

Information Service Using Drama Film "Cry Me A Sad River" to Minimize Bullying Behavior in Middle School Students

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ABSTRAK

Penelitian dilatar belakangi oleh fenomena mengenai maraknya kasus bullying di sekolah. Tingginya perilaku bully pada siswa mendorong untuk dilakukannya pemberian sebuah layanan berupa layanan informasi. Penelitian ini dilakukan dengan tujuan untuk menguji keefektifan layanan informasi menggunakan drama film "try me a sad river" untuk meminimalisir perilaku bullying pada siswa SMP. Metode yang digunakan adalah kuantitatif dengan jenis penelitian yang digunakan adalah jenis Quasi Eksperimental dengan desain Non-Equivalent Control Group Design. Jumlah populasi penelitian sebanyak 84 siswa kelas VIII SMP. Sampel penelitian dipilih menggunakan teknik sampling purposive dengan kriteria yang memiliki tingkat perilaku bully yang tinggi. Teknik pengumpulan data dalam penelitian ini menggunakan instrument skala perilaku bullying dan wawancara. Instrument penelitian menggunakan model Skala Likert, kemudian dianalisis menggunakan uji independen sample t-test dengan SPSS. Hasil penelitian menunjukkan bahwa layanan informasi menggunakan drama film "cry me a sad river" efektif dalam meminimalisir perilaku bullying siswa SMP.

ABSTRACT

The background of this research is the phenomenon regarding the rise of bullying cases in schools. The high bullying behavior in students encourages providing a service as an information service. This research aimed to test the effectiveness of information services using the drama film "try me a sad river" to minimize bullying behavior in junior high school students. The method used is quantitative, with the type of research used is Quasi-Experimental with a Non-Equivalent Control Group Design. The total population of the study was 84 students of eighth-grade junior high school. The research sample was selected using a purposive sampling technique with the criteria of high bullying behavior. Data collection techniques in this study used bullying behavior scale instruments and interviews. The research instrument used the Likert Scale model, then analyzed using an independent sample t-test with SPSS. The study results show that information services using the drama film "cry me a sad river" effectively minimize the bullying behavior of junior high school students.

1. INTRODUCTION

Guidance and counseling in schools have an important role in developing students' potential to grow and develop optimally and complete all their developmental tasks. Students can develop optimally if they can fulfill Maslow's hierarchy of needs, namely 1) physiological needs, 2) safety needs, 3) love and property needs, 4) self-esteem, and 5) self-esteem actualization (Bujuri, 2018; Setiawan, Nurajizah, Kholida, & Suwarjo, 2022). Related to the need for a sense of security, it becomes a challenge for students because of the prevalence of bullying. The State of Indonesia is in the first stage in the Asian Region in research on bullying conducted by NGOs (ICRW) International Center for Research on Women and Plan International (Eliasa, 2017; Isnaini Zakiyyah Arofa, Hudaniah, 2018). As many as 84% of children in Indonesia experience bullying at school. Types of bullying that often occur include psychological, physical, and social. In 2021 the Indonesian Child Protection Commission (KPAI) received reports regarding 2,982 cases of special protection for children, and according to Comparitech report data, 82.8% of reported bullying occurred in educational areas or schools (Ayuning, Murtiono, Styvani, & Putri, 2022).

At school, bullying behavior is not seen clearly, because students hide it and are afraid to report it to teachers or parents. Based on research conducted by Adair in the journal (Yusmansyah & Mayasari, 2018), 79% of bullying at school is not reported to teachers or parents. Participants tend to cover up this and solve it with their friends at school to reflect independence. However, it has a long-term impact on students if left unchecked. Bullying must be stopped at least to reduce bullying in schools because it is known that bullying hurts students' survival; including in Indonesia, there were cases of bullying that caused victims to be injured and even die. Bullying causes stress in students, lack of self-confidence, loneliness, and anxiety disorders. Bullying affects social relations. Children who feel rejected can withdraw from social relationships, which results in them not having the opportunity to develop the social skills they need. In addition, it negatively affects enthusiasm, learning, and student achievement (Rahman, Aryani, & Sinring, 2019).

