



THE EFFORTS OF ISLAMIC EDUCATIONAL INSTITUTIONS IN OVERCOMING BULLYING; ROLES, FUNCTIONS AND REALITIES THAT OCCUR

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ABSTRACT

Educational institutions are the second place in socializing as well as shaping the character and behavior of students. Including preventing students from bullying. Educational Institutions have the responsibility to prevent bullying through various efforts that can be made by educational institutions. This research uses qualitative research with a case study approach and is analyzed from a sociological perspective. This article discusses the efforts of the Muhammadiyah Educational Institute in instilling religious values and making other efforts in preventing bullying. The efforts made by the Muhammadiyah Education Institution are through the recitation of books such as the interpretation of the Hadith and the Qur'an, manners and morals through habituation in schools. The institution conducting Habituation in worship, especially dhuha worship and through lectures seven minutes after dhuha. Included in the lesson plan in the subjects of Citizenship Education, Islamic Religious Education, Sociology, Indonesian. Muhammadiyah Educational Institutions also carry out additional activities such as the Youth Information and Counseling Center (PIK-R) which is held every Saturday but this is done by high schools, while for junior high schools there has been no special effort to only socialize about the dangers of bullying. In addition, it was conveyed at every ceremony about the importance of respecting each other and not bullying their friends. However, the efforts made by the Muhammadiyah Educational Institution have not been effective in preventing bullying because there is still verbal bullying as much as 52%, Physical bullying as much as 34%, and includes a 14%. This reality shows that educational institutions, even if they are based on religious values, need to make more intense efforts in overcoming and preventing bullying.

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INTRODUCTION

Bullying cases have become increasingly troubling lately. Not only does it have a psychological impact but also cost lives. Research on bullying reveals the negative effects of bullying especially on victims both socially, emotionally, and mentally (Bubinza et al., 2025; 2-4). Victims of bullying are also at risk of health problems, especially mental health problems such as depression, anxiety, loneliness, low self-esteem, and trauma (Dasar et al., 2024). Often this case occurs in educational institutions that should be able to create anti-violent characters in students. Ironically, bullying cases can occur in any school, from public schools, international schools and even Islamic boarding schools. According to the Child Protection Commission (KPAI) Report, there were 3,800 cases of bullying that occurred in Indonesia throughout 2023. Meanwhile, in October 2024, there were 239 cases of violence in schools, the figure increased at the end of the year to the end. (Mahar Prastiwi Sania Mashabi, 2004)

The bullying incident that occurred at school also proves that bullying is ready to threaten life if a solution is not immediately found. In November 2024, ARO, a 3rd grade student at SDN Jayamukti Subang, died after being bullied by his upperclassmen, the victim's confession to the victim's family was smashed into the wall and kicked (Dian Firmansyah, 2024). Recently, a bullying case also occurred at SMP 2 Pamekasan, a student with the initials P was recorded on video slapping and pulling the veil of a student with the initials S. (Kuswanto Ferdian, 2025)

Based on KPAI and JPPI data, the number of bullying that occurs in schools is;

Table 1. Bullying Data for the last 5 years

Year 2021	Year 2022	Year 2023	Year 2024	Year 2025
53 Cases	226 cases	241 cases	573 cases	601cases

From the data above, it shows that bullying cases are increasing day by day, from 2021 there are only 53 cases, in 2022 226 cases, in 2023 241 cases, in 2023 there are 573 cases and 601 cases in 2025. Bullying cases have been researched by many researchers, of course, still leaving a big question as to why these cases are still increasing.

Research conducted by previous researchers found various factors causing bullying that occurred in Indonesia. Research conducted by Julfiati and Nugroho on the role of peers in preventing bullying, friend groups based on the results of the study succeeded in minimizing bullying because victims prefer to tell their friends rather than teachers or parents. Research conducted by Longa and Anggraini with the results of the study showed that bullying that occurred at SMA Negeri X was very high, including 11% physical bullying, 13% verbal bullying and 10% relational bullying (Julfiati et al., 2025).

The data indicates a lot deviations occurred in school. Deviations can be categorized into two categories, major deviations and minor deviations.

