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Understanding the Bullying Behavior in Islamic Boarding Tahfidzul Quran Pontianak

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Abstract

This qualitative research is of the phenomenological type, the aim of the research is to reveal the subject's understanding of bullying behavior, as well as recommending guidance and counseling to train santri's assertive attitudes. Subjects, HB aged 14 years and MM aged 13 years, data collection uses interviews. The results of the research showed that subject HB had experienced verbal bullying, namely being insulted because of his tall, thin and weak body shape and being called a girl by his friends. Student MM experienced verbal bullying, was teased because his cheeks were fat and his face had acne. The bullying phenomenon that occurs in the context of verbal bullying, especially in the physical form of HB and MM, is displayed through words. Verbal bullying has an impact on the subject's psychological condition. Subjects gave different reactions because the ability to express feelings of anger or fight was different for each subject. The attention given by guidance and counseling teachers is to train students' assertiveness so that they have the courage to refuse and act if they see indications of bullying behavior.

Keywords; Assertive, Physical, Bullying and Verbal

Introduction

Education in Indonesia is currently faced with bullying that occurs in every educational unit. Every year cases of bullying continue to increase, causing psychological and physical impacts. One of the government's roles in eliminating bullying is by forming a team to stop bullying and sexual violence, known as the Task Force, Team to accelerate the handling of sexual violence (Regulation of the President of the Republic of Indonesia Number 9 of 2024 concerning the Implementation of Education and Training for the Prevention and Handling of Sexual Violence Crimes, 2024 ; Regulation of the Minister of Education and Culture No. 30 of 2021, 2021). In schools, bullying is still a problem that is controlled by the PKKS team, but being self-aware as school members, bullying cases are a shared responsibility.

Parental participation is also needed to reduce the occurrence of bullying in the school environment. Schools are the main location where bullying occurs, Comparitech reports, as many as 82.8% of bullying incidents are reported to occur in educational environments. Other locations include on the bus (32.5%), social media and apps (19.2%), outside the school building (17%), text messaging (11%), online video games (7.9%), internet (non-social media) (6.8%), telephone calls (3.8%), and emails (3.3%). The research results show that Indonesia is in 5th position out of 78 countries in terms of the level of santri who experience bullying. The National Survey of Life Experiences of Children and Adolescents (SNPHAR) by the Ministry of Women's Empowerment and Child Protection (KPPPA) in 2018 revealed that three out of four children and adolescents who had experienced violence reported that the perpetrator was a peer. According to the 2018 PISA (Program for International Student Assessment) study, 40% of santri experience bullying at least several times a month (Adityo Susanto, Dini Rakhmawati, 2023; Fitronella & Dasalinda, 2024).

Research from the Ministry of Education and Culture in 2022 revealed the fact that 36.31% of santri have the potential to experience bullying, whether verbal, physical or cyber. Ironically, only 13.54% dared to report it. Other data from the Federation of Indonesian Teachers' Unions (FGSI), states that cases occurring in educational units tend to increase from 21 cases in 2022, to 30 cases in 2023. Meanwhile, the Indonesian Child Protection Commission (KPAI) said that there were 87 cases of bullying out of 2355 reported cases of child abuse ([https://www.ums.ac.id/berita/perspektif/jeratan-gelap-](https://www.ums.ac.id/berita/perspektif/jeratan-gelap)

bullying-di-dunia-pendidikan- indonesia). In 2023, KPAI revealed that bullying cases reached 3,800 and occurred in educational environments, especially in Islamic boarding schools. (<https://www.suarasurabaya.net/kelanakota/2024/>). At the beginning of 2024, bullying cases have reached 141 cases, around 35% and occurred in schools. The consequences of child violence in educational units range from physical/psychological pain, prolonged trauma, to death or the child ending his life (<https://metro.tempo.co/read/1844009/kpai-terima-141-aduan-kekerasan-anak-sepanjang-awal-2024-35-persen-terjadi-di-sekolah>). From the data presented, it is clear that bullying cases continue to increase and extra care is needed to handle these cases.