At the junior high school level, children who are entering the age of 12-15 years are a period when children are characterized by increasing social attitudes in children. At this time, the child wants to play a role and be valued in the group. The fact that is more influential at this time is the tendency to compete that takes place between peers and the environment. It agrees with the statement in the journal that healthy and fair competition between peers will support and have a good impact on the child. However, on the contrary, unhealthy competition also tends to impact children or their peers adversely (Aryani, 2019). Likewise, with supporting statements if the influence of pressure from peers can affect the child's attitude in the way of acting even in making a decision (Rizkyah Intannia, Tina Hayati Dahlan, 2020).

Based on the results of interviews with counseling teachers at SMP Negeri 3 Marbau, an initial data description of bullying behavior was obtained from students. It was found that several bullying behaviors tended to be carried out by Grade VIII students at SMP Negeri 3 Marbau, such as physical, verbal, and psychological bullying. This bullying still often occurs in class VIII, especially in class VIII-1 and VIII-3. In addition to conducting interviews with counseling teachers at SMP Negeri 3 Marbau, researchers also conducted interviews with an eighth-grade student at SMP Negeri 3 Marbau who was a victim of bullying in his class. The results of interviews with students found that he often received insults from friends in his class, which made him feel uncomfortable. However, he did not report it to the guidance counselor. The counseling teacher at SMP Negeri 3 Marbau has made efforts to deal with bullying cases through information services and group guidance. However, this bullying case still occurs in the eighth grade of SMP Negeri 3 Marbau. In this case, the gap between an expected condition (*das sollen*) and a real condition (*das sein*) lies in the fact that school guidance and counseling have an important role in developing students' potential and minimizing bullying behavior. It is inversely proportional to cases of bullying that occurred at SMP Negeri 3 Marbau. Even though the counseling teacher has made efforts to handle and provide information services and group guidance, cases of bullying still occur. In addition, students who are victims of bullying tend not to report it to the counseling teacher.

Ideally, the *das sollen* conditions show that structured, programmed, and integrated guidance and counseling services can successfully minimize bullying behavior. However, the conditions on the ground (*das sein*) show that bullying still occurs even though the service has been implemented. Therefore, further research is needed to evaluate the effectiveness of information services using the drama film "cry me a sad river" in minimizing student bullying behavior.

Information services are services in guidance and counseling that are classical (classroom services) and provide educative information that is general and free with various personal, social learning, and career fields (Karwono, Muchtar, & Pranoto, 2019; Wardani & Trisnani, 2019). Information services can indirectly provide preventive measures for problems experienced by students. The information services provided can also add insight to students in understanding themselves. Provision of information services to students can utilize supporting media. One of the supporting media that can be developed is film drama. Movie drama can explain more real content, so film drama is important in providing service messages to students. The drama film that the researcher uses is cry me a sad river. This drama film cries me a sad river about school bullying, social pressure, and youth mentality. This drama film contains an overview to students about the negative impact of bullying on perpetrators and victims. Students learn through teaching media that are presented in an audio-visual manner so that they provide a deeper direct picture and touch feelings. Students' feelings will be touched if they are positioned as perpetrators or victims of bullying. In other words, this film drama contains knowledge and educational values so that students know that bullying must be fought or stopped. For students who are used to bullying, this drama helps children to realize that the bullying that has been done is not good. The facts that have been described became the basis for researchers to research the effectiveness of information services by using the drama film "cry me a sad river" to minimize student bullying behavior.

