

# Investigating Bullying Incidents at SMPN 1 Singosari: A Fascinating Case Study

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## Abstract

School is a place for students to learn, study, and develop character. Every parent hopes that schools would create a more conducive environment for their children to develop into more mature individuals. However, bullying cases in schools are on the rise, causing concern among parents. Bullying has far-reaching consequences, including death. As a result, the researcher wishes to conduct additional research on bullying instances in schools in order to identify bullying behaviour, kinds of bullying behaviour, factors that contribute to bullying, and the impact of bullying on daily activities. The subjects of this study were students of SMPN 1 Singosari. The research method used is a case study with observation and interview techniques. The research results revealed that the types of bullying that occur at SMPN 1 Singosari are physical bullying, verbal bullying, and relational bullying. Family, friendship, and social media influences all contribute to bullying behaviour among the students of SMPN 1 Singosari. The impact that occurs on victims of bullying behavior is that victims become reluctant to socialize or close themselves and even uncomfortable in class to want to leave class as soon as possible.

**Keywords** bullying; case study; junior high school

## 1. Introduction

Early adolescence is a period where the development of students becomes increasingly significant and requires more attention from those around them, especially from their family environment. One of the biggest factors shaping an individual's daily behavior comes from their family members. The behaviors, traits, and attitudes inherited from parents or other family members, continuously demonstrated and taught, will become one of the most important foundations in a child's character development (Mutiasari & Yarni, 2023).

School also serves as an opportunity for children to build good and beneficial character. Schools are expected to create a more conducive environment that supports children or students to become more developed individuals, enabling them to maximize their potential. With such expectations, schools must prevent actions leading to violence, such as hitting, threatening, and others (Setiyanawati, 2023).

However, the reality in the field does not always align with the expectations parents have for the schools where their children study. Many instances of violence still occur within the school environment, both acknowledged by the school community and unnoticed. This cannot be denied as it can be caused not only by the school environment but also by external factors. Violence, or more commonly known as bullying, can be triggered by behaviors or teachings imitated by students from their family or community environment (Rofiqah, et al., 2023).

Bullying itself can be defined as an action where an individual or group misuses the power or freedom given to harm and hurt others (Hamzah, et al., 2023). Rofiqah et al. (2023) state that Indonesian society essentially has a high capacity and desire for socialization. With such capabilities, Indonesians can have conversation partners that meet each individual's desires. Social skills become an important factor in the application of socialization between individuals. As previously explained, teachings instilled correctly and gradually by parents can become a significant factor in enhancing each individual's social skills. However, if children fail to understand and apply the good teachings instilled, or if parents set a bad example for their children's social lives, the expected social skills that could help children grow well will become a disturbance. Consequently, undesirable behaviors that negatively impact the social sphere, known as bullying, emerge.

The prevalence of bullying in schools has recently drawn increasing public attention. The various impacts of bullying, including causing fatalities, lead to widespread anxiety about the environments that are part of their family's daily lives. According to an article on detik.com titled "8 Facts About the Tragic Death of a Middle School Student in Batu City Beaten by 5 Friends Over a Trivial Matter" by Rohman (2024), a 12-year-old student from SMP N 2 Batu, identified as RKW, died after being beaten by his classmates. The violence or bullying began with the victim's rejection of a request by the perpetrator, MA, to print their assignment. The refusal led the perpetrator to feel offended and angry, prompting him to incite his friends to assault the victim together. From this incident, it can be concluded that individuals in early adolescence are still unstable and in the process of finding their identity. The instability and lack of good social skills teaching can lead to more frequent bullying incidents (Rofiqah, et al., 2023).

According to another article on detiknews titled "Middle School Student in Batu City Beaten to Death, 5 Friends Become Suspects" by Baihaqi (2024), the five perpetrators had various roles in committing violence against the victim. Batu Police Chief AKBP Oskar Syamsuddin stated that the cause of RKW's death after being assaulted was a fracture in the left part of his skull, causing bleeding and blood clots in the brain. The deaths of bullying victims are a severe blow to their families and individuals in the education sector. Schools and their communities, who are supposed to be supporters and providers of good education, instead bring disaster to children entering their teenage years.