The problem in the research is how students understand the bullying behavior they have experienced in Islamic boarding Tahfidzul Quran at Pontianak. The research aims to describe the experiences of students who have experienced bullying and provide recommendations to guidance and counseling teachers to provide training in being assertive so that students have the courage to fight back, report and protect other friends from bullying. The factor that causes bullying in Islamic boarding schools is because students experience a transition period between living with their parents to living independently in a dormitory. The rules in the dormitory are very disciplining while the students are not emotionally ready to take part in Islamic boarding school education. So they try to release their emotions by going against the rules, disturbing other colleagues as a way to get rid of boredom.

Bullying is a social phenomenon that occurs most frequently in educational environments and is included in the three major educational sins, along with sexual violence and intolerance. (Herlinda & Triyono, 2020). This phenomenon has become a serious concern throughout the world, including in Indonesia. Cases of school bullying not only have a negative impact on the victim emotionally, psychologically and physically, but can also affect the school environment as a whole. The influence of bullying can be seen from the factors of feelings of power, sense of seniority, and the effect of revenge. Conformity also has an influence in cases of bullying, namely feelings of bonding and similarity among teenagers. Conformity explains the situation where teenagers have the need to adapt to the wishes of their peers in a friendship group or peer conformity (Putu Karunia Meilani & Hizkia Tobing, 2023). The implication of confirmation theory states that the similarities shared by peers regarding feelings of defending friends indicate

loyalty. Feelings of fear of being rejected and excluded from your peer group if you don't want to comply with a friend's invitation.

Conformity is a change in behavior as a result of real or imagined pressure from a group. The need to be accepted in a peer group causes adolescents to make changes in attitudes and behavior in accordance with the behavior of peer group members. Being in a peer group provides a sense of comfort, and recognition of how strongly the individual is liked or accepted in the group. Confirmation of the methods taken by individuals to defend themselves and be accepted in a group, in confirmation of behavior or beliefs due to peer pressure. The more individuals adapt to their peers, the stronger the individual's emotional bonds within the group, so that age groups play a very important role in teenagers' lives (Putu Karunia Meilani & Hizkia Tobing, 2023; Sovitriana & Sianturi, 2021). Conformity is the process of adjusting behavior to adhere to group norms that have been agreed upon within the group. Accepting ideas and agreeing on rules that guide individual behavior, and behavior similar to other people driven by one's own desires, examples of confirmation behavior (Umam, 2021). There are several reasons that can be put forward to understand why individuals conform. These reasons are the desire to be liked by friends. As a result of internalization and learning processes in childhood, many individuals conform to help them gain approval from many people.

Consent is required for individuals to receive credit. Because basically many people like praise, many people try to conform to the situation. Conformity is important so that individuals gain acceptance from certain groups or environments. If an individual has different views and behavior then he or she will be considered not to be a member of that group and environment (D. H. Putri & Kustanti, 2023; Siska Tutiana, Dewang Sulistiana, 2023). Nonconformity occurs when individuals react in rejection to group expectations and then deliberately move away from actions or beliefs held by the group. (Safitri & Munir, 2022; Sublimapsi et al., 2024). Conformity will appear when other individuals are present, such as peers, and that is when a student will imitate the behavior of other people or peers as expected, but when there are no other individuals, an individual will show different behavior. Similarly, with bullying behavior, individuals will see and imitate, if there are no individuals doing the bullying, then individuals will not see and imitate what other individuals do. So it can be said that bullying is concluded partly because there is conformity towards a group (Maulia et al., 2021).