Studies on bullying have been conducted by many researchers, including by stieves et al., Strategies to Combat Bullying: Parental Responses to Bullies, Bystanders, and Victims, explaining that the role of parents and bystanders is very important in reducing bullying cases. Research conducted by Patel, Comrade and Carr Higher Rates of Bullying Reported by 'White' Males: Gender and Ethno-Racial Intersections and Bullying in the Workplace sheds light on the prevalence of bullying in the workplace, especially against blacks in the workplace in the US. Even developed countries are inseparable from bullying. (Stives et al., 2019)(Patel et al., 2024)

Sargioti et al's research explaining Dublin Anti-Bullying Self-Efficacy Models and Scales: Development and Validation self-efficacy is very effective in overcoming bullying cases, with confidence that grows in the individual who is bullied, the victim will try their best to fight back and find ways to fight. (Sargioti et al., 2023)

Research conducted by Amikratunnisyah and Nasution found that bullying behaviors identified at SDN Inpres Kala include physical, verbal, and cyber forms of bullying. The description of the behavior of bullies at MAN 1 Barru includes physical bullying: hitting, punching, kicking, slapping, pushing, and extorting; verbal bullying: scolding, insulting, mocking, and calling others bad names (Journal et al., 2018) Prevention efforts carried out by teachers and parents focus on providing education and socialization about the definition of bullying and its consequences, both for perpetrators and victims. If there is an indication of bullying practices, the steps taken are to provide reprimands, warnings, and the application of sanctions according to the level of violation. The handling strategy implemented involves a direct approach to the perpetrator and victim, accompanied by the provision of punishment or sanctions to students who are proven to have committed acts of bullying. (Amikratunnisyah & Nasution Khoiruddin, 2021)

The difference between the research that will be carried out and the previous research lies in the object of the research, namely students from Muhammadiyah High School who carry out religious values in the implementation of education, namely Al Islam and Muhammadiyah, which is interesting in the indicator points of superior education, it is explained that one of the indicators of superior education is zero bullying and anti-sexual violence (Provisions of the Muhammadiyah Higher Education Council and PNF Th 2024, 2024).

RESEARCH METHODS

This study uses qualitative research with interview and observation data collection techniques, both individual and collective interviews through FGD, personal interviews and interviews with related parties. This design is considered suitable because it wants to know in depth and detail the existence of bullying in schools. The subjects of the study are the Caregiver of the Orphanage, the Principal, the Vice Principal, students or students and related parties in Muhammadiyah educational institutions. The students/students consisted of 30 people who were orphanages as well as schools in the Muhammadiyah Education Institution.

The Primary of this research was the head master of Junir and Senior High School Muhamamdiyah. The caretakers of the orphanage were also interviewed as sources of triangulation. Also, student was interviewed for ensure interview result from head master and orphanage caretakers. The data obtained was classified into efforts undertaken by Muhammadiyah educational institutions and their impact on students. The bullying incident also became part of the data analysis to measure the impact of the institution's prevention efforts on student bullying behavior.

The location of this research was chosen based on the consideration of the Muhammadiyah educational institution as an Islamic-based education. The study in this study is understood phenomenologically to understand the phenomenon of bullying that occurs in Muhammadiyah Educational Institutions.

RESULT AND DISCUSSION

The initial observation was made on September 11, 2025. In the first observation, the researcher also interviewed the caregiver of the orphanage who said that this bullying had occurred in the orphanage once. The two students fought which started from joking with each other turned into ridicule and ended up attacking each other. But only once after that it never happened again. Therefore, the author is interested in continuing the research because there have been cases of bullying as conveyed by caregivers (Interview, Hamid, Orphanage, 11 Sept 2025).

The fact that there are students fighting in the orphanage is interesting for further research because it could be that only one appears to the surface and occurs openly, it does not rule out the possibility of bullying but not daring to report. Therefore, this study is considered appropriate to find out whether religious values instilled by educational institutions are successful in overcoming bullying.

Muhammadiyah Educational Institutions's Effort

Muhammadiyah educational institutions have made efforts to prevent bullying among students in the educational institution, such as internationalizing the values of Muhammadiyah, including it in the curriculum of schools and orphanages, fostering habits and through school extracurriculars.

Internalization Of Religious Values

Muhammadiyah Educational Institution makes efforts so that students have the values of tolerance, respect and respect and do not bully their friends.