Based on these bullying incidents, the researcher has developed an interest in conducting a study to identify the forms of bullying behavior, the factors causing bullying, and the impact on daily life at SMPN 1 Singosari. From the results of this research, it is hoped that it can serve as a basis for teachers or especially counselors at SMPN 1 Singosari to understand the real problems occurring in daily life.

## 2. Method

The type of research used in this study is descriptive qualitative with a case study method. Descriptive qualitative research with a case study method focuses on a selected case for detailed observation and analysis to obtain appropriate results. The case can be conducted individually or in a group. The techniques used in this research include interviews and observations. These techniques will be implemented during counseling sessions or classical or group guidance in class. This study was conducted at SMPN 1 Singosari, specifically targeting 7th and 8th-grade students as the subjects of the research.

Observations were conducted when entering the class to provide classical or group guidance services, during counseling sessions, and case conferences in the counseling room activities in the classroom. After delivering the services, the researcher asked the students to

write their impressions, messages, and desired topics for further guidance, along with their reasons. From these responses, the researcher found several students' writings describing the problems they experienced, with bullying being a frequent issue. The researcher selected subjects from all the students taught, based on their writings and stories.

Several students became the targets of counseling services and research interviews, identified by initials L, A, C, and AK, who are in the 7th grade, and K and NB, who are in the 8th grade. During counseling, the researcher also asked several questions to encourage the students to share more details. Not only were the bullying victims interviewed, but also their close friends, classmates, and some of the bullying perpetrators.

### 3. Results and Discussion

#### 3.1 Result

##### 3.1.1 Forms of Bullying Behavior at SMPN 1 Singosari

Based on the research conducted on several students from grades 7 and 8 at SMPN 1 Singosari, various forms of bullying experienced by the students were identified, which can later be classified into several categories.

Student	Interview results
A	In class, I often get suddenly hit by some of my classmates. They hit me on the head. Usually, there is no warning; suddenly, I am just hit. Sometimes during lessons or free periods, it is unpredictable. They target kids who are considered weak and small, and I am one of them. They do not always hit the head, but that is the most frequent spot.
C	Every time I go downstairs, regardless of which staircase I use, I am always blocked by some classmates. They stretch their legs out on the steps, so when I try to pass, I almost fall several times from the top of the stairs. The ones blocking me just laugh, even though I am almost crying because I am afraid of falling.
AK	I do not feel very comfortable in class; I prefer wearing a mask. I am not very close with most of my classmates. There are a few kids in class who make me uncomfortable.
L & A	We have a friend in our circle who has a boyfriend from another class, but her boyfriend is toxic and likes to cause trouble, which affects our friend. Our friend's boyfriend is disliked by the students in our class, so our friend is also disliked by the students at school because she is dating that boy. This results in us also being disliked by the students at school because we are friends with her. Our friends from outside the class, who were initially close, have also started to distance themselves. Most students from other classes do not want to be negatively influenced by our friend and her boyfriend. But we know what is right and what is not.
K	I once made a mistake in class; during lesson time, I played with my gadget. I admit that I was wrong and did not defend myself. But one student in the class called me stupid, idiot, and other such names. One student, with the initials M, even sexually harassed me verbally. The words he used were disgusting and hurtful.

NB	I do not understand why I was suddenly ostracized in class. At first, I was close with my classmates, often chatting and playing with them. But gradually, I realized that one by one, my classmates started avoiding me. Some even talked about me behind my back. I have a relative in the same class who was told by other classmates to stay away from me, but they did not influence my relative. Until now, I am still confused as to why they suddenly treated me this way.
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**Figure 1. Interview Results on Forms of Bullying Behavior**

In the case of victim AK, we also conducted interviews with his classmates, identified as L & A, because AK himself was less able to open up to the researchers and only gave brief answers when asked questions.

Student	Interview results
L & A	AK wasn't like this initially. Initially, although he was quiet, he still liked to greet and socialize with others. Not like now, where he is completely closed off. This change happened because some kids in the class suddenly started insulting his appearance and face. It wasn't just at school; sometimes it continued on WhatsApp chats, where he was still mocked.