This condition also occurs in Islamic-based schools, Tahfidzul Quran Pontianak. The indication that emerged when hearing the santri' stories was that female santri made fun of the cubby cheeks. Santri who are made fun of because they are too tall and slender, but have a gentle style like women. There are santri who are invited to join groups of friends who want to disturb friends who are sleeping in the dormitory. Female santri who talk loudly while walking call to their friends, this condition is not in accordance with Islamic boarding school etiquette. This condition is not known to the guidance and counseling teachers and homeroom teachers, so santri continue to repeat these actions. Information that researchers received from guidance and counseling teachers about the efforts that have been made for programs to handle bullying in schools, implementing information services. Information services are provided about the dangers of bullying, the impact of bullying and forms of bullying. Information service activities are conventionally carried out, only getting feedback that santri participate actively, working on the reflection questions given after the service. Santri understand information about bullying, but santri in their daily lives do not reflect the actions of rejecting bullying. So it was found that there was still verbal bullying, hate speech towards teachers who santri did not like. This research aims to describe the level of understanding of santri and female santri regarding bullying behavior.

Method

The research was carried out at the Tahfidzul Quran Islamic, Pontianak. Researchers carry out descriptive interpretation to describe research findings. The documentation process is carried out to review and cross-check the data found during interviews compared to the findings of the document review. The aim of collecting this data is so that guidance and counseling teachers can play an optimal role through the design of the guidance and counseling program. The Guidance and Counselling program provides personal social guidance services to train oneself to be assertive, so that one can avoid bullying and avoid bullying. This research uses primary data and secondary data, the primary data source is the guidance and counseling teacher who accompanies santri and female santri in classes VII and VIII. Secondary data sources in this research include the condition of the school environment, the number of santri and teachers, the profile of respondents related to the problem studied, namely understanding bullying behavior. The research data collection technique uses interviews

about types of bullying, the impact of bullying and experiences of being a victim or perpetrator of bullying. In qualitative technical data analysis consists of data reduction, data display and conclusion drawing, data verification (Creswell, 2014; John W Creswell, 2020). Researchers obtained this from in-depth interviews with guidance and counseling teachers and santri. Researchers reduce or categorize according to the needs of the research focus which is then described for drawing conclusions according to the research objectives. Primary data in this research are santri and santriwati, secondary data is interviews with guidance and counseling teachers, Ustad, Ustadzah. Observation notes while in the dormitory and school environment and documentation during interviews with informants. The subjects consisted of 13 year old female student HM and 14 year old female student MM. Data collection was carried out at the Tahfizul Quran Islamic boarding school, especially in the dormitory from January to June 2024. The type of observation carried out by the researcher was non-participant, that is, the researcher was not involved in the subject's daily life. Data validity uses data and time triangulation to obtain consistent data.

The phenomenology type qualitative research method, reveals the facts of a real event from human life within the framework of people's thoughts and behavior as understood or thought about by the individual himself. Phenomenological research aims to gain better knowledge about reality. Human experience is interpreted and evaluated thoroughly regarding the individual who is the focus of the research. Knowledge in the form of images, beliefs, ideas, values and attitudes obtained from human interactions and the environment that form life experiences. Phenomenology as a research method also has several advantages or disadvantages. First, as a scientific method, phenomenology can describe and describe a phenomenon as it is without manipulating the data in it. In this condition, we as researchers must first put aside our understanding of religion, customs and science so that the knowledge and truth discovered are truly objective. Second, this method views the object of study as something complete and not separated from other objects. This means that this approach emphasizes a holistic and not partial approach so that a complete understanding of an object is obtained. In phenomenological studies, study problems include, among other things, how a person perceives a phenomenon or event, what the reaction is to the experience experienced, and what is the significance of the phenomenon experienced for the subject. The phenomenological research step,

conducting qualitative research is only to collect inductive data. Creswell, outlined the steps including;

Determination of location and individual, participants in a phenomenological study may or may not be located in a single location. Most important, they must be persons who have witnessed the phenomenon under investigation and can express their conscious experiences. Under these conditions, finding out who becomes a research informant depends on the ability of the person being interviewed to express life experiences. The research location in phenomenological research can be in one location or spread out, depending on the individuals who will be used as informants. It is recommended that individuals who can provide clear and concrete explanations. The location of this research is Pontianak City, Pontianak City District. At the Tahfids Koran Islamic boarding school which is located on Wahidin Street Gg Sukma 22. The informants in this research were 2 research subjects, namely santri HB aged 14 years and santriwati MM aged 13 years. guidance and counseling teachers who teach class VII A, ustad and ustadzah as assistants in the boys' and girls' dormitories.