Table 2. Muhammadiyah Educational Institutions's Effort

Efforts made	Orphanage	Junior High School	High School
Internalization of Religious Values	Religious Deepening	Applying manners and morals, as well as getting used to worship	Through the habit of praying Dhuha in congregation
	Getting used to congregational prayer	Local culture is manners, such as not riding a bicycle When entering the school area, greet the teacher only	Seven-minute religious lectures every day

		to the same sex. Male to male teacher Female to female teacher
Islam according to Muhammadiyah based on the Quran and Sunnah is scheduled every five o'clock in the afternoon, the maghrib prayer is samper isha', and it starts again. The Qur'an and Hadith, the book of Ibanatul Ahkam, Faraid Science, Nahwu Sharraf, Arabic	Worship well and get used to praying dhuha in congregation	Providing an example so that teachers do not commit violence and are worried about being imitated by students. Both verbal and physical

Interview, Hamid (Caregiver) 01/09/2025, Rofiqi (Kepsek Muhammadiyah) 05/09/2025, and Masduki 16/09/2025

The above data is based on the result of interviews with the head master of Junior and Senior High school Muhammadiyah Pamekasan, and with the orphanage caretakers also. Among the efforts made by the Muhammadiyah Education Institution is to provide Islamic material through the recitation of the book which is carried out every afternoon and after the Isha' prayer at the orphanage. Meanwhile, the religious values conveyed at school are in the form of a seven-minute lecture delivered by the teacher when the dhuha prayer is finished. Other research results explain that familiarize students with reading Asmaul Husna before KBM begins to introduce the good nature of Allah (Guru et al., 2022).

The results of interviews with the majority of students said that they had received advice from caregivers, principals and teachers not to disturb their friends either with rude, physical or ostracizing words. Here is the percentage;

Chart 1. Percentage of Students Who Have and Never Received Advice



The above data is result from google drive which is distributed among student as many as 30 students then reinforced with interviews. From the data, Students who feel that they have received advice not to bully their friends are 83% while those who feel that they have never received advice about bullying are 24%. Based on data, the Muhammadiyah Education Institution has made efforts to prevent bullying, one of which is through studies, advice, and guidance at educational institutions.

Inclusion in School Curriculum and Activities

Include in the lesson plan even though it is not specific but included in subjects that can discuss bullying; "Related to strategies to overcome bullying, because it is now rampant. Inevitably, the school through the teacher must include bullying material in its lesson plan. Especially to the latest in-depth lesson plan. Related to bullying. The second victory, we live in an era of nothing as social media, through the theme in the teacher, if it is possible to enter the theme of bullying, please, such as the PKN maple of religion and language, sociology and PPKn the student receives how many minutes about the dangers of bullying" (Interview by Masduki, Muhammadiyah Head of Education, 16/09/2025)

In addition, it was delivered in various school activities such as during the flag ceremony and there was a special activity, namely PIK-R (Youth Information and Counseling Center) which was held every Saturday. Special PIK-R activities are carried out as a means and infrastructure in communicating with students, including related to bullying.

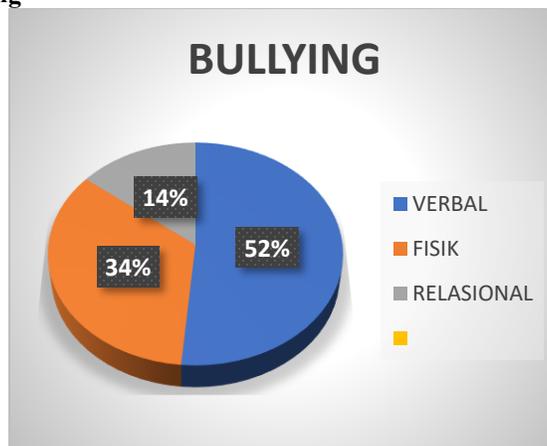
As for junior high school, it is not specifically included in the lesson plan but is conveyed on various occasions in the classroom when the teacher teaches.