The novelty value of this study lies in using the drama film "cry me a sad river" as a medium in information services to minimize bullying behavior in students. Although information services and film dramas have been used previously in guidance and counseling, the use of film dramas with this particular title to address the problem of bullying has novelty value. This approach provides students with a more immersive visual and emotional experience, so they can better understand the negative effects of bullying and reconsider their behavior. Drama films also allow students used to bully to realize that their actions are not good. In addition, this research also evaluates the effectiveness of information services using drama films. By looking at the extent to which this service successfully minimizes bullying behavior, this study contributes to evaluating the effectiveness of this method. By combining interesting audio-visual media and content relevant to bullying issues, this research provides an innovative approach to minimizing bullying behavior in schools. The same thing was expressed in previous research that the approach method through the media of drama and film is effective for knowing the effects of bullying and can increase awareness for students not to do this action (Kusmini & Zulyanti, 2019). It can pave the way for the development of methods and other approaches that can increase the effectiveness of guidance and counseling services in overcoming the problem of bullying.

The urgency of this research topic is the importance of minimizing student bullying behavior at school. Bullying seriously impacts students' mental conditions, such as stress, lack of self-confidence, anxiety disorders, loneliness, and disturbances in social relationships. In addition, bullying can also affect the spirit of learning and student academic achievement. Therefore, overcoming and preventing bullying behavior is important so students can optimally develop their potential and feel safe in the school environment. If the culture of bullying is continued, it will have a disruptive impact on a child's health and mental state. In this case, control can also optimally emphasize how a child feels safe in his school environment (Saputra et al., 2022; Domikus et al., 2022). Previous research found that the solution to preventing and forming a healthier culture to avoid bullying in students, especially in their teens, is to pay attention to the climate and culture in schools that need attention (Ismail, 2019). The school is the second home for students. Parents entrust their children to develop optimally with the help of teachers, staff, and friends they meet at school. Schools need to have programs in prevention and handling as well as policies that are serious in resolving cases of bullying.

This study aimed to evaluate the effectiveness of information services using the drama film "cry me a sad river" in minimizing student bullying behavior. By involving students in this activity, it is hoped that they will better understand the negative effects of bullying and the importance of stopping it. Through film drama, students can understand the feelings of perpetrators and victims of bullying more deeply. The hope is that this information service can increase student awareness about the dangers of bullying and encourage them to behave more positively and report cases of bullying to the authorities. By carrying out this research, researchers hope to find a method or strategy that effectively minimizes bullying behavior in schools. In addition, the results of this study can also provide guidance and recommendations for teachers, counselors, and education personnel in implementing effective guidance and counseling programs to address the problem of bullying. This research is also expected to contribute to efforts to create a school environment that is safe, inclusive, and supports optimal development for students. From the introduction above, researchers can formulate hypotheses in this study, namely as follows: Hypothesis 1 (H1): Information services using the drama film "cry me a sad river" are effective in minimizing bullying behavior in students at SMP Negeri 3 Marbau. Hypothesis Null (H0): Information services using the drama film "cry me a sad river" are ineffective in minimizing bullying behavior in students at SMP Negeri 3 Marbau.

2. METHOD

This research includes quantitative research. Quantitative research is defined as research that uses many numbers, starting from the process of data collection, data analysis, and data display (Ahyar et al., 2020; Sugiyono, 2019). The research method used was quasi-experimental with a non-equivalent control group design. In this design, research subjects or participants were not randomly selected to participate in the experimental and control groups (Abraham & Supriyati, 2022). This study's target population was the eighth-grade students of SMP Negeri 3 Marbau, totaling 84 students. The sample is part of the population to represent the entire population (Amin et al., 2023; Mathematics, 2016). The samples taken in this study amounted to two classes, namely class VIII-1 and VIII-3. The sampling technique used was purposive sampling, namely, research respondents with certain characteristics, so in this study were students with high bullying behavior categories.

The research procedure is carried out with the following steps: First, determine the variables that will be the object of research. Second, prepare a bullying behavior questionnaire, which has been tested

for its validity and reliability. Third, distributing the pre-test about bullying behavior to classes VIII-1 and VIII-3. Fourth, determine the research sample. Fifth, provide treatment to the experimental group with information services using film dramas, while the control group uses lecture and discussion methods. Sixth, carry out post-treatment measurements (post-test) for both groups to see whether or not the treatment given to the subjects studied has an effect. Seventh, perform data analysis using appropriate statistical methods to test the significance of the difference in the average post-test scores of the experimental group and the control group. The collected data were analyzed systematically using an independent sample t-test with the help of SPSS. The data collection technique used in this study was interviewing and using a bullying behavior questionnaire. The bullying behavior questionnaire used was a bullying behavior questionnaire with the Likert scale model that researchers quoted from Sirajuddin's research (2019).