Approach process, interviews are required accompanied by patience. As expressed by Creswell, furthermore in phenomenological interviews the researcher must be patient and skilled in asking appropriate questions and relying on informants to articulate the meaning of their experiences. Patience is needed to be able to provide meaning behind the meaning and interpret in depth the data collected, continue to verify until you find saturated data.

Strategy for Determining Informant Selection, who can act as informants are all individuals studied representing people who have experienced the phenomenon. Therefore, it is important to find the right informants who have the ability based on their experience and can communicate the informant's experiences and perspectives on the topic being discussed.

Data collection and techniques include observation form nonparticipant to participant, interviews from semistructured to open ended, documents varying from private to public, audio visual materials including pictures, compact disks and videotapes.

Data recording procedures, including using headings to capture important information and remind you of the purpose of the interview, leaving space between

questions on a special sheet, remembering questions to avoid eye contact, writing a conclusion that shows gratitude for the interview and asking for additional information from the person being interviewed, if needed in the future.

News in the Field, recording problems found in the field obtained from observations and it is very important to make observations and any facts that emerge related to the problem being researched.

Data Storage, it is necessary to store data backup archives in computer files, record information during interviews using a recording device, make detailed and structured observations and notes. protection is needed for researchers who have an anonymous writing style. Use files to provide data protection to facilitate qualitative data programming. You can also carry out or create a matrix to determine the location of research data identification.

Reporting Stage, Data processing flow in phenomenological studies: (1) The researcher begins by explaining his experience in detail. (2) The researcher then finds statements (in interviews) about how people interpret the topic, describes those statements (data horizontalization), and develops details without repetition or overlap. (3) These statements are then classified into relevant groups. The researcher describes these units in depth and produces a textual explanation (textual description) of his experience, providing specific examples.

Theoretical Review

Handling bullying, guidance and counseling teachers must be proactive so that there are no more victims or perpetrators of bullying (Maria Natalia Bete, 2023; R. E. Putri et al., 2023). Cases of bullying are increasingly widespread and often occur in the school environment, even from elementary to tertiary levels. Many terms appear besides bullying around us, namely bullying (Heryana Mardika, 2020). Due to the many terms that appear and express bullying, it is very appropriate to provide an understanding of bullying to santri. By providing information, santri can avoid bullying and prevent bullying.

Santri who have a strong awareness of bullying prevention try to avoid it. On the other hand, santri who do not understand have the potential to become victims and perpetrators of bullying which has both psychological and physical impacts, as well as

being isolated from the environment (Anggraini et al., 2023; Fitronella et al., 2024). Bullying behavior shows a tendency for negative behavior to have an impact on psychological conditions in the form of feelings of regret and shame. Therefore, strategies for handling bullying are needed through counseling guidance service programs to reduce the occurrence of bullying. Guidance and counseling service programs are effective in reducing bullying in schools by around 19-20% and victims of bullying in schools by around 15-16% (Gaffney, 2019). Strategic steps that can be taken by guidance and counseling teachers to prevent bullying include providing supervision to santri to foster productive communication with school members, parents and the community.

Create consistent thinking to not support bullying and set a good example in daily life as a school member. Another effort that can be taken by santri who have experienced bullying is to restore self-confidence (Simbolon, 2012). The experience of bullying is not only obtained from school, but also from people closest to you who have the potential to give rise to bullying behavior. So it is not uncommon for experiences gained from outside the school environment to be brought into school, there is a motive for getting used to the outside environment. The intensity of time santri have at home, school, time with social media and the community provides varied experiences in interacting with their environment. Not all santri can get a good experience as expected, sometimes santri need a way to convey the uncomfortable feelings they receive when interacting. The inability to convey psychological experiences will give a feeling of sadness, feelings of fear and cause frustration. Therefore, guidance and counseling teachers need to provide guidance and counseling services that train santri to have the courage to express their feelings, namely being assertive. Assertive behavior can be displayed when santri interact in online and offline conditions. An individual's ability to say no, the ability to ask for help or make requests, express positive feelings, the courage to continue and complete a conversation is called the ability to be assertive (Parapat et al., 2018; Putu Venessa, 2020). Recommends cultivating an assertive attitude in everyday life so as not to become a victim of bullying. The American Psychological Association (2013) defines bullying as: "A form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions." Apart from that, an

assertive attitude helps santri to have the courage to refuse invitations from other friends who will bully them (<https://www.apa.org/topics/bullying>).