"The way teachers convey directions to their students in class, regarding not allowing a bullying system is by advising, especially with their friends who have shortcomings or are different from others. must respect each other and must apply tolerance" (Rofiqi Interview; Head of Junior High School Muhammadiyah; 05/09/2025). Involve parents Orphanages and junior high schools are always more of a persuasive approach by involving parents when there are violations, including bullying. When a violation occurs, a warning is given, but when it happens again, the parent concerned will be called by institution.

"Usually we only give a warning once, but if we call the parents twice, I was surprised, because at first it was a joke but when it was fought the child was angry. We immediately called his parents." (Interview; Hamid and Rofiqi)

As for high schools, the principal has a different policy by enforcing a point system that is regulated in light, medium and severe violations. If only Light is enough with a warning letter. Phenomena that occurred in the Muhammadiyah Pamekasan Education Institution. Even though various efforts have been made to prevent bullying, in fact bullying still occurs, which includes verbal 52%, physical 34% and relational 14%;

Diagram 2. Presnetase Bullying



The above data is result from google drive which is distributed among student as many as 30 students then reinforced with interviews. Verbal bullying includes Body Shaming, condescending by considering others as inferior to themselves, mocking by calling by their parents' nicknames, property, in more detail and verbal bullying experienced by students of the Muhammadiyah Education Institute in the following table;

Table 2. Verbal

Physically insulting/mocking	Calling with a Parent call	Penampilan	Calling by the name of Animal	Treasures
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You are like an electric pole.	Mocking my parents' names	My appearance was said to be unsettling.	Calling my name by the name of the monkey rat,	You're poor
You're ugly	Calling by my parents' names I don't like the most		Din dhedin (gho)	
You're small				
I was once called a madman,				
I was called an idiot.				
How stupid are you				

The above data is result from interviews. As for the physical one in the form of an informant named IZ, he admitted that he had been beaten and strangled; "I was beaten, ridiculed, strangled". When asked how the informant responded, he replied that he returned the blow so that he ended up fighting.

The US informant was forced to take off his clothes and his snacks were taken and eaten, and once the person concerned was beaten for no reason. "I was bullied to the point of being angry because I was forced to take off my clothes and my snacks were eaten ". U.S. informants retaliated but he still lost because he was alone.

SFD informants have also been beaten for minor mistakes; "I was beaten for a small thing". When asked if the person concerned fought against the person concerned, he said that he tried to fight but still lost because he brought his friends and the person concerned was ganged. The unbalanced amount makes the victim have to think twice about fighting, however fighting will still lose. Such a condition, if left unchecked, will have a psychological and physical impact.

From the statements of informants who are not equal positions, there are those who feel powerful, making them feel entitled to persecute and bully others, which is one of the factors that make bullying occur in the Muhammadiyah Education Institute. This misaligned position can result in one party mocking, hitting, kicking, pushing, provoking to stay away and others(Stives et al., 2019 ; 2-4). If this is left unchecked, it will backfire, escalate, and become increasingly massive behavior.

Reviewing The Strategy of Muhammadiyah Educational Institutions In Preventing Bullying

It is important to internalize religious values into students in order to shape student behavior. One of the behavioral shapers is the religious values taught in educational institutions(Doyle Paul Johnson, 1986 ; 220-221) Religious values for religious believers have their own function as life guides and guidelines in behavior.

Efforts to internalize the value into students through religious activities as well as learning process activities and additional activities such as PIK-R and socialization of bullying in particular have been carried out, but in fact bullying still occurs. There must be other efforts that must be made by the Pamekasan Muhammadiyah Education Institution in preventing bullying. Bullying cannot be considered a bad thing because various studies prove that the impact of bullying is very serious. It has a negative impact on social, health and emotional conditions. Worse still, it can have an impact on increased depression and suicidal behavior. (Bubinza et al., 2025, 3-4)

Bullying leaves a deep trauma on the victim, the incident that happened to the victim in the US, for example, the victim still remembers the incident and the names of the people who bullied him. The feeling of helplessness even though they resist is still felt by the victim and automatically has a psychological impact on the victim. The majority of victims of bullying choose to report their experiences to their parents because they consider their parents the safest and most comfortable place for them to express all the complaints they have experienced while in the orphanage or at school. They hope that parents can help to find a solution to what they are experiencing, but some parents give a response that is not in accordance with expectations by telling the victim to be patient. Children who see that their parents are actively involved in anti-bullying efforts are more likely to approach their parents as the first point of contact when an incident occurs (Darmayanti, 2019; 78-79). In fact, as the results of the research stated by Stives et

al., the role of parents in preventing bullying is very important in dealing with bullying problems (Stives et al., 2019 6-9)