**Figure 2. Interview Results on Forms of Bullying Behavior**

From the explanation above, it can be concluded that the bullying experienced by students at SMPN 1 Singosari comes in various forms, including hitting, blocking, verbal harassment, and ostracization by those around the school.

### 3.1.2 Factors of Bullying Behavior at SMPN 1 Singosari

Interviews conducted by the researchers also revealed different reasons or factors behind the bullying behavior of students at SMPN 1 Singosari.

Student	Interview results
N	I feel too restricted by my parents. Everything must be according to their wishes. I have to take extra classes after school, get perfect grades, and be a good example for my younger sibling. If I make a mistake, I get scolded harshly. But I am still a child, I still want attention from my parents. But they want me to always be a good example for my sibling. I am tired and very angry. So, I take out my feelings on my classmates by getting angry, mocking, or sometimes hitting them.
J	When other kids hit or talk about something like teasing a friend, they always laugh afterward. So, I also thought that what they were doing was just a joke, not too serious. That's why I joined in.
S	I saw videos on TikTok or somewhere else, I forget, where kids were joking around by kicking each other in turn. I thought it was a normal thing to do between friends, so I did the same to my classmates. I didn't know that such actions were considered bullying.

**Figure 3. Factors of Bullying Behavior**

From the interviews conducted above, it can be concluded that the factors causing students to engage in bullying come from various aspects, such as burdensome parental demands, imitating friends' behavior, and inappropriate videos found on social media.

### 3.1.3 Impact of Bullying Behavior on Daily Life at SMPN 1 Singosari

The following are interviews conducted by researchers that show some of the impacts that have been experienced or felt by victims of bullying.

Student	Interview results
AK	I always wear a mask at school because my classmates make me feel uncomfortable. I become less confident, and it makes me always worry whenever someone speaks or just calls my name. I am afraid something uncomfortable will happen again.
L & A	We also feel less comfortable in class or when walking outside the class. Sometimes other kids give us unfriendly looks, and their stares are just unpleasant. Even though we haven't done anything. We understand they don't want to be negatively influenced by our friend and her boyfriend, but we don't get involved in their issues. We know what's right and what's wrong.
M	I feel uncomfortable every time I enter the class. I always try to stay away and not interact with M especially. His words back then were too disgusting, creepy, and made me very uncomfortable. It hurt me a lot.
NB	I don't really care about my friends, I don't want to get involved. But when I am ignored and ostracized like this, I also feel uncomfortable having to stay in class with my friends treating me this way.

**Figure 4. Impact of Bullying Behavior**

It can be concluded that the interviews conducted have shown various impacts of bullying at SMPN 1 Singosari. Loss of self-confidence, excessive fear, discomfort at school or in class, and hurt feelings are the impacts experienced and felt by the victims.

### 3.2 Discussion

Bullying is aggressive behavior carried out repeatedly with the aim of hurting others physically, emotionally, or psychologically. Bullying usually involves an imbalance of power between the perpetrator and the victim, where the perpetrator has more power or strength used to oppress the victim. According to Olweus (1993), bullying can be defined as negative behavior conducted by an individual or group towards another individual repeatedly over time, intending to harm or cause discomfort to the victim.

Bullying behavior at SMP Negeri 1 Singosari continues to occur, as evidenced during the researcher's interviews at the research site. The interviews revealed:

- 1. Forms of Bullying Behavior:** These include verbal, physical, and relational bullying, differing from Astuti's (2008) findings, which identified only physical and verbal bullying.
- 2. Factors Contributing to Bullying Behavior:** Family factors, peer influence, and social media influence. These findings align with Craig and Pepler (2007), who found that students from disharmonious families tend to become either perpetrators or victims of bullying. Additionally, a permissive peer environment encourages involvement in bullying behavior.