Assertive means stating firmly, individuals who have a firm attitude will show the ability to express themselves sincerely, honestly, clearly and openly about their thoughts and feelings. Individuals dare to express what they feel so as to provide calm, do not interfere with their own rights without harming, injuring and offending or threatening the rights of comfort and integrity of other people's feelings (Umar et al., 2022; Yuliana et al., 2024). Training santri to be assertive is important because many people have difficulty accepting the fact that stating or asserting themselves is an appropriate or correct action. Training yourself to be assertive is one way to help santri develop ways of interacting in interpersonal situations.

Discussion

The findings of the interview conducted on March 12, 2024, the researcher understood and explained the research information conducted to the guidance and counseling teachers and female santri in the class. It can be described that santri' ability to understand bullying behavior is concluded to be good. Validated from the results of interviews with guidance and counseling teachers, that santri have explained and given examples of various types of bullying, can categorize forms of bullying and state one of the impacts of bullying. The Guidance and Counselling teacher also said that in the Guidance and Counselling teacher's efforts to provide personal social guidance services on the theme of caring for and loving oneself, he provided material about stopping bullying. The methods used by Guidance and Counselling teachers are lectures and group discussions. The media used in personal social guidance services use infocus, Power point.

Other information that researchers obtained was that to find out whether the service process was effective or not, teachers gave santri self-reflection assignments. The results of the reflection showed that santri had experienced teasing about their fat bodies, cubby cheeks and pimply faces. One of the santri said that he was called *bencong*, because his friends considered him to be a gentle man. Based on these findings, in the teacher's reflection, he prepared a follow-up plan, namely providing understanding to be assertive if he experiences bullying and dare to refuse if he is invited to carry out

bullying. Apart from that, Guidance and Counselling teachers also open online consultation services via WhatsApp regarding situations that indicate bullying. Guidance and guidance teachers have an important role in facilitating santri to grow and develop healthily at school.

Researchers interviewed guidance and counseling teachers regarding what efforts they had made to provide information about bullying attitudes. The interview was held in the guidance and counseling teacher's room on March 13 2024. The special guidance and counseling teacher accompanies class VII students. IM as a guidance and counseling teacher said:

that the new academic year 2023/2024 has provided an understanding of the dangers of bullying. Class VII at our Islamic boarding school has implemented an independent curriculum so that there are certain themes, especially about protecting oneself and the environment, that I can combine with the theme of bullying.

From this interview, the researcher interprets that the efforts provided are in the form of guidance and counseling information services which aim to provide recognition and understanding of bullying and the dangers of bullying. The guidance and counseling teacher revealed that in implementing information services, “the method I use is only power points which I usually get from the internet”. From the information obtained, the researcher concluded that the efforts made by the guidance and counseling teachers were not optimal. from the media side, they only take it from the internet, guidance and counseling teachers have not yet explored how to provide a different approach in providing an understanding of the dangers of bullying. When the researcher asked about the students who were the research subjects, the guidance and counseling teacher said:

that HB was a quiet student, even shy. when you speak, your voice is small and your eyes are lowered. However, his physical character is very prominent, he is taller than other students. HB is a good student, so far he has never had problems either academically or outside of academics, has never been involved in a fight or anything like that. However, it is true that he was teased about his tall stature, which made him embarrassed to open up communication with other friends

Information received from the Guidance and Counseling teacher about the personality of MM santriwati. *“MM is a cheerful, chatty person, recently I received news that he was being teased about his acne-prone face and increasingly chubby cheeks. In the end, he was involved in an argument with a friend because they were teasing each other”.*

Based on information about HM and MM's experiences conveyed by the guidance and counseling teacher, that the subject experienced physical bullying, received teasing about their body shape and cheek shape. The consequences of the bullying experienced have an impact on the subject's psychological condition. HM limits the space for interaction with friends and MM becomes aggressive by responding to friends' teasing. Individuals can experience the same form of bullying but it can have different consequences or reactions. on March 15 2024, at 15.30 in the afternoon the researcher met HM on the dormitory terrace. we discussed understanding about bullying.