Families where children escape when they are no longer helpless elsewhere. Parents have an important role to prevent bullying victims from doing unwanted things as well as people who can intervene directly to protect victims from future bullying behavior. Preventive measures include (a) instilling religious values and teaching love for one another, (b) providing a loving environment (c) building children's self-confidence, courage, and assertiveness (d) teaching ethics towards others (e) providing educational reprimands when children make mistakes, and (f) accompanying children in absorbing information (Abdullah & Ilham, 2023). Sociologically, the position of the family has a central role because the family is the first institution in the child's life. Not only does it teach values to form character but also has an obligation to protect children as long as they are immature.

Intervention from the family is important. When a child is somewhere else, parents are obliged to ensure that their child is safe, not only physically and materially but also psychologically. Many parents do not understand the child's sense of comfort and force their children to face their own problems when they are already in Islamic boarding schools, in orphanages or at school, so that in the end when their children are bullied, they are told to be patient and resigned. Therefore, parents need to instill or equip their children with strong self-confidence and the courage to not be afraid if they are innocent or make mistakes, because bullying often happens to children who are weak and lack self-confidence (Fikriah, dkk. 2002; 21-22).

Muhammadiyah Educational Institutions must make serious efforts to overcome bullying. Because in Islam itself it prohibits violence, especially against fellow Muslims. It is stated in Q.S Al Hujurat verse 11 about the prohibition of bullying, and Q.S Ali Imran verse 159 about being gentle. The steps that can be tried to be applied in Muhammadiyah Educational Institutions are;

First, making the recitation of books such as the interpretation of the Quran not only textually but also contextually translated. For example, the tafsir from Q.S Al Hujurat verse 11;

" O you who have believed, let not one people make fun of another, for it may be that those who are ridiculed are better than those who ridicule."

In interpreting the verse, it can be accompanied by a contextual explanation by inviting students to look at the everyday context. Thus, students have a better understanding of the Actions that are and are not allowed to be done. When a child understands good interaction patterns, it becomes easier to discern between good and bad behavior, behavior that benefits others or behavior that harms others (Putri & Ramadhani, n.d.). A discussion room is also needed by opening questions so that students who do not understand or want to consult can freely convey it to the teacher.

Second, building empathy is not only theory, but how to build empathy among students so that they have the awareness not to bully their friends. Empathy is built through concern, taking perspective, personal distress. Concern is a component of empathy that involves loving and caring for the suffering of others. Meanwhile, perspective taking is the cognitive aspect of empathy that allows the individual to see others from his or her point of view. As for the aspect of personal distress, it is the tendency to feel anxious and depressed in responding to the suffering of others (Kang et al., 2025 ; 3-6)

If studied sociologically, the caregivers of the orphanage, teachers, school principals and related parties as said by Hooley can make efforts to look glass self, namely looking at oneself when hurt by others, of course in various ways and creativity owned by educational institutions(Kamanto Sunanto, 1993; 29-30). So, the student have concept of social self recognized another feeling(Jonathan H Turner, 1997; 344-345)

CONCLUSION

Muhammadiyah Educational Institutions have made efforts to prevent bullying. Efforts made culturally, getting used to having manners, behaving well and doing congregational worship. Or structurally through a point system that has a light, medium and heavy impact. These efforts are carried out so that students have anti-bullying characteristics such as indicators of superior education in the statute of Muhammadiyah Educational Institutions, but in practice students need a more intense approach and effort in preventing bullying.



Strategic steps that Muhammadiyah educational institutions can interlize empathy feeling to students by learning models implemented in schools. Second, creating special activities, such as watching videos together about bullying. Junior High School-aged are repeat imitators, sometimes they have difficulty following advice verbally. Role playing also can be learning method.

There are still many unanswered questions from this research, including the role of parents in bullying response, and response Muhammadiyah educational institutions toward bullying that occur in their institution. That question could be the subject of further research.

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