *Bullying* pada Remaja. *CALYPTRA*, 3(1), 1-17.
- Zafirah, A., Agusti, F. A., Engkizar, E., Anwar, F., Alvi, A. F., & Ernawati, E. (2018). Penanaman nilai-nilai karakter terhadap peserta didik Melalui permainan congkak sebagai media pembelajaran. *Jurnal Pendidikan Karakter*, 8(1).
- Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor yang mempengaruhi remaja dalam melakukan bullying. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 4(2).