HM said, he was often mocked as a snob, then given harsh words and insults, "You're a man but you're slow, your voice is small, you're like a girl or you're a sissy! Finally, he stayed in his room, didn't want to hang out with his friends much anymore. annoying friend.

The experience described clearly shows that HM experienced verbal bullying which had an impact on his psychology. The consequences are limiting social interactions and selecting friends who can understand HM's character. HM continued the story that he had been invited by a friend to tease another friend who was sleeping. But HM refused for reasons of fear and pity for his friend who was resting. This case explains that the invitation to carry out bullying came from a group of friends, whether or not bullying occurred was determined by the individual's strength to act firmly by refusing the invitation, resisting bullying and reporting indications of bullying.

MM, a 13-year-old female student, experienced teasing from her classmates and even seniors also mocked her physically. The interview was held in the library room on March 15 2024 at 16.00 pm.

MM said he was once teased because his face had lots of pimples and his cheeks were chubby. Yes, ma'am, there are seniors who are mocking, occasionally looking at their faces from top to bottom. I dare you, I can answer directly. When I go home from the hostel, I tell my friends, sometimes to the ustadzah.

MM showed a firm attitude by giving a direct response, namely fighting the teasing of his seniors. MM's personality is very expressive, so he is able to tell stories with friends and the ustadzah as a dorm companion. Telling stories can reduce psychological burden, and is a simple example of being assertive.

After obtaining data about the experience of guidance and counseling in efforts to provide information about bullying, the researchers concluded that it turned out that the efforts taken had not been comprehensive, only limited to understanding and not leading to forming the attitudes of students so they could have the courage to fight bullying. So the BK teacher's efforts have not yet resulted in real action. Researchers have compared this data with the experiences of the researched subjects, that the verbal bullying experienced by students gave different reactions because their ability to dare to fight back and speak out to express their feelings was different. Therefore, guidance and counseling must make more comprehensive efforts to avoid repeated experiences. Students need to be trained with an assertive attitude, so that they are able to firmly refuse and fight back and even report acts of bullying experienced by themselves or friends.

Conclusion

Islamic boarding Tahfiidzul Quran, the characteristics of santri are diverse but live together in diversity of ethnicity, social status and personality. This condition has the potential to cause psychological boredom in santri, making them vulnerable to bullying. Guidance and Counselling Teachers have provided understanding to all santri and female santri about the impact of bullying through information services. Santri' ability to understand the forms and impacts of bullying behavior is quite good, obtained from the reflection sheets filled in by santri. Guidance and counseling teachers have provided opportunities for santri to reflect on experiences of bullying they have received at Islamic boarding Tahfiidzul Quran.

The results of the santri's reflection revealed had experienced verbal bullying, physical teasing or body shaming. The Guidance and Counselling teacher's efforts are to follow up on the results of the reflection by providing understanding to be assertive. The urgency of being assertive so that santri have the courage to express psychological feelings in a healthy manner through verbal and action, santri can protect themselves

and the school community from bullying behavior. So that the experience of bullying does not repeat itself, it is recommended that foundations and Islamic boarding schools develop and implement policies for perpetrators of bullying regarding sanctions and guidance that can be provided as a deterrent effect so that bullying behavior does not happen again.

Optimizing the role of ustad and ustadzah in the dormitory so that there are activities that train assertive attitudes, in breaking the chain of bullying. Before the students go to bed, give them a 10 minute meeting to talk openly about the emotional experiences of the day that has passed. This condition is done so that the students can be open to their daily experiences, without having to carry any hidden psychological burdens themselves.

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