**3. Impact of Bullying Behavior:** Bullying is a serious issue with long-term effects on victims, perpetrators, and the school environment. Previous research shows that bullying can cause various physical, psychological, academic, and social problems. Rigby (2003) found that bullying victims have an increased risk of depression, anxiety, and suicidal thoughts, as well as social relationship problems and decreased academic performance. Gini and Pozzoli (2009) found that bullying victims are at higher risk for psychosocial problems such as depression, anxiety, and somatic symptoms. Bullies also exhibit similar risks, albeit to a lesser degree. The research at SMP Negeri 1 Singosari similarly showed impacts such as discomfort during learning, students becoming withdrawn, and decreased academic performance. Further explanation of the findings of bullying behavior at SMP Negeri 1 Singosari:

### **3.2.1 Forms of Bullying Behavior at SMPN 1 Singosari**

According to Colorso (in Setiyanawati, 2023), there are three forms of bullying. The first is physical bullying, which leaves more evident marks and can be identified more easily if the school community is attentive to the victims. Actions such as kicking, hitting, choking, scratching, or throwing objects at someone fall into the category of physical bullying. One 7th-grade student, identified as A, reported that he was often hit on the head by his classmates without any clear reason. Additionally, other students in the class, who are generally quiet, also frequently experienced head punches. When asked why he did not fight back, A explained that although he had tried to resist several times, it only led to more severe beatings, extending to other parts of his body, until he felt too tired to keep fighting back. The researcher also interviewed another 7th-grade student, identified as C, who explained that his classmates often blocked his way on the stairs, causing him to almost fall. This bullying behavior was repeated several times, making C afraid to go down the stairs when his classmates were there. Upon further analysis, such incidents could have fatal consequences for the victims.

Next, there is verbal bullying, which involves the use of words and phrases, either consciously or unconsciously, that can negatively impact the victims. Verbal bullying is easier to perform and can be done in front of many people because such remarks are often considered trivial by others. They might think that these words are merely jokes between friends. However, even if the perpetrator sees the remarks as jokes, the victim might not. Simple phrases can hurt the victims' feelings. Name-calling, insults, slander, gossip, WhatsApp messages, and statements containing sexual harassment can be categorized as verbal bullying.

An example of this is a 7th-grade student, identified as AK. Initially, the researcher was puzzled to see that AK never removed his mask during school and class for several meetings. When first asked, AK responded that he was sick, and the researcher accepted that he had to wear a mask every day. However, after further observation, the researcher noticed that AK was a reserved student who was often ignored by most of the boys and some girls in the class. AK appeared to have no desire to interact with his classmates. Upon further interviews with classmates L and A, it was revealed that AK was initially a quiet but sociable student. The change in AK's behavior was due to classmates who mocked and insulted his appearance, both in class and via WhatsApp. As a sensitive child, AK felt hurt and lost confidence because of the bullying, leading him to withdraw. The lack of awareness from those around AK about what he was going through resulted in AK's reluctance to open up again. This verbal bullying was not limited to the 7th grade. An 8th-grade student, identified as K, also experienced verbal bullying. When interviewed, K admitted that she had made a mistake in class. However, her

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classmates did not handle the situation well, and one of them, identified as M, called K "stupid" and made sexually suggestive remarks. After this incident, K felt scared and chose to avoid M. The last type of bullying is relational bullying, which involves gradually excluding, ignoring, and avoiding the victim without their or others' awareness. Relational bullying is quite difficult for outsiders to detect if they do not have good observational skills. Two 7th-grade students, identified as L and A, experienced this type of bullying because they were friends with a classmate who was disliked by other students due to their and their partner's disruptive behavior. As a result, L and A, who could have socialized well, were ostracized and ignored by other students. Another 8th-grade student, identified as NB, also experienced similar treatment. She was often excluded and talked about behind her back by most of her classmates. When asked, NB still did not understand why her classmates behaved that way. Despite asking several times, she received no clear answers, only anger. From the interviews and observations conducted, it can be concluded that bullying at SMPN 1 Singosari involves more than one type of bullying. This is different from the findings of Lenny et al. (2023), which identified four forms of bullying: physical, social, verbal, and cyberbullying. Meanwhile, research by Danni (Candra et al., 2018) at SMP Muhammadiyah 1 Pontianak found three forms of bullying: physical, verbal, and mental bullying. Given these findings, it is time for teachers to recognize and address bullying promptly to prevent its recurrence.

### **3.2.2 Factors of Bullying Behavior at SMPN 1 Singosari**

There are various factors that lead individuals to engage in bullying behavior. According to Yuliana (2024), subjects who experience harsh treatment from their parents, such as being hit or pinched when they make mistakes, are more likely to engage in bullying. Meanwhile, a bully at SMPN 1 Singosari, identified as N, stated that at home, he is always instructed by his parents to be a role model for his younger siblings. Everything he does must be perfect: attending tutoring after school, continuing to study after returning from tutoring, setting aside time to help with household chores and play with his siblings, and achieving perfect grades at school. N feels too constrained and exhausted by constantly following his parents' demands. As a result, he vents his frustration and anger on his classmates by uttering harsh words and occasionally hitting them.

Another student, identified as J, engages in bullying at school because he sees his friends always laughing after teasing and bothering others. Initially, J thought that what his friends were doing was not harmful and not something to worry about, leading him to imitate their bullying behavior. Research by Danni Candra (2014) at SMP Muhammadiyah 1 Pontianak also showed an actual score of 116 and an ideal score of 180, with a percentage of 64.44%. This indicates the influence of external factors, namely peers and the school environment.

Another factor indicates that the subject is merely imitating what they see on their phone. In line with research conducted by Wirmando et al. (2020) using chi-square statistical tests with a significance level of 5% ( $\alpha = 0.05$ ), the results showed a 95% confidence level among students regarding social media as a factor contributing to bullying behavior at school. Meanwhile, subject S said that he once saw a clip on TikTok showing children kicking and laughing at their friend. S felt that the actions in the video were normal, which is why he imitated and did the same to his own friend.

### **3.2.3 Impact of Bullying Behavior on Daily Life at SMPN 1 Singosari**

The impact experienced by each bullying victim varies. For instance, student AK has become withdrawn. According to research by Ricca Novalia (2016) in Social Pingit, bullying

victims tend to develop antisocial behavior. They withdraw from their social environment and develop trauma, which can lead to depression. In AK's case, he not only isolates himself from his peers but also covers most of his face by always wearing a mask at school. AK's self-esteem has plummeted due to the constant teasing from some of his classmates. He feels unattractive and worthless, and he experiences excessive stress when he has to look at himself in the mirror. Other bullying victims, such as L and A from grade 7 and M and NB from grade 8, feel reluctant to stay in class for long periods. They often leave for other classrooms or the cafeteria as soon as possible to avoid discomfort during break time. Even during lessons, they frequently feel uncomfortable but cannot do anything except remain silent in class. This aligns with the research conducted by Fara et al. (2022) at SMP N 17 Kota Jambi, which shows the influence of bullying behavior on students' engagement and comfort at school. Due to bullying, students struggle to focus on absorbing the material presented by teachers and tend to think about avoiding bullying behavior. L and A feel that fighting back is not a viable option because it results in them being reprimanded by teachers for disrupting the class. Reporting the bullying is also not a solution, as their tormentors will continue their actions once the teacher leaves the classroom.

#### 4. Conclusion

Based on the research findings, it can be concluded that physical bullying at SMPN 1 Singosari includes hitting classmates on the head and tripping students while they are descending the stairs. Verbal bullying is the most common among students. Verbal bullying involves the use of words and sentences, either consciously or unconsciously, that can negatively impact the victims. One student was mocked and insulted about his appearance, both in class and via WhatsApp. This verbal bullying affected his life, causing him to withdraw from social interactions. Relational bullying involves isolating, ignoring, and gradually avoiding the victim without the victim or those around them noticing. This occurs due to students' dislike of a classmate's behavior or personality. Various factors contribute to bullying behavior at SMPN 1 Singosari, including excessive parental demands, peer influence, and the impact of social media platforms like TikTok. As previously explained, bullying behavior significantly impacts individuals' lives, causing victims to withdraw, avoid social interactions, steer clear of the bully's location, and remain silent in class.

From these findings, the researcher hopes that all members of SMPN 1 Singosari, especially the school counselors, homeroom teachers, subject teachers, and the principal, will become more aware of the school environment where many bullying victims remain unaddressed. The researcher also hopes that the school community will take preventive measures against bullying before it results in more victims. A significant hope is also placed on the school counselors at SMPN 1 Singosari to alleviate the students' fear of approaching them. This would allow students, both those who are bullied and those with other issues, to feel free and comfortable to share their stories and receive solutions from the counselors.

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