3. RESULT AND DISCUSSION

Result

To be able to use the independent test sample t-test in hypothesis testing. First, it is necessary to carry out the prerequisite testing procedure on the data. If all requirements are met, then it can be continued with an independent sample t-test. Testing the independent sample t-test requirements through two stages, namely the normality test and then the homogeneity test. Based on the normality test using the Kolmogorov Smirnov test in the experimental class, it is known that the probability value (Sig.) for the experimental class pre-test data has a probability value (Sig.) is $0.124 > 0.05$, and in the post-test, the experimental class has a probability value (Sig.) is $0.076 > 0.05$. The provision that if the probability or significance value is > 0.05 , the data is normally distributed. Based on the normality test using the Kolmogorov-Smirnov test in the control class, the normality test in the control class pre-test has a probability value (Sig.) of $0.089 > 0.05$, and in the control class, the post-test has a probability value (Sig.) of $0.200 > 0.05$. The provision that if the probability or significance value is > 0.05 , the data is normally distributed. Based on the results of the data analysis, it can be concluded that the experimental class pre-test data, experimental class post-test, control class pre-test data, and control class post-test are at the normal distribution level. Thus one of the statistical test conditions is fulfilled. Based on the homogeneity test results, $\text{sig} = 0.965 > 0.05$ was obtained for the control group and experimental group data. Based on this, it can be concluded that the data is homogeneous.

The researcher conducted the first experimental and control group analysis before getting treatment. The results obtained were the total pre-test score in the experimental group of 823, with a standard deviation 3,401. Furthermore, the total pre-test score in the control group was 801. It indicated that there was a significant difference between the total pre-test scores in the experimental group and the control group. The second analysis is to determine whether there is a difference or the effectiveness of the treatment given to the experimental group. After treatment, the total post-test score was 574, with a standard deviation 3,169. Then for the control group, the total post-test score was 741 with a standard deviation of 3,178. So that it can be said that there is a significant difference between the experimental class, which was given information services with the drama film "try me a sad river," and the control class which was only given information services with the lecture method.

Table.1 Independent Samples T-Test Results

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Kelas Kontrol dan Eksperimen	4.182	.965	-11.766	18	.000	-16.70000	1.41931	-19.68186	-13.71814
assumed Equal variances			-						
are not assumed.			11.766	18.000	.000	-16.70000	1.41931	-19.68186	-13.71814

Based on [Table 1](#), it is known that the value of Sig. (2-tailed) 0.000. Because Sig. (2-tailed) 0.000 <0.05 then H0 is rejected and H1 is accepted. It means that information services using the drama film "cry me a sad river" effectively minimize bullying behavior in Marbau 3 Public Middle School students.

Discussion

Based on the research results conducted at Marbau 3 Public Middle School for the 2023 school year, the students in class VIII-1 as the experimental class totaled ten students, and class VIII-3 as the control class with ten students. The results obtained were that there was a decrease in bullying behavior, based on the results of calculating the average pre-test and post-test in the experimental group and the control group both experienced a decrease in the experimental group with information services using the drama film "try me a sad river" the pre-test average was 82.3. The post-test average was 57.4; in the control group with the lecture and discussion method, the pre-test average was 80.1, and the post-test was 74.1. Although both groups experienced a decrease, the average score of the experimental group was lower than that of the control group. It can be seen from the post-test results of the experimental group, which were smaller than the control group (57.4 <74.1). Thus the information service using the drama film 'try me a sad river' effectively minimizes bullying behavior in students. This study was able to answer the hypothesis proposed, namely, information services using the drama film "try me a sad river" effectively minimize bullying behavior in students of SMP Negeri 3 Marbau, meaning that in the experimental group, the probability of Sig. (2-tailed) 0.000 <0.05, which means there is a significant change. An effect size of 0.6 shows that the treatment carried out by researchers with information services using the drama film "cry me a sad river" to minimize bullying behavior in Marbau 3 Public Middle School students has a medium category effect.

The results show that information services with the drama film "try me a sad river" effectively minimize bullying behavior in eighth-grade students of SMP Negeri 3 Marbau. The results of this study support previous research conducted by [Supiyani \(2017\)](#), namely with the title "Effectiveness of Information Services in Reducing Bullying Behavior Against Students with Special Needs at SMA Negeri 14 Bandar Lampung," that bullying information services can reduce bullying behavior of students. Moreover, research by [Rahman \(2019\)](#), namely the title "Development of Video Guidance Counseling to Reduce Bullying Behavior," that counseling video media through information services can reduce bullying behavior. Based on the research results, the implication is that information services combined with audio-visual, namely the drama film "try me a sad river," can minimize bullying behavior in students so that it impacts reducing bullying behavior in eighth-grade students of junior high school. Information services using audio-visual such as the film drama "try me a sad river" are effective in minimizing bullying behavior in students caused by several factors, namely as follows:

First, information services using the film drama "try me a sad river" are effective in minimizing bullying behavior in students because showing films about the effects of bullying provides a deeper direct picture so that students' feelings are touched if they are positioned as perpetrators or victims of bullying, and make students aware. Those who commit acts of bullying that bullying has a serious impact and must be stopped. The impact of bullying behavior itself is very large, especially for the victims, including a. It becomes a big obstacle for a child to self-actualize because the victim feels that whatever he does will be wrong in the eyes of other people, especially the perpetrators. b. Bullying does not provide a sense of security and comfort, making victims of bullying always feel overshadowed by the fear of being intimidated. c. Feeling inferior and worthless in the community due to the bullying he received. d. The feeling of fear because they always receive bullying treatment causes the victim, who is a student, to have difficulty concentrating on his studies. e. Victims who always feel afraid and anxious cause them to be unable to socialize properly with their environment. f. Bullying behavior at school causes victims to feel reluctant to go to school to prevent this behavior from happening again. g. Victims of bullying will usually be closed individuals, so they will not be confident and have difficulty communicating in their environment. h. Victims of bullying will lose confidence in the environment that hurts them a lot.

Second, information services using the drama film "try me a sad river" are effective in minimizing bullying behavior in students because the media used makes it easier for students to get moral messages or information such as forms of bullying, the impact of bullying, and the factors a person takes action bullying. The factors that influence bullying behavior are personality, family, bad experiences of children, and the school environment, the most influential factor causing bullying behavior is the school climate ([Haslan et al., 2022](#); [Zakiyah et al., 2017](#)). It agrees with the statement in the journal that the main cause of bullying is caused by the background of students at school, such as victims from broken homes, hearing the commotion of parents, neighbors, and friends around the student's home environment ([Ramadhanti & Hidayat, 2022](#)).

Moreover, for other researchers, research results can be developed through further research regarding the problem of bullying behavior, or it is necessary to conduct similar research by studying what has yet to be studied in this research because this research is still limited to one aspect, namely behavior. Therefore, further researchers can develop this research against a different context to compare the findings from this study's results in both approach and improved aspects.

4. CONCLUSION

Based on the results of the study, information services used the drama film "try me a sad river" to minimize the bullying behavior of eighth graders of SMP Negeri 3 Marbau effectively and experienced changes in bullying behavior, both in the experimental class where information services were treated using the drama film "try me a sad river" as well as a control class with information services using lecture and discussion methods. Moreover, for other researchers, research results can be developed through further research regarding the problem of bullying behavior, or it is necessary to conduct similar research by studying what has yet to be studied in this research because this research is still limited to one aspect, namely behavior. Therefore, further researchers can develop this research against a different context to compare the findings from this study's results in both approach and improved aspects